

DIETETIC AIDE

(Subject Code:71)

(Sector: Healthcare)

OVERVIEW

A Dietetic Aide assists a registered Dietician in planning, preparing, and serving meals to patients with specific dietary and nutritional needs. The key responsibilities of the Dietetic Aide include diet preparation, diet regulation, food handling, maintaining safety and sanitary standards and performing certain administrative functions. The job requires the individual to demonstrate clinical skills essential in providing basic dietary services, good communication skills and ethical behaviour.

OUTCOMES:

On completion of the course, students should be able to:

- communicate effectively with the customers;
- communicate effectively at the workplace;
- identify and control hazards in the workplace that pose a danger or threat to their safety or health, or that of others;
- demonstrate the knowledge of modern computers and their parts and peripherals;
- demonstrate the knowledge and understanding about the role of diet assistant in the healthcare settings;
- demonstrate the ability to perform clinical skills essential in providing basic dietary services such as supervising preparation of food and serving meals to the patient;
- demonstrate safe handling and management of food by following quality assurance processes;
- demonstrate techniques to show safe disposal of food waste;
- demonstrate maintenance and cleanliness of all equipment, utensils and tools coming in contact with food;
- demonstrate techniques to maintain personal hygiene needs.

Class IX

There will be **one** written paper of **two hours** duration carrying 50 marks and Assessment of Practical of 50 marks.

The paper will be divided into two sections, A and B.

Section A: Employability Skills (10 marks).

Section B: Vocational Skills (40 marks).

Candidates will be required to attempt all questions from Sections A and B. Internal choice will be provided in both the sections.

COURSE STRUCTURE:

PART I: THEORY – 50 MARKS

Section A: Employability Skills – 10 Marks

Unit 1: Communication Skills – I

Unit 2: Self-management Skills – I

Unit 3: Basic Information and Communication Technology Skills – I

Unit 4: Entrepreneurial Skills – I

Unit 5: Green Skills – I

Section B: Vocational Skills – 40 Marks

Unit 1: Introduction to the Healthcare System

Unit 2: Role and Responsibilities of Dietetic Aide

Unit 3: Food Handling and Hygiene Practices

PART II: INTERNAL ASSESSMENT (PRACTICAL) – 50 MARKS

Practical Work – 35 Marks

Practical Examination – 15 Marks

Written Test – 5 Marks

Practical File – 5 Marks

Viva Voce (based on Practical Examination/File) – 10 Marks

Project Work – 15 Marks

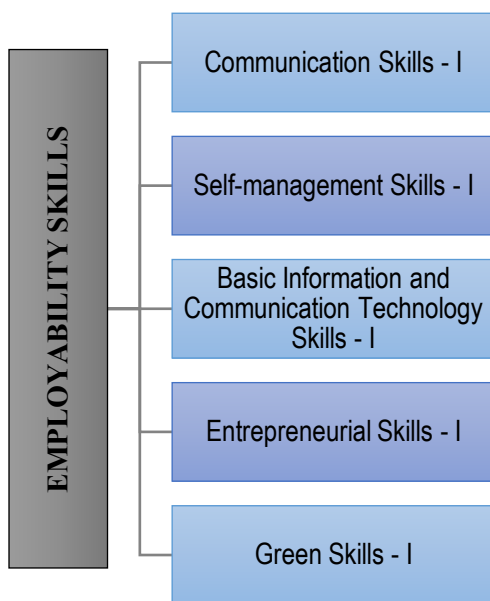
Report of Field Visit/Project – 5 Marks

Student Portfolio – 5 Marks

Viva Voce (based on Report of Field Visit/Student Portfolio/Project) – 5 Marks

PART I: THEORY – 50 MARKS

SECTION A



Unit-1: Communication Skills – I

Learning Outcome 1.1: Demonstrate knowledge of various methods of communication

Theory	Practical
1. Methods of communication: (i) Verbal (ii) Non-verbal (iii) Visual	<ul style="list-style-type: none"> ▪ Writing pros and cons of written, verbal, and non-verbal communication ▪ Listing dos and don'ts for avoiding common body language mistakes

