



## Model Curriculum

**QP Name: Quality Control and Assurance Executive (Ayurveda Siddha Unani)**

**QP Code: HSS/Q3703**

**QP Version: 1.0**

**NSQF Level: 5.5**

**Model Curriculum Version: 1.0**

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## Training Parameters

<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	Ayush
<b>Occupation</b>	Ayush
<b>Country</b>	India
<b>NSQF Level</b>	5.5
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/2230
<b>Minimum Educational Qualification and Experience</b>	<ul style="list-style-type: none"> <li>• 5.5-year UG (BAMS, BUMS, BSMS) with no experience</li> <li>• 3-Year UG in Science / Pharmacy(Ayurveda/Siddha/Unani/Allopathy) with 1.5 years of experience</li> </ul>
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	21
<b>Last Reviewed On</b>	13/02/ 2026
<b>Next Review Date</b>	13/02/ 2029
<b>NSQC Approval Date</b>	13/02/ 2026
<b>QP Version</b>	1.0
<b>Model Curriculum Creation Date</b>	13/02/ 2026
<b>Model Curriculum Valid Up to Date</b>	13/02/ 2029
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	<b>540 hrs</b>
<b>Maximum Duration of the Course</b>	<b>540 hrs</b>

## 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 key components and operational aspects of the ASU manufacturing and delivery System.
- Implement and maintain quality assurance and control processes following guidelines.
- Develop and direct quality policies, standards, and programs.
- Provide training and education to staff on quality-related topics.
- Coordinate the internal and external audit process.
- Understand audit protocols, forms & Formats and compliance processes related to internal or external audit.
- Develop a strong commitment to ensure the quality and safety of ASU products.
- Uphold high ethical standards in quality control procedures.
- Ability to gain expertise in various QC techniques relevant to ASU products, including raw material inspection, in-process control, finished product testing, and Good Manufacturing Practices (GMP) for ASU.
- Maintain proficiency in ASU medicaments and QC practices through continuous professional development.
- Understand the guidelines and processes related to infection control policies and procedures.
- Understand employability skills through on-the-job training.

### 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
<b>HSS/N3708:Conduct activities to maintain Quality control and Assurance in the Ayurveda, Siddha, and Unani manufacturing unit</b>	<b>15:00</b>	<b>75:00</b>	<b>30:00</b>	<b>00:00</b>	<b>120:00</b>
Module 1: Introduction to Manufacturing Industry and Quality Control Individual	15:00	75:00	30:00	00:00	120:00
<b>HSS/N3709:Conduct Regulatory Compliance in Ayurveda, Siddha, Unani set up</b>	<b>30:00</b>	<b>30:00</b>	<b>30:00</b>	<b>00:00</b>	<b>90:00</b>

Module 2: Regulatory Compliance in Ayurveda, Siddha and Unani (ASU)	15:00	15:00	00:00	00:00	30:00
Module 3: Roles and Responsibility of ASU Quality Control and Assurance Executive	15:00	15:00	00:00	00:00	30:00
<b>HSS/N3710: Carry out Quality Analysis in compliance with current Practices in the ASU unit</b>	<b>30:00</b>	<b>45:00</b>	<b>30:00</b>	<b>00:00</b>	<b>105:00</b>
Module 4: Pre-analysis checks in quality control	10:00	20:00	00:00	00:00	30:00
Module 5: Quality Assurance of Raw Material	10:00	15:00	00:00	00:00	25:00
Module 6: Process-related checks in the quality control process and finished product testing	10:00	10:00	00:00	00:00	20:00
<b>HSS/N3711: Carry out reporting and documentation for Quality control analysis</b>	<b>40:00</b>	<b>45:00</b>	<b>35:00</b>	<b>00:00</b>	<b>120:00</b>
Module 7: Reporting & documentation	40:00	45:00	00:00	00:00	75:00
<b>HSS/N9624 Maintain a safe and secure working environment</b>	<b>05:00</b>	<b>05:00</b>	<b>20:00</b>	<b>00:00</b>	<b>30:00</b>
Module 8: Safety, emergency medical response and first aid	05:00	05:00	20:00	00:00	30:00
<b>HSS/N9618: Follow infection control policies &amp; procedures including biomedical waste disposal protocols</b>	<b>05:00</b>	<b>05:00</b>	<b>05:00</b>	<b>00:00</b>	<b>15:00</b>
Module 9: Infection control policy and procedures	02:00	02:00	00:00	00:00	04:00
Module 10: Biomedical waste management	03:00	03:00	00:00	00:00	06:00

