



Model Curriculum

NOS Name- Basic Health and Wellness Skills (middle school)

NOS Code: HSS/N8622

QP Version: 1.0

NSQF Level: 1

Model Curriculum Version: 1.0

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Training Parameters

Sector	Healthcare
Sub-Sector	Generic
Occupation	Generic
Country	India
NSQF Level	1
Minimum Educational Qualification and Experience	Pursuing continuous school education from 6th to 8th Grade
Pre-Requisite License or Training	
Minimum Job Entry Age	Not Applicable
Last Reviewed On	31/01/2024
Next Review Date	31/01/2027
NSQC Approval Date	31/01/2024
QP Version	1.0
Model Curriculum Creation Date	31/01/2024
Model Curriculum Valid Up to Date	31/01/2027
Model Curriculum Version	1.0
Minimum Duration of the Course	45 Hours
Maximum Duration of the Course	45 Hours

Program Overview

This section summarizes the end objectives of the program along with its duration.

Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- Describe the basic indoor, outdoor and stranger safety measures.
- Demonstrate the self-defense skills.
- Explain First Aid Tips
- Identify the need of Socio emotional learning/awareness.
- Understand about physical wellbeing
- Explain about equality, acceptance and inclusivity of differentially abled children.
- Practice safe use of Internet, Gadgets and Media
- Introduction to Adolescent Education
- Practice safe and hygienic menstrual hygiene measures
- Practice exercise, yoga, mindfulness and meditation
- Display appropriate appearance for the school.
- Apply 3Rs concept for conservations of resources.
- Difference between Dry and Wet waste
- Ways of Cleaning and Sanitization of surroundings
- Explain the importance of plantation.
- Display appropriate appearance for the school.
- Explain about various community programs

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Follow safety measures, First Aid, Healthy lifestyle and Safe Environment Practices in day-to-day life	30:00	15:00	00:00	00:00	45:00
Module 1: Orientation to basic self-safety measures	06:00	03:00	00:00	00:00	
Module 2: Introduction to First Aid Tips	06:00	03:00	00:00	00:00	
Module 3: Awareness towards safe use of Internet, Gadgets and Media	06:00	03:00	00:00	00:00	
Module 4: Foundation of Healthy Lifestyle	06:00	03:00	00:00	00:00	
Module 5: Sensitization on Clean, Safe and Healthy Environment	06:00	03:00	00:00	00:00	
Total	30:00	15:00	00:00	00:00	45:00

Module Details

Module 1: Orientation to basic self-safety measures

Terminal Outcomes:

- Describe the basic indoor, outdoor and stranger safety measures.
- Demonstrate the self-defense skills.

Duration: 06:00	Duration: 03:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain about Road and traffic safety measures to be followed while walking, running, cycling, and crossing on road. • Explain water safety measures to be followed while Swimming or playing around the pool. • Explain about safety measures to be followed while exposed to animals. • Explain about outdoor safety measures to be followed while playing sports in the playground or road. • Explain about Fire safety measures. • Explain about dos and don'ts to be followed at home for safety. • Differentiate between the family, known and stranger people. • Describe the techniques to be followed while dealing or talking with strangers. • Explain to kids when and how to get help if anything seems unsafe. • Explain about safety measures to be followed when they are not accompanied by adults or elders. • Describe how to use physical self-defense in an emergency. • Explain the steps for fall and injury prevention. • Explain about violence and how they can save themselves against it. 	<ul style="list-style-type: none"> • Make and practice safety plans for getting help. • Practice Role playing situations that reinforces safety rules about traffic, road, fire, water, stranger, sports, home etc. • Practice Dos and Don'ts through role paly, flash card, charts etc • Practice self defense techniques like resistance, bite, snatch, hit, kick and yell etc.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Fire Extinguisher, Experiential learning, Role Play, Flip Charts, Posters making, Flash cards, videos, PPTs, etc	

Module 2: Introduction to First Aid Tips

Terminal Outcomes:

- Explain First Aid Tips.

Duration: 06:00	Duration: 03:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain about 3C'S of responding (Check, Call and Care) • List components and uses of the First Aid Kit such as bandages, antiseptic solution, digital thermometer, crape bandage, triangular bandage, gauze, cotton, etc. • Identify different types of wound such as scraps cuts, and wounds. • Describe the steps to be taken to stop bleeding (washing, pressure applying, and elevation). • Difference between sprain, strain and fracture. • Explain about RICE (Rest, ICE, Compression and Elevation) method in case of Sprain, Strain and Fracture. • Sensitize about importance of immobilization and stabilization of injured part by using cardboard, stick, cloth, Bandage, towel etc • Describe the steps to be taken to stop the nosebleed. • Identify if the burn is minor or major. • Describe the dos and don'ts to be followed for immediate relief from the burn. • Describe the dos and don't to be followed by the children in case of Shock, electric shock, Fainting, Heat Stroke, Fever, Frost bite, Hypothermia, Stings, and bites etc. • Identify the signs and symptoms of choking. • Explain the situations in which hands-on CPR or chest compressions to be used. 	<ul style="list-style-type: none"> • Prepare First Aid Kit. • Practice Role playing situations to care different types of injuries or sign and symptoms with the use of first aid kit such as <ul style="list-style-type: none"> ○ Cuts/scraps/bleeding/wound/ Fracture ○ choking. ○ Fits/Epilepsy ○ Shock, giddiness and fainting. ○ Nose bleeding ○ Sprain, strain and fracture ○ Heat stroke ○ Fever ○ Stings/bites ○ Frost bites etc • Demonstrate the technique of transporting injured fellows to medical room with the help of others.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
Tools, Equipment and Other Requirements	
First Aid Kit/Box, Bandade, Bandages, Dettol, Scissors, Towel, cardboards, stick, cotton etc	