Learning Outcome 1.2: Identify elements of communication cycle

Theory	Practical
1. Meaning of communication 2. Importance of communication skills 3. Elements of communication cycle: (i) Sender (ii) Ideas (iii) Encoding (iv) Communication channel (v) Receiver (vi) Decoding (vii) Feedback	<ul style="list-style-type: none"> ▪ Draw a diagram of communication cycle ▪ Role plays on communication process related to the sector/job role

Learning Outcome 1.3: Identify the factors affecting our perspectives in communication

Theory	Practical
<ol style="list-style-type: none"> 1. Perspectives in communication 2. Factors affecting perspectives in communication: <ol style="list-style-type: none"> (i) Visual perception (ii) Language (iii) Past experience (iv) Prejudices (v) Feelings (vi) Environment 	<ul style="list-style-type: none"> ▪ Group discussion on factors affecting perspectives in communication ▪ Sharing of experiences on factors affecting perspectives ▪ Sharing experiences on factors affecting communication at workplace

Learning Outcome 1.4: Demonstrate the knowledge of basic writing skills

Theory	Practical
<ol style="list-style-type: none"> 1. Writing skills related to the following: <ol style="list-style-type: none"> (i) Phrases (ii) Kinds of sentences (iii) Parts of sentence (iv) Parts of speech (v) Use of articles (vi) Construction of a paragraph 	<ul style="list-style-type: none"> ▪ Demonstration and practice of writing sentences and paragraphs on topics related to the subject

Unit-2: Self-management Skills – I

Learning Outcome 2.1: Describe the meaning and importance of self-management

Theory	Practical
<ol style="list-style-type: none"> 1. Meaning of self-management 2. Positive results of self-management 3. Self-management skills 	<ul style="list-style-type: none"> ▪ Identification of self-management skills ▪ Strength and weakness analysis

Learning Outcome 2.2: Identify the factors that help in building self-confidence

Theory	Practical
<ol style="list-style-type: none">1. Factors that help in building self-confidence – social, cultural, and physical factors2. Self-confidence building tips – getting rid of negative thoughts, thinking positively, staying happy with small things, staying clean, hygienic, and smart, chatting with positive people, etc.	<ul style="list-style-type: none">▪ Role play exercises on building self-confidence▪ Use of positive metaphors/words▪ Positive stroking on waking up and before going to bed▪ Helping others and working for community

Unit-3: Basic Information and Communication Technology Skills – I

Learning Outcome 3.1: Demonstrate the knowledge of the role of Information and Communication Technology (ICT) in day-to-day life and workplace

Theory	Practical
<ol style="list-style-type: none">1. Introduction to ICT2. Role and importance of ICT in personal life and at the workplace3. ICT in our daily life (examples)4. ICT tools – mobile, tab, radio, TV, email, etc.	<ul style="list-style-type: none">▪ Discussion on the role and importance of ICT in personal life and at the workplace▪ Preparing posters/collages to show the role of ICT at workplace

Learning Outcome 3.2: Identify components of basic computer system and their functions

Theory	Practical
<ol style="list-style-type: none">1. Computer system – Central Processing Unit (CPU), memory, motherboard, storage devices2. Hardware and software of a computer system3. Role and functions of Random Access Memory (RAM) and Read-only Memory (ROM)4. Role and functions of Central Processing Unit5. Procedure for starting and shutting down a computer	<ul style="list-style-type: none">▪ Connecting the cables and peripherals to the Central Processing Unit▪ Starting and shutting down a computer▪ Group discussion on the various aspects of hardware and software

Learning Outcome 3.3: Demonstrate use of various components and peripherals of computer system

Theory	Practical
1. Peripherals devices and their uses – mouse, keyboard, scanner, webcam, etc. of a computer system	<ul style="list-style-type: none"> ▪ Identification of the various parts and peripherals of a computer ▪ Demonstration and practice on the use of a mouse ▪ Demonstration and practice on the use of a keyboard ▪ Demonstration of the use of printers, webcams, scanner, and other peripheral devices ▪ Drawing a diagram of a computer system and labelling it