<b>Total Duration</b>	<b>120:00</b>	<b>180:00</b>	<b>150:00</b>	<b>00:00</b>	<b>450:00</b>
<b>Module 11:DGT/VSQ/N 0102  Employability Skills (60 Hours)</b>	60:00	00:00	00:00	00:00	60:00
<b>Total Duration</b>	<b>180:00</b>	<b>210:00</b>	<b>150:00</b>	<b>00:00</b>	<b>540:00</b>

## Module Details

### Module 1: Introduction to Manufacturing Industry and

### Quality Control Individual

Mapped to: HSS/N3708

#### Terminal Outcomes:

- Overview of the manufacturing industry in regulations applicable to Quality Control.

Duration: 15 :00	Duration: 75:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain the overview of the Manufacturing industry in India.</li> <li>• Discuss the regulatory authorities, regulations, legislation, and good practices (GMP, GCP) relevant to Quality Control in an ASU(Ayurveda, Siddha and Unani manufacturing facility).</li> <li>• Explain the impact of non-compliance on the quality of the product and the environment.</li> <li>• Explain the importance of Quality Control.</li> <li>• Explain the basic terminology used in the quality control process.</li> <li>• Understanding the integration of traditional knowledge with modern manufacturing techniques.</li> <li>• List the professionals involved at the manufacturing facility along with their scope of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Visits to a manufacturing unit.</li> <li>• Prepare a note on the manufacturing unit.</li> <li>• Prepare a presentation on good manufacturing practices.</li> <li>• List down the regulations for quality control in ASU.</li> <li>• List out the terminologies used in the unit.</li> <li>• List all professionals involved at the manufacturing facility.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
N/A	

## Module 2: Regulatory Compliance in Ayurveda, Siddha and

### Unani(ASU)

#### Mapped to: HSS/N3709

#### Terminal Outcomes:

- Explain the Drug and Cosmetic Act
- Demonstrate the process of licensing and regulations.

<b>Duration:</b> 15 :00	<b>Duration:</b> 15:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the role and responsibilities of State Drug Controllers/ State Licensing Authorities appointed by the concerned State/Union Territory Government.</li> <li>• Explain the enforcement of quality control and drug licensing provisions for Ayurveda, Siddha, and Unani drugs under the Drugs and Cosmetics Act 1940 and Rules 1945.</li> <li>• Describe Rule 158-B for Ayurvedic, Siddha, and Unani drug manufacturing licenses and Rule 85 (A to I) for drug manufacturing licenses, as outlined in the Drugs and Cosmetics Rules, 1945.</li> <li>• Discuss the compliance with Good Manufacturing Practices (GMP)</li> </ul>	<ul style="list-style-type: none"> <li>• In a role play-demonstrate the process of licensing and regulation of drug manufacturers, importers, distributors, and retailers.</li> <li>• Prepare a note on adherence to traditional knowledge and practices.</li> <li>• Demonstrate the collection and analysis of drug samples for quality testing.</li> <li>• Prepare a list of licensing provisions for the manufacturing, import, and sale of ASU drugs.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
Charts and Posters on Manufacturing/Production unit, Guidelines and documents related to drug and cosmetic Act.	

## Module 3: Roles and Responsibility of ASU

### Quality Control and Assurance Executive

Mapped to: HSS/N3709

#### Terminal Outcomes:

- Discuss procedures for Quality Control of ASU products
- Demonstrate the procedures related to Quality Assurance