Module 3: Awareness towards safe use of Internet, Gadgets and Media

Terminal Outcomes:

- Practice safe use of Internet, Gadgets and Media.
- Explain about Media Literacy.

Duration: 06:00	Duration: 03:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the importance of safe use of Internet, Gadget and social media. • Discuss internet safety tips, and safe web browsing. • Awareness about Media Literacy. • Explain about cybersafety and its importance. • Explain advantages and disadvantages of using the internet, gadgets, and social media. • Describe the bad effects of excess use of the gadgets on physical, social and mental health. • Explain when to seek help from parents or teachers if anything seems unsafe online. 	<ul style="list-style-type: none"> • Make a schedule of use of internet, gadget, and media. • Prepare a list of safe web browsing, game, education, video sites while surfing on the internet. • Prepare a chart depicting list of preventive measures for common health issues occurred due to excess use of gadgets.
-Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Laptop, Computer, Mobiles, iPad, head phones, video games etc	

Module 4: Foundation of Healthy Lifestyle

Terminal Outcomes:

- Apply the various regimes to maintain healthy lifestyle.
- Practice self-care
- Recognize puberty changes in boys and girls.
- Practice safe and hygienic menstrual hygiene measures
- Practice exercise, yoga and meditation
- Display appropriate appearance for the school.
- Identify the need of emotional awareness.
- Explain about Adolescent education

Duration: 06:00	Duration: 03:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain about importance of Hand Hygiene. • Explain steps of Hand Hygiene. • Discuss the importance of good eating habits, balanced diet, nutrition and physical activities to keep the body healthy. • Discuss the components of balanced diet such as foods rich in different types of essential nutrients – protein, carbohydrate, fat, vitamins & minerals. • Differentiate between healthy and unhealthy food and eating habits. • Explain the importance of regular water intake at the right temperature. • Explain the importance of following basic physical exercises, yoga postures, mindfulness and meditation. • Explain the importance of good appearance: clean uniform, neat and combed hair, polished footwear, well-manicured nails, etc • Explain the importance of maintaining personal hygiene and grooming (Nail care, Hair Care, Oral Care, Eye Care, Private Parts care, Foot care, Ear care, Nasal Care and Skin Care) • Explain about importance of wearing masks and head gear in sensitive areas. • Explain about Adolescent education and why it is important. • Discuss the period of changes occurring in boys and girls during puberty. • Explain the major issues faced by boys & girls during puberty and how to curb them. • Discuss about onset of menstrual cycle. • Discuss the myths and facts about menstrual hygiene practices among girls, and the likelihood of using unhygienic practices during menstruation. • Explain the phenomenon of menstruation, Pre- 	<ul style="list-style-type: none"> • Practice Role playing situations for personal hygiene and grooming. • Practice hand hygiene steps • Play a quiz game on healthy and unhealthy food and eating habits. • Conduct an interactive session to identify the components of balanced diet. • Demonstrate physical exercises, yoga postures and meditation. • Depict a role play to understand gender equality and importance of awareness about puberty and menstrual hygiene. • Practice role play on correct and incorrect postures.

<p>Menstrual Syndrome (PMS) and how to maintain personal hygiene during it.</p> <ul style="list-style-type: none"> • Orient about importance of taking vaccination as per immunization schedule with emphasize on Rubella and HPV vaccines. • Discuss the difference between communicable and non-communicable diseases. • Describe the preventive measures for diseases. • Differentiate between the correct and incorrect posture during daily activities specially during studying and using gadgets. • Identify the emotional needs of children. • Explain about the methods of developing emotional awareness and dealing with different behaviors such as anger, fear, anxiety, positive and negative emotions, family stress, domestic abuse and mood swings etc. • Awareness about the joy, excitement and happiness too within and outside of themselves. • Explain the role of parents in teaching emotional awareness to their children. • Explain about equality, acceptance and inclusivity of differentially abled children. 	
<p>-Classroom Aids:</p>	
<p>Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster</p>	
<p>Tools, Equipment and Other Requirements</p>	
<p>Fruits, Vegetables, videos, PPTs, Role Play, Flip cards, Flash card, soap, towel, tap with water etc</p>	

Module 5: Sensitization on Clean, Safe and Healthy Environment

Terminal Outcomes:

- Apply 3Rs concept for conservations of resources.
- Difference between Dry and Wet waste
- Ways of Cleaning and Sanitization of surroundings
- Explain the importance of plantation.