Learning Outcome 3.4: Demonstrate basic computer skills

Theory	Practical
1. Primary operations on a computer system – input, process, storage, output, communication, networking, etc.	<ul style="list-style-type: none"> ▪ Identification of the various input and output units and explanation of their purposes

Unit-4: Entrepreneurial Skills – I

Learning Outcome 4.1: Identify various types of business activities

Theory	Practical
1. Types of businesses – service, manufacturing, hybrid 2. Types of businesses found in our community, business activities around us	<ul style="list-style-type: none"> ▪ Prepare posters of business activities found in cities/villages, using pictures ▪ Discuss the various types of activities, generally adopted by small businesses in a local community ▪ Best out of waste ▪ Costing of the product made from waste ▪ Selling of items made from waste materials ▪ Prepare list of businesses that provide goods and services in exchange for money

Learning Outcome 4.2: Demonstrate the knowledge of distinguishing characteristics of entrepreneurship

Theory	Practical
1. Meaning of entrepreneurship development 2. Distinguishing characteristics of entrepreneurship 3. Role and rewards of entrepreneurship	<ul style="list-style-type: none"> ▪ Prepare charts showing advantages of entrepreneurship over wages ▪ Group discussions on role and features of entrepreneurship ▪ Lectures/presentations by entrepreneurs on

their experiences and success stories

- Identify core skills of successful entrepreneurs

Unit-5: Green Skills – I

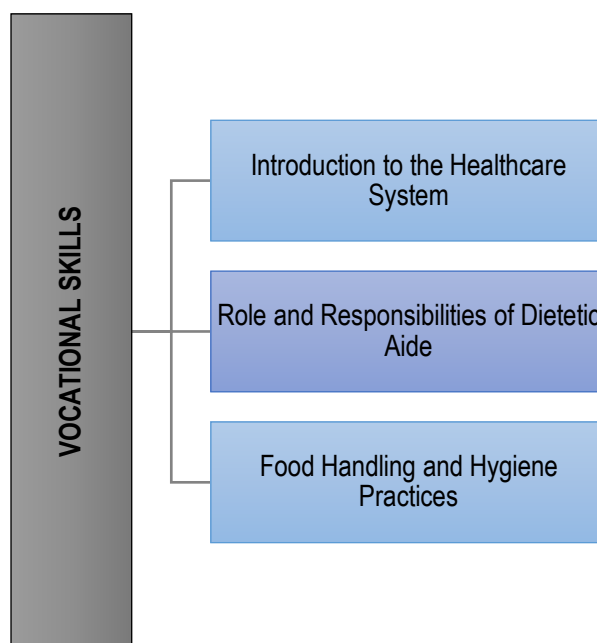
Learning Outcome 5.1: Demonstrate the knowledge of the factors influencing natural resource conservation

Theory	Practical
<ol style="list-style-type: none">1. Introduction to the environment2. Relationship between society and environment, ecosystem and factors causing imbalance3. Natural resource conservation4. Environment protection and conservation	<ul style="list-style-type: none">▪ Group discussion on hazards of deteriorating environment▪ Prepare posters showing environment conservation▪ Discussion on various factors that influence our environment

Learning Outcome 5.2: Describe the importance of green economy and green skills

Theory	Practical
<ol style="list-style-type: none">1. Definition of green economy2. Importance of green economy	<ul style="list-style-type: none">▪ Discussion on the benefits of green skills and the importance of green economy▪ Prepare a poster showing the importance of green economy with the help of newspaper/magazine cuttings

SECTION B



Unit-1: Introduction to the Healthcare System

Learning Outcome 1.1: Demonstrate basic understanding of the healthcare sector and functions of a hospital

Theory	Practical
<ol style="list-style-type: none"> 1. Healthcare delivery system – public and private sector 2. Levels of healthcare 3. Hospital set-up and functions 	<ul style="list-style-type: none"> ▪ Visit primary and community health center to enlist available facilities ▪ Visit government and private hospitals and list out the departments

Learning Outcome 1.2: Basic understanding of the dietetics department and its facilities