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss quality principles and concepts applied in the Manufacturing sector.</li> <li>• Explain the basic concept of quality control and quality risk management.</li> <li>• Introduction to various Pharmacopeia/Formularies as per scope of work.</li> <li>• Describe the importance of parameters mentioned in Ayurvedic Pharmacopeia of India (API).</li> <li>• Explain the Sampling and testing of raw drug, intermediate, and finished products to ensure specific parameters qualitatively and quantitatively.</li> <li>• Basic understanding of areas for improvement in quality control procedures and implementing corrective measures.</li> <li>• Discuss and identify suppliers and manufacturers to verify their adherence to quality standards.</li> <li>• Discuss minimizing the risk of contamination, errors, or inconsistencies in ASU products.</li> <li>• Explain the production method as per system-specific pharmacopoeia for the safety and efficacy of ASU products.</li> </ul>	<ul style="list-style-type: none"> <li>• List out the process for maintaining the quality of the product.</li> <li>• Brief note on pharmacopeial standards for raw materials, intermediates, and finished products.</li> <li>• Prepare a list of protocols in the manufacturing unit related to quality.</li> <li>• Demonstrate the process of internal and external audits to assess quality performance.</li> <li>• Prepare a list of methods of Inspections, tests, measurements, and analysis in the unit.</li> <li>• Brief note on pharmacopeial standards for raw materials, intermediates, and finished products.</li> <li>• Demonstrate effective interaction with workers in the manufacturing unit.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
Models, Charts and Posters of different methods of procedure, tools, and machines related to Quality in the ASU Manufacturing unit, Ayurvedic Pharmacopeia, and Pharmacopeia/Formularies related to the ASU production unit.	

## Module 4: Pre-analysis checks in quality control

Mapped to: HSS/N3710

### Terminal Outcomes:

- Discuss the pre-analysis checks performed in the Quality Control (QC) in the Manufacturing Unit.

Duration: 10:00	Duration: 20:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the procedure to check the status and accuracy of instruments used for measurement.</li> <li>• Discuss the Standard Operating Procedure (SOP), GMP guidelines for performing pre-analysis checks.</li> <li>• Explain the importance of identification and authentication of raw materials</li> <li>• Check for the source and origin of the raw materials, including harvest time, and processing methods.</li> <li>• Explain Physicochemical characteristics such as loss on drying, ash values, extractive values, pH value etc.</li> <li>• Explain organoleptic characters like colour, odour, taste etc.</li> <li>• Discuss macro and microscopic analysis.</li> <li>• Basic understanding of safety parameters (heavy metals, pesticides, microbial contamination (bacteria, fungi), and aflatoxins).</li> <li>• Describe the implementation of effective QC and QA required for specifications for safety, efficacy, and purity.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to check the status and accuracy of instruments used for measurement.</li> <li>• Demonstrate performing pre-analysis checks.</li> <li>• Make a checklist for the identification of drugs.</li> <li>• Demonstrate effective interaction with workers in the manufacturing unit.</li> <li>• Make a checklist for the identification of Physicochemical characteristics such as loss on drying, ash values, extractive values, pH values etc.</li> <li>• Prepare a list of organoleptic characters like colour, odour, taste etc.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
Models, Charts and Posters of different methods of procedure, tools, and machines related to Quality checks in the ASU manufacturing unit.	

## Module 5: Quality Assurance of Raw Material

### Mapped to: HSS/N3710

#### Terminal Outcomes:

- Demonstrate the concept of Quality Assurance of the raw material.

<b>Duration:</b> 10:00	<b>Duration:</b> 15:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain how to validate the source of material in terms of Good Collection Practice and Good Agricultural Practice</li> <li>• Discuss SOP for ASU products and services, ensuring quality assurance throughout the product's lifecycle.</li> <li>• Explain relevant regulations and standards for the manufacturing industry.</li> <li>• Discuss the effective procedures, training programs, and documentation established to ensure adherence to regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• List out the steps involved in maintaining the quality assurance of the product in the manufacturing unit.</li> <li>• Demonstrate -Procedures for sampling, testing, and analysis of raw materials, intermediates, and finished products.</li> <li>• Prepare a note on standards for the identity, purity, and quality of Ayurvedic drugs.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
Models, Charts and Posters of different methods of procedure, tools, and machines related to Quality in the ASU Manufacturing unit.	

## Module 6: Process-related checks in the quality control process and finished product testing

### Mapped to: HSS/N3710

#### Terminal Outcomes:

- Demonstrate the process-related checks in the quality control and finished product testing
- Inspect instruments used in the quality control process on a routine basis.