Duration: 06:00	Duration: 03:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the different ways of applying 3Rs concept for conservation of resources. • Explain the importance of cleaning and sanitization of surroundings and class. • Discuss about segregation of wet and dry waste. • Explain the importance of waste management at school and home. • List commonly used plants in kitchen garden and explain their uses. • Describe the techniques of planting and taking care of kitchen garden. • Discuss the importance of participating in community programs like Health Camps, Nutrition exhibition, Nukad Natak, Demonstration, Mock drill, Health Education and Survey etc. • Discuss about disaster management with special reference to floods and earthquakes. 	<ul style="list-style-type: none"> • Practice role play to use, reduce, reuse and recycle of resources like electricity, water, paper, polyethylene bags, fuel, plastic bottles etc. • Visit various community programs and record the observations. • Taking them on a garden trip, understanding botany, flowers, their importance, the different plants, their importance. • Demonstrate the skills and importance of plantation.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster,	
Tools, Equipment and Other Requirements	
demonstrative videos, Role play, waste bins, plastic bags, paper, polythene, hand sanitizer, plants, etc	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Medical Graduate				1		
B.Sc. / Post Basic B.Sc. Nursing	Nursing	½		½		
GNM (General Nursing Midwifery)	Nursing	1		1		
Graduate	In any discipline	1	Psychology/ Social Work/ Education/ Counselling/ Child Development/ Special Education			

Trainer Certification	
Domain Certification	Platform Certification
Certified for HSS/N8622 with minimum score of 80%.	Recommended that the Trainer is certified for the Job Role: "Trainer (VET and Skills)", mapped to the Qualification Pack: "MEP/Q2601, v1.0" with minimum score of 80%.

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Medical Graduate		1		1		
B.Sc. / Post Basic B.Sc. Nursing	Nursing	1		1		
GNM (General Nursing Midwifery)	Nursing	2		1		
Graduate	In any discipline	2	Psychology/ Social Work/ Education/ Counselling/ Child Development/ Special Education	1		

Assessor Certification	
Domain Certification	Platform Certification
Certified for HSS/N8622 with minimum score of 80%.	Recommended that the Trainer is certified for the Job Role: "Assessor (VET and Skills)", mapped to the Qualification Pack: "MEP/Q2701, v1.0" with minimum score of 80%.

Assessment Strategy

The emphasis is on 'learning-by-doing' and practical demonstration of skills and knowledge based on the performance criteria. Accordingly, assessment criteria for each job role is set and made available in qualification pack.

The assessment papers for both theory and practical would be developed by Subject Matter Experts (SME) hired by Healthcare Sector Skill Council or with the HSSC accredited Assessment Agency as per the assessment criteria mentioned in the Qualification Pack. The assessments papers would also be checked for the various outcome-based parameters such as quality, time taken, precision, tools and equipment requirement etc.

Each NOS in the Qualification Pack (QP) is assigned a relative weightage for assessment based on the criticality of the NOS. Therein each Element/Performance Criteria in the NOS is assigned marks on relative importance, criticality of function and training infrastructure.

The following tools would be used for final assessment:

1. Practical Assessment: This comprises of a creation of mock environment in the skill lab which is equipped with all equipment required for the qualification pack.

Candidate's soft skills, communication, aptitude, safety consciousness, quality consciousness etc. is ascertained by observation and marked in observation checklist. The outcome is measured against the specified dimensions and standards to gauge the level of their skill achievements.

2. Viva/Structured Interview: This tool is used to assess the conceptual understanding and the behavioral aspects with regard to the job role and the specific task at hand. It also includes questions on safety, quality, environment, and equipment etc.

3. Written Test: Question paper consisting of 100 MCQs (Hard:40, Medium:30 and Easy: 30) with questions from each element of each NOS. The written assessment paper is comprised of following types of questions:

- i. True / False Statements
- ii. Multiple Choice Questions
- iii. Matching Type Questions.
- iv. Fill in the blanks.
- v. Scenario based Questions.
- vi. Identification Questions

QA Regarding Assessors:

Assessors are selected as per the "eligibility criteria" laid down by HSSC for assessing each job role. The assessors selected by Assessment Agencies are scrutinized and made to undergo training and introduction to HSSC Assessment Framework, competency based assessments, assessors guide etc. HSSC conducts "Training of Assessors" program from time to time for each job role and sensitize assessors regarding assessment process and strategy which is outlined on following mandatory parameters:

- 1) Guidance regarding NSQF
- 2) Qualification Pack Structure
- 3) Guidance for the assessor to conduct theory, practical and viva assessments
- 4) Guidance for trainees to be given by assessor before the start of the assessments.
- 5) Guidance on assessments process, practical brief with steps of operations practical observation checklist and mark sheet
- 6) Viva guidance for uniformity and consistency across the batch.
- 7) Mock assessments
- 8) Sample question paper and practical demonstration

References

Glossary

Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.

Acronyms and Abbreviations

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
PPE	Personal Protective Equipment
SOP	Standard Operating Procedure