Theory	Practical
<ol style="list-style-type: none"> 1. Department of dietetics 2. Organizational chart of the dietetics department 3. Functions of the dietetics department 	<ul style="list-style-type: none"> ▪ Outline and discuss functions of the dietetics department ▪ Prepare organizational chart of the dietetics department

Learning Outcome 1.3: Identify food storage equipment, kitchen equipment and articles and their uses

Theory	Practical
<ol style="list-style-type: none"> 1. Kitchen equipment – large and small 2. Electrical and non-electrical 3. Equipment used in food weighing, cutting, cooking, and serving 	<ul style="list-style-type: none"> ▪ Identify kitchen appliances and collect images of appliances used for cooking and serving of food large scale

Unit-2: Role and Responsibilities of a Dietetic Aide

Learning Outcome 2.1: Demonstrate functions of a dietetic aide

Theory	Practical
1. Role and responsibilities of a dietetic aide: <ol style="list-style-type: none"> (i) Supervision of food preparation (ii) Food service (iii) Hygiene maintenance (iv) Patient comfort (v) Dietary education (vi) Follow-up (vii) Food-related issues 	<ul style="list-style-type: none"> ▪ Explain the various roles of a dietetic aide in the healthcare setting

Learning Outcome 2.2: Exhibit the skills and qualities required by a dietetic aide

Theory	Practical
1. Skill, qualities, and knowledge required by a dietetic aide	<ul style="list-style-type: none"> ▪ Enumerate skills required for the dietetic aide job role

Learning Outcome 2.3: Display ethical behavior

Theory	Practical
1. Code of conduct/ethics for a dietetic aide at the workplace	<ul style="list-style-type: none"> ▪ Initiate a group discussion on the code of conduct for a dietetic aide

Unit-3: Food Handling & Hygiene Practices

Learning Outcome 3.1: Demonstrate steps of hand hygiene

3.2: Develop techniques of personal grooming

3.3: Use personal protective equipment

Theory	Practical
1. Personal hygiene practices 2. Personal grooming practices 3. Personal protective equipment & their uses	<ul style="list-style-type: none"> ▪ Collect pictures of personal protective equipment ▪ Demonstrate hand washing steps

Learning outcome 3.4: Identify causes and prevention of food contamination

Theory	Practical
1. Food contamination: <ol style="list-style-type: none"> (i) Sources (ii) Routes and packaging material (iii) Cross-contamination 2. Preventive measures of food contamination	<ul style="list-style-type: none"> ▪ Outline and discuss preventive measures of food contamination

Learning Outcome 3.5: Demonstrate food hygiene practices and food waste disposal methods

Theory	Practical
<ol style="list-style-type: none">1. Cleanliness in the work area – food handling, storage and serving area utensils, equipment2. Food serving practices3. Food waste disposal	<ul style="list-style-type: none">▪ Prepare a schedule plan to maintain cleanliness and hygiene of the kitchen, utensils, and equipment

PART II: INTERNAL ASSESSMENT (PRACTICAL) – 50 MARKS

To be assessed internally by the school.

For guidelines for Internal Assessment refer to Class X.

Class X

There will be **one** written paper of **two hours** duration carrying 50 marks and Assessment of Practical of 50 marks.

The paper will be divided into two sections, A and B.

Section A: Employability Skills (10 marks).

Section B: Vocational Skills (40 marks).

Candidates will be required to attempt all questions from Sections A and B. Internal choice will be provided in both the sections.