Duration:10 :00	Duration:10 :00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Basic knowledge of Standard Operating Procedures related to finished products.</li> <li>• Discuss methods for proper labelling and storage conditions.</li> <li>• Explain first-expiry-first-out (FEFO) practices.</li> <li>• Discuss the steps in the production process, including equipment settings, processing times, and quality control checks to be performed at each stage (Process flow diagram).</li> <li>• Explain the Calibration and maintenance schedules in the unit.</li> <li>• Basic knowledge of Shelf-life studies and storage conditions.</li> <li>• Discuss corrective actions for the safety of the finished product.</li> <li>• Discuss and resolve quality issues in the unit.</li> <li>• Discuss potential causes of non-conformity to working standards.</li> <li>• Discuss the methods of handling and storage of various types of samples</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct mock audits to assess employee understanding and adherence to SOPs.</li> <li>• In role play, provide employees with products and ask them to label them correctly.</li> <li>• Demonstrate the calibration and maintenance of equipment.</li> <li>• Demonstrate the steps involved in testing the finished product.</li> <li>• Demonstrate the procedure of calibration and maintenance of equipment.</li> <li>• Demonstrate proper sample collection and preservation techniques.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Models, Charts and Posters of different methods of procedure, tools, and machines related to production techniques in the ASU Manufacturing unit.	

## Module 7: Reporting & documentation

### Mapped to: HSS/N3711

#### Terminal Outcomes:

- Explain the methods of reporting and documentation for the Quality Control Department.

<b>Duration:</b> 40:00	<b>Duration:</b> 45:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the method of reporting and documentation as per Good Documentation Practices (GDP).</li> <li>• Discuss guidelines for electronic records &amp; electronic signatures, audit trails, date &amp; time stamps and data integrity in the manufacturing unit.</li> <li>• Discuss detailed Batch Records/coding in the manufacturing and packaging of each drug batch.</li> <li>• Explain the equipment used in drug production and testing is functioning properly.</li> <li>• Basic Knowledge of Data and results from all quality control tests performed on raw materials and finished drug products</li> <li>• Discuss principles of data traceability and authenticity of documented information.</li> <li>• Knowledge of Electronic Documentation Systems for record keeping.</li> <li>• Explain the procedures for reporting any Hazards</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a note on how to record the quality parameters.</li> <li>• Demonstrate the procedures for storing samples.</li> <li>• Demonstrate steps to ensure the material is free from harmful microorganisms.</li> <li>• In a role play-Conduct validation of electronic documentation systems to ensure they meet regulatory requirements.</li> </ul>
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b> Models, Charts and Posters of different methods of procedure, tools, and machines related to Quality in the ASU Manufacturing unit.	

## Module 8: Safety, emergency medical response and first aid

*Mapped to: HSS/N9624, V-2.0*

### Terminal Outcomes:

- Perform Basic Life Support or basic first aid in medical emergency situations, as and when required.
- Respond to institutional emergencies appropriately.

<b>Duration:</b> 05:00	<b>Duration:</b> 5:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the basics of first aid.</li> <li>• List the precautions to be taken for personal safety.</li> <li>• Discuss how to perform Basic Life Support (BLS).</li> <li>• Explain the use of protective devices such as restraints and safety devices.</li> <li>• Identify precautions to be taken for self- safety.</li> <li>• Explain disaster management techniques to deal with institutional emergencies.</li> <li>• Discuss about the escalation matrix for referral and management of common emergencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a chart depicting different types of protective devices such as restraints and safety devices.</li> <li>• Create a flow chart depicting common emergency situations and its referral mechanism.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.	
<b>Tools, Equipment and Other Requirements</b>	
Crash cart trolley, first aid box, CPR nursing manikin, Ambu bag with mask adult, torch, physical restraints, fire extinguisher	

## Module 9: Infection control policies and procedures

*Mapped to: HSS/N9618, V2.0*

### Terminal Outcomes:

- Develop techniques of self-hygiene.
- Apply infection control policies and procedures during daily activities.