COURSE STRUCTURE:

PART I: THEORY – 50 MARKS

Section A: Employability Skills – 10 Marks

Unit 1: Communication Skills – II

Unit 2: Self-management Skills – II

Unit 3: Basic Information and Communication Technology Skills – II

Unit 4: Entrepreneurial Skills – II

Unit 5: Green Skills – II

Section B: Vocational Skills – 40 Marks

Unit 1: Introduction to Nutrition and Dietetics

Unit 2: Patient Safety and Rights

Unit 3: Documentation and Recording

PART II: INTERNAL ASSESSMENT (PRACTICAL) – 50 MARKS

Practical Work – 35 Marks

Practical Examination – 15 Marks

Written Test – 5 Marks

Practical File – 5 Marks

Viva Voce (based on Practical Examination/File) – 10 Marks

Project Work – 15 Marks

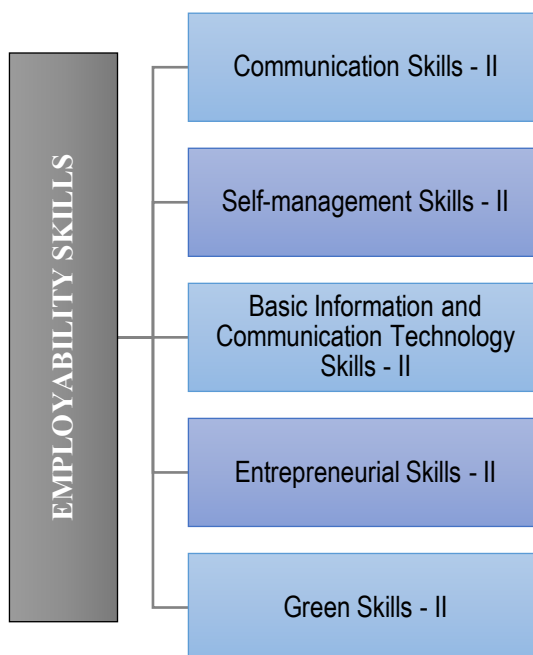
Report of Field Visit/Project – 5 Marks

Student Portfolio – 5 Marks

Viva Voce (based on Report of Field Visit/Student Portfolio/Project) – 5 Marks

PART I: THEORY – 50 MARKS

SECTION A



Unit-1: Communication Skills – II

Learning Outcome 1.1: Demonstrate knowledge of various methods of communication

Theory	Practical
1. Methods of communication: (i) Verbal (ii) Non-verbal (iii) Visual	<ul style="list-style-type: none"> ▪ Writing pros and cons of written, verbal, and non-verbal communication ▪ Listing dos and don'ts for avoiding common body language mistakes

Learning Outcome 1.2: Provide descriptive and specific feedback

Theory	Practical
1. Communication cycle and importance of feedback 2. Meaning and importance of feedback 3. Descriptive feedback – written comments or conversations 4. Specific and non-specific feedback	<ul style="list-style-type: none"> ▪ Constructing sentences for providing descriptive and specific feedback

Learning Outcome 1.3: Apply measures to overcome barriers in communication

Theory	Practical
1. Barriers to effective communication – types and factors 2. Measures to overcome barriers in effective	<ul style="list-style-type: none"> ▪ Enlisting barriers to effective communication ▪ Applying measures to overcome barriers

communication	in communication
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Learning Outcome 1.4: Apply principles of communication

Theory	Practical
<ol style="list-style-type: none"> Principles of effective communication 7Cs of effective communication 	<ul style="list-style-type: none"> Constructing sentences that convey all facts required by the receiver Expressing in a manner that shows respect to the receiver of the message Exercises and games on applying 7Cs of effective communication

Learning Outcome 1.5: Demonstrate basic writing skills

Theory	Practical
<ol style="list-style-type: none"> Writing skills related to the following: <ol style="list-style-type: none"> Sentence Phrase Kinds of Sentences Parts of Sentence Parts of Speech Articles Construction of a paragraph 	<ul style="list-style-type: none"> Demonstration and practice of writing sentences and paragraphs on topics related to the subject

Unit-2: Self-management Skills – II

Learning Outcome 2.1: Apply stress management techniques

Theory	Practical
<ol style="list-style-type: none"> Meaning and importance of stress management Stress management techniques – physical exercise, yoga, meditation Enjoying going to vacations and holidays with family and friends Taking nature walks 	<ul style="list-style-type: none"> Exercises on stress management techniques – yoga, meditation, physical exercises Preparing a write-up on an essay on experiences during a holiday trip

Learning Outcome 2.2: Demonstrate the ability to work independently

Theory	Practical
<ol style="list-style-type: none"> Importance of the ability to work independently Describe the types of self-awareness Describe the meaning of self-motivation and self-regulation 	<ul style="list-style-type: none"> Demonstration on working independently on goals Planning of an activity Executing tasks in a specific period, with no help or directives

- Demonstration on the qualities required for working independently

Unit-3: Basic Information and Communication Technology Skills – II

Learning Outcome 3.1: Distinguish between different operating systems

Theory	Practical
<ol style="list-style-type: none"> 1. Classes of operating systems 2. Menu, icons, and taskbar on the desktop 3. File concept, file operations, file organization, directory structures, and file-system structures 4. Creating and managing files and folders 	<ul style="list-style-type: none"> ▪ Identification of taskbar, icons, menu, etc. ▪ Demonstration and practice of creating, renaming, and deleting files and folders, saving files in folders and sub-folders, restoring files and folders from recycle bin

Learning Outcome 3.2: Apply basic skills for care and maintenance of computer

Theory	Practical
<ol style="list-style-type: none"> 1. Importance and need of care and maintenance of a computer 2. Cleaning computer components 3. Preparing maintenance schedule 4. Protecting computer against viruses 5. Scanning and cleaning viruses and removing SPAM files, temporary files, and folders 	<ul style="list-style-type: none"> ▪ Demonstration of the procedures to be followed for cleaning, care and maintenance of hardware and software

Unit-4: Entrepreneurial Skills – II

Learning Outcome 4.1: List the characteristics of successful entrepreneurs

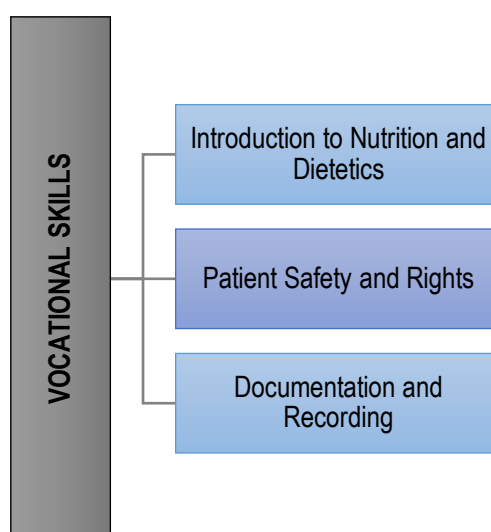
Theory	Practical
<ol style="list-style-type: none"> 1. Entrepreneurship and society 2. Qualities and functions of an entrepreneur 3. Role and importance of an entrepreneur 4. Myth about entrepreneurship 5. Entrepreneurship as a career option 	<ul style="list-style-type: none"> ▪ Writing a note on entrepreneurship as a career option ▪ Collecting success stories of first generation and local entrepreneurs ▪ Listing the entrepreneurial qualities – analysis of strength and weaknesses ▪ Group discussion of self-qualities that students feel are needed to become successful entrepreneur ▪ Collect information and related data for a business ▪ Making a plan in teams for setting up a business

Unit-5: Green Skills – II

Learning Outcome 5.1: Demonstrate the knowledge of importance, problems and solutions related to sustainable development

Theory	Practical
<ol style="list-style-type: none">1. Definition of sustainable development2. Importance of sustainable development3. Problems related to sustainable development	<ul style="list-style-type: none">▪ Identify the problem related to sustainable development in the community▪ Group discussion on the importance of respecting and conserving indigenous knowledge and cultural heritage▪ Discussion on the responsibilities and benefits of environmental citizenship, including the conservation and protection of environmental values▪ Preparing models on rainwater harvesting, drip/sprinkler irrigation, vermin-compost, solar energy, solar cooker, etc.