<b>Duration:</b> 02:00	<b>Duration:</b> 02 :00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the concept of healthy living.</li> <li>• Describe the importance of infection control and prevention.</li> <li>• List strategies for preventing transmission of pathogenic organisms.</li> <li>• Describe the nosocomial infections.</li> <li>• Explain the importance of incident reporting.</li> <li>• Explain the concept of immunization.</li> <li>• Describe the hand hygiene guidelines and procedures used in healthcare-settings.</li> <li>• Explain the importance of using Personal Protective Equipment (PPE).</li> <li>• List the types of PPE.</li> <li>• Describe the process of wearing and removing each of the PPE.</li> <li>• Explain various vaccinations against common infectious diseases.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a chart on types of Nosocomial Infections and ways to prevent it.</li> <li>• Demonstrate the steps of spill management.</li> <li>• Demonstrate the procedures of hand hygiene using soap and water.</li> <li>• Demonstrate the procedures of hand hygiene using hand sanitizer.</li> <li>• Demonstrate wearing, removing, and discarding of PPE.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Hypochlorite solution, chlorhexidine, alcohol swab. Apron, lab coat, gloves, mask, cap, shoes, safety goggles and spectacles, towels, cotton, isopropyl alcohol, Disposable cartridges and syringes, Spill Kit	

## Module 10: Bio-medical waste management

*Mapped to: HSS/N9618 , version -2.0*

### Terminal Outcomes:

- Dispose different types of biomedical waste in appropriate colour-coded bins/containers.
- Apply local guidelines of biomedical waste disposal system during daily activities.

<b>Duration:</b> 03:00	<b>Duration:</b> 03:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Categorize the different types of biomedical waste.</li> <li>• Explain the importance and mechanism of proper and safe disposal, transportation, and treatment of bio-medical waste.</li> <li>• Identify the various types of colour coded bins/containers used for disposal of biomedical waste.</li> <li>• Explain the importance of following local guidelines of biomedical waste disposal.</li> </ul>	<ul style="list-style-type: none"> <li>• Segregate the biomedical waste applying the local guidelines.</li> <li>• Create a chart depicting different types of biomedical waste and various types of color-coded bins/containers used for disposal of biomedical waste.</li> <li>• Prepare a report on the observations from field assignment about the structure of transportation and treatment of bio-medical waste.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Different coded colour bins, chart for colour coding of bins Visit to biomedical waste treatment plant for field assignment	

## Module 11: Employability Skills (60 hours)

*Mapped to DGT/VSQ/N0102 : Employability Skills (60 Hours)*

Mandatory Duration: 60:00			
Location: On-Site			
S.No.	Module Name	Key Learning Outcomes	Duration (hours)
1.	Introduction to Employability Skills	<ul style="list-style-type: none"> <li>Outline the importance of Employability Skills for the current job market and future of work.</li> <li>List different learning and employability related GOI and private portals and their usage.</li> <li>Research and prepare a note on different industries, trends, required skills and the available opportunities.</li> </ul>	3
2.	Constitutional values - Citizenship	<ul style="list-style-type: none"> <li>Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen.</li> <li>Demonstrate how to practice different environmentally sustainable practices.</li> </ul>	1.5
3.	Becoming a Professional in the 21st Century	<ul style="list-style-type: none"> <li>Discuss relevant 21st century skills required for employment.</li> <li>Highlight the importance of practicing 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life.</li> <li>Create a pathway for adopting a continuous learning mindset for personal and professional development.</li> </ul>	5
4.	Basic English Skills	<ul style="list-style-type: none"> <li>Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone.</li> <li>Read and understand text written in basic English.</li> <li>Write a short note/paragraph / letter/e -mail using correct basic English.</li> </ul>	10
5.	Career Development & Goal Setting	<ul style="list-style-type: none"> <li>Create a career development plan.</li> <li>Identify well-defined short- and long-term goals.</li> </ul>	4
6.	Communication Skills	<ul style="list-style-type: none"> <li>Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.</li> <li>Write a brief note/paragraph on a familiar topic.</li> <li>Explain the importance of communication etiquette including active listening for effective communication.</li> <li>Role play a situation on how to work collaboratively with others in a team.</li> </ul>	10
7.	Diversity & Inclusion	<ul style="list-style-type: none"> <li>Demonstrate how to behave, communicate, and conduct appropriately with all genders and PwD.</li> <li>Discuss the significance of escalating sexual harassment issues as per POSH act.</li> </ul>	2.5