SECTION B



Unit-1: Introduction to Nutrition and Dietetics

Learning Outcome 1.1: Relate role of food and nutrition in maintenance of health

Theory	Practical
1. Food groups 2. Balanced diet 3. Functions of foods 4. Nutritional status of body	<ul style="list-style-type: none"> ▪ Draw food pyramid guide ▪ Calculate body mass index of your family members and identify the grade according to WHO

Learning Outcome 1.2: Enlist types of nutrients and their importance

Theory	Practical
1. Macro and micronutrients: function, food sources, deficiency-diseases	<ul style="list-style-type: none"> ▪ Prepare a chart on macronutrients and their functions ▪ Collect/draw pictures of locally available rich food sources of micronutrients

Learning Outcome 1.3: Enumerate dietetics related medical terminologies

Theory	Practical
1. Dietetics – introduction, related medical terminology	<ul style="list-style-type: none"> ▪ Discuss about dietetics-related medical terminology in small groups

Unit-2: Patient Safety and Rights

Learning Outcome 2.1: Describe patient's right

Theory	Practical
1. Patient comfort, patient right and consent	<ul style="list-style-type: none"> ▪ Make sample patient's consent form for dietary intervention and counselling

Learning Outcome 2.2: Able to explain hospital policy and procedures

Theory	Practical
1. Organisational policy and procedures	<ul style="list-style-type: none">▪ Discuss organizational policy of hospitals and other health institutes in groups

Learning Outcome 2.3: Handle hazardous situation safely

Theory	Practical
1. Maintaining safe working environment: fire safety, electrical safety, home safety, diet-related safety, food allergy	<ul style="list-style-type: none">▪ Visit a hospital and observe fire, electrical, and security safety measures

Learning Outcome 2.4: Demonstrate safety issues concerning communicable and non-communicable diseases

Theory	Practical
<ol style="list-style-type: none">1. Infection – Causes, prevention2. Communicable and non-communicable diseases3. Immunization	<ul style="list-style-type: none">▪ Enlist communicable and non-communicable diseases▪ Prepare a chart on Immunization schedule

Unit-3: Documentation and Recording

Learning Outcome 3.1: Demonstrate documentation work of patients

Theory	Practical
<ol style="list-style-type: none">1. Observing safe food preparation and handling2. Record: Types, importance and uses3. Reporting and documentation	<ul style="list-style-type: none">▪ Prepare sample record books for recording patient's details, dietary prescription, food intake and kitchen working as per indent for one day

Learning Outcome 3.2: To manage inventory and stock register

Theory	Practical
1. Inventory and kitchen management, patient indent	<ul style="list-style-type: none">▪ Enlist kitchen equipment and utensils in stock register▪ Make a note on FIFO (first in, first out)

PART II: INTERNAL ASSESSMENT (PRACTICAL) – 50 MARKS

Practical Work

- Practical Examination – 15 Marks
- Written Test – 5 Marks
- Practical File – 5 Marks
- Viva Voce (based on Practical Examination/File) – 10 Marks

The Practical Work allows candidates to demonstrate that they have knowledge and understanding of performing a task. This will include the hands-on Practical Examination (including written test) and viva-voce. In addition, candidates will be required to maintain a practical file of the work done throughout the year.

*Candidates will be required to perform any **two** practicals selected by the external examiner. The two practicals selected by the external examiner will be from different units of the syllabus.*

Project Work

- Report of Field Visit/Project – 5 Marks
- Student Portfolio – 5 Marks
- Viva Voce (based on Report of Field Visit/Student Portfolio/Project) – 5 Marks

Project Work aims at assessing the practical skills of candidates over a certain period of time. This includes report of field visits, project undertaken, student portfolio along with viva-voce.

*Candidates are required to have completed **one** project on a topic of their choice from any topic/allied aspect covered in the syllabus. The project may include case study (example, study of a local industry/business), survey, model making, poster making/creation of audio-visual aids, interview of an entrepreneur from the local industry, etc.*

Candidates should maintain record of the field visits undertaken during the year. This should include subject-specific information obtained from the experts/observations made during the field visits.

The student portfolio is a compilation of work done by the candidate throughout the year, and may include reports, articles, photos of products prepared by the candidate in relation to the unit of competency.

EVALUATION

The practical and project work is to be evaluated by the subject teacher and by an External Examiner. The External Examiner shall be nominated by the Head of the school and may be a teacher from the faculty, but not teaching the subject in the relevant section/class.

The Internal Examiner and the External Examiner will assess the candidate's work independently.

Award of Marks	(50 Marks)
Subject Teacher (Internal Examiner)	25 marks
External Examiner	25 marks

The total marks obtained out of 50 are to be sent to the CISCE by the Head of the school.

The Head of the school will be responsible for the online entry of marks on the CISCE's CAREERS portal by the due date.

Teaching-learning Activities

For effective transaction of the subject content a combination of classroom activities, practical work and field visits/educational tours are to be used by the teacher.

Special emphasis should be laid on occupational safety, health and hygiene while conducting the teaching-learning activities.

Classroom Activities

Classroom activities, including, interactive lecture sessions followed by discussions should be conducted by the subject teachers, using a variety of instructional or teaching aids such as, audio-video materials, colour slides, charts, diagrams, models, exhibits, hand-outs, online teaching materials, etc.

Practical Work

Practical work may include but not be limited to hands-on training, simulated training, role play, case-based studies, exercises, etc. Equipment and supplies should be provided to enhance hands-on learning experience of students. Only trained personnel should teach specialized techniques.

Field Visits/Educational Tours

Students should be taken for field visits to give them an opportunity to interact with experts and to expose them to the various tools, equipment, materials, procedures, and operations in the workplace. During field visits, students should obtain subject-specific information from the experts or make a record of the activities observed.

A checklist of observations to be made by the students during the field visits should be developed by the teachers for systematic collection of information by the students on various aspects.

For example, a visit may be organised to a hospital. During the visit, students may be asked to observe various activities of the nurses on a daily schedule basis. The following may also be observed:

- Front office activities
- Reception and registration activities
- Disinfecting wards and equipment
- Various activities related to patient care
- Demonstration of first aid
- Safety measures undertaken
- Demonstration of hospital record keeping
- Diet clinics
- Primary health centre

Students may also be asked to obtain first-hand knowledge of the bio-medical waste management in the hospital.

In a year, at least 3 field visits/educational tours should be organised for the students to expose them to the activities in the workplace. Schools may identify different opportunities for field visits within a short distance from the school and make necessary arrangements for the same.

List of Equipment and Materials

The list given below is suggestive. An exhaustive list should be prepared by the teacher. Only basic tools, equipment and accessories should be procured by the school so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

S. No.	Item name, Description & Specification
1.	Food preparation lab
2.	Sinks for utensil washing
3.	Food trolley
4.	Storage cupboards
5.	Refrigerator
6.	Cooking gas, burners, and lighters
7.	Microwave
8.	Dining utensils
9.	Measuring cups
10.	Weight machine for food 10-to-50-gram sensitivity
11.	Blenderizers
12.	Kitchen utensils and equipment
13.	Measuring spoons
14.	Stadiometer
15.	Measuring tape
16.	Gas burner
17.	Cylinder
18.	Common household measures
19.	Flip books and models for food groups
20.	Cutlery – cooking and serving
21.	Storage and garbage bins
22.	Charts of food groups
23.	Dry and fresh cooking ingredients with storage
24.	Computer and internet access
25.	Teaching board (SMART board)
26.	Aprons and head scarfs
27.	Gloves (disposable)
28.	Liquid soap bottle
29.	Nutritional brochures
30.	Registers

31.	Pens
32.	Pencils/erasers/sharpeners
33.	Marker pens
34.	Dusters
35.	Paper
36.	Cleaning solution (colin)
37.	Scrubbers and liquid soap
38.	Tissues paper
39.	Fire extinguisher
40.	Electric or induction cooking stove

Teacher Qualifications

The suggestive qualifications and minimum competencies for the subject teacher are as follows:

- Graduation in Dietetics/Nutrition or Home Science with at least 1 year experience in teaching/working as a Dietitian or in the dietary department

OR

Graduation in any stream of Biological/Life Sciences (BSc) with Diploma in Nutrition/Dietetics having 1 year of experience in teaching or as a Dietitian

- Effective communication skills (oral and written)
- Basic computing skills
- Technical competencies