8.	Financial and Legal Literacy	<ul style="list-style-type: none"> <li>Discuss various financial institutions, products, and services.</li> </ul>	10
		<ul style="list-style-type: none"> <li>Demonstrate how to conduct offline and online financial transactions, safely and securely and check passbook/statement.</li> <li>Explain the common components of salary such as Basic, PF, Allowances (HRA, TA, DA, etc.), tax deductions.</li> <li>Calculate income and expenditure for budgeting</li> <li>Discuss the legal rights, laws, and aids.</li> </ul>	
9.	Essential Digital Skills	<ul style="list-style-type: none"> <li>Describe the role of digital technology in day-to-day life and the workplace.</li> <li>Demonstrate how to operate digital devices and use the associated applications and features, safely and securely.</li> <li>Demonstrate how to connect devices securely to internet using different means.</li> <li>Follow the dos and don'ts of cyber security to protect against cyber-crimes.</li> <li>Discuss the significance of displaying responsible online behavior while using various social media platforms.</li> <li>Create an e-mail id and follow e- mail etiquette to exchange e -mails.</li> <li>Show how to create documents, spreadsheets and presentations using appropriate applications.</li> <li>Utilize virtual collaboration tools to work effectively.</li> </ul>	20
10.	Entrepreneurship	<ul style="list-style-type: none"> <li>Explain the types of entrepreneurship and enterprises.</li> <li>Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan.</li> <li>Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement.</li> <li>Create a sample business plan, for the selected business opportunity.</li> </ul>	7
11	Customer Service	<ul style="list-style-type: none"> <li>Classify different types of customers.</li> <li>Demonstrate how to identify customer needs and respond to them in a professional manner</li> <li>Discuss various tools used to collect customer feedback.</li> <li>Discuss the significance of maintaining hygiene and dressing appropriately.</li> </ul>	9
12	Getting Ready for Apprenticeship & Jobs	<ul style="list-style-type: none"> <li>Draft a professional Curriculum Vitae (CV).</li> <li>Use various offline and online job search sources to find and apply for jobs.</li> <li>Discuss the significance of maintaining hygiene and dressing appropriately for an interview.</li> <li>Role play a mock interview.</li> <li>List the steps for searching and registering for apprenticeship opportunities</li> </ul>	8

**LIST OF TOOLS & EQUIPMENT FOR EMPLOYABILITY SKILLS**

S No.	Name of the Equipment	Quantity
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1.	Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed) (all software should either be latest version or one/two version below)	As required
2.	UPS	As required
3.	Scanner cum Printer	As required
4.	Computer Tables	As required
5.	Computer Chairs	As required
6.	LCD Projector	As required
7.	White Board 1200mm x 900mm	As required
<i>Note: Above Tools &amp; Equipment not required, if Computer LAB is available in the institute.</i>		

## On-the-Job Training

**Mandatory Duration:** 150 :00

**Recommended Duration:** 00:00

### Location: On-Site

- Describe raw materials for authenticity, physical characteristics
- Understanding and implementation of QMS standards specific to ASU products.
- Proficiency in various QC techniques, including physical, chemical, and microbiological testing of raw materials, intermediates, and final products.
- Knowledge of QA procedures like documentation control, change control, and deviation management.
- Familiarity with regulatory requirements and guidelines pertaining to ASU products, such as Drugs and Cosmetics Act, Rules, and Orders.
- Hands-on experience with laboratory equipment and instrumentation used in ASU product testing.
- Ability to analyze and interpret test results to identify potential quality issues.
- Skill in identifying and addressing the root causes of quality problems.

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate	BAMS/BUMS/BSMS	1		0		NA
Graduate	Science /Pharmacy	4				From a recognized university
Post-Graduate	Pharmacy (Ayurveda /Siddha/Unani)	2		0		NA

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: “ Quality Control and Assurance Executive (Ayurveda Siddha Unani)” mapped to the Qualification Pack: “HSS/Q3703” 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 ” with minimum score of 80%.

## Assessors Requirements

Assessor Certification						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate	BAMS/BUMS/BSMS	2		0		NA
Graduate	Science /Pharmacy	5				From a recognized university
Post-Graduate	Pharmacy (Ayurveda /Siddha/Unani)	3		0		NA

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role: " Quality Control and Assurance Executive(Ayurveda Siddha Unani)" mapped to the Qualification Pack: "HSS/Q3703" with minimum score of 80%.	Recommended that the Assessor is certified for the Job Role: "Assessor (VET and Skills)", mapped to the Qualification Pack: "MEP/Q2701 " 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:

#### Guidance regarding NSQF

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

## References

## Glossary

<b>Sector</b>	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.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	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

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