



Model Curriculum

QP Name: Ayurveda Ahara & Poshana Sahayak

QP Code: HSS/Q3901

QP Version: 3.0

NSQF Level: 3

Model Curriculum Version: 1.0

Healthcare Sector Skill Council || Healthcare Sector Skill Council, 520, DLF Tower A, 5th Floor, Jasola
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Table of Contents

Training Parameters	3
Program Overview.....	4
Training Outcomes	4
Compulsory Modules.....	4
Module Details	7
Module 1: Introduction to Ayurveda and its Significance in Ahara.....	8
Module 2: Basic Structure and Function of the Human Body (Rachana Sharir and Kriya Sharir)	9
Module 3: Roles and responsibilities of an Ayurveda Ahara and Poshana Sahayak	10
Module 4: Importance of Ahara in Health and Disorders.....	12
Module 5: Food Preparation Practices	13
Module 6: Food Distribution Practices	18
Module 7: Food Safety and Equipment Storage Practices.....	16
Module 8: Food Waste Management.....	17
Module 9: Inventory Management	14
Module 10: Safety, emergency medical response and first aid	22
Module 11: DGT/VSQ/N0101: Employability Skills (30Hours)	25
Annexure.....	26
Trainer Requirements.....	26
Assessor Requirements.....	27
Assessment Strategy.....	28
References	30
Glossary.....	30
Acronyms and Abbreviations	31

Training Parameters

Sector	Healthcare
Sub-Sector	AYUSH
Occupation	Ayurveda Diet
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/2015-2265.0200
Minimum Educational Qualification and Experience	Grade 10 pass
Pre-Requisite License or Training	
Minimum Job Entry Age	18 Years
Last Reviewed On	8-5-2025
Next Review Date	8-5-2028
NSQC Approval Date	8-5-2025
QP Version	3.0
Model Curriculum Creation Date	8-5-2025
Model Curriculum Valid Up to Date	8-5-2028
Model Curriculum Version	1.0
Minimum Duration of the Course	420 Hrs.
Maximum Duration of the Course	420 Hrs.

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.

- Explain the concepts and fundamental principles related to Ahara in Ayurveda.
- Perform key roles and responsibilities of Ayurveda Ahara and Poshana Sahayak.
- Demonstrate the skills required in the kitchen for pre-, during and post-food preparation.
- Demonstrate safe practice while assisting in food preparation, handling, transporting and storage
- Maintain food hygiene.
- Provide dietary information to the client via the diet chart prescribed by an Ayurveda Dietician.
- Demonstrate the process of maintaining client and stock records.
- Comply with food waste management practices.
- Demonstrate the skills necessary to manage the kitchen inventory.
- Maintain a safe, healthy, and secure working environment.
- Maintain interpersonal relationships with co-workers, patients, and their family members.
- Follow biomedical waste disposal and infection control policies and procedures in the healthcare organization.

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
HSS/N3903: Carry out routine activities in the kitchen	60:00	45:00	45:00	00:00	150:00
Module 1: Introduction to Ayurveda and its significance in Ahara	10:00	10:00	10:00	00:00	30:00

Module 2: Basic structure and function of human body (Rachana Sharir and Kriya Sharir)	10:00	10:00	10:00	00:00	30:00
Module 3: Role and responsibility of Ayurveda Ahara and Poshana Sahayak	10:00	10:00	10:00	00:00	30:00
Module 4: Importance of Ahara in Health and Disorders	30:00	15:00	15:00	00:00	60:00
HSS/N3902: Support during cooking procedure in lines with Ayurveda principles	30:00	45:00	30:00	00:00	105:00
Module 5: Food Preparation Practices	15:00	20:00	15:00	00:00	50:00
Module 6: Food Distribution Practices	15:00	25:00	15:00	00:00	55:00
HSS/N3901: Provide support to Ayurveda Dietician in administrative work	25:00	55:00	25:00	00:00	105:00
Module 7: Food safety and equipment storage	05:00	30:00	05:00	00:00	40:00
Module 8: Food waste management	10:00	15:00	10:00	00:00	35:00
Module 9: Inventory Management	10:00	10:00	10:00	00:00	30:00

HSS/N9617: Maintain a safe, healthy and secure working environment	05:00	05:00	20:00	00:00	30:00
Module 10: Safety, emergency medical response and first aid	05:00	05:00	20:00	00:00	30:00
Total Duration	120:00	150:00	120:00	00:00	390:00
<u>Module 11:</u> <u>DGT/VSQ/N0101 :</u> <u>Employability Skills</u> <u>(30 Hours)</u>	30:00	00:00	00:00	00:00	30:00
Total Duration	150:00	150:00	120:00	00:00	420:00

Module Details

Module 1: Introduction to Ayurveda and its significance in Ahara

Mapped to: HSS/N3903

Terminal Outcomes:

- Describe the basic principles of Ayurveda.
- Explain the concept of Ahara as per Ayurvedic principles

Duration: 10:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Explain dietary concepts of health and disorders in Ayurveda • Explain the basic principles of Ayurveda (Vata, Pitta, Kapha). • Discuss about the (Panch Mahabhut) five elements in Ayurveda. • Discuss in detail about the Ayurveda healthcare setup and services involved. • Discuss the Ahar and Poshak related departments in the Ayush facility • Understand various food Standards such as AGMARK, ISI, etc • Understand the role of FSSAI and applicable rules and regulations • Explain about Adulteration • Understand the concept of Daily requirements (RDA)	• List out the standard terminology in the food industry like Agmark, ISI etc. • Create a diagrammatic representation depicting the characteristics of Vata, Pitta and Kapha.
Classroom Aids:	
Charts, e-models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
NA	

Module 2: Basics of Human Body (Rachana Sharir and

Kriya Sharir)

Mapped to HSS/N3903

Terminal Outcomes:

- Demonstrate knowledge of the basic structure and function of the human body.

Duration: 10:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• List down various body parts. • Explain the concept of qualities (Guna) and disturbing factors (Dosha). • Explain the Ahara Pachana Kriya • Learn in detail the concept of Macronutrient and Macronutrient • Categorise macro and micronutrients alongwith their functions. • Explain the principles of Agni (digestive fire), Ama (toxins), and Ojas (vital energy) in relation to health and digestion. • Recognize how seasonal changes (Ritucharya) and daily cycles (Dinacharya) influence diet and well-being. • Identify the six tastes (Shad Rasa) and their effects on digestion and dosha balance. • Classify foods based on Ayurvedic attributes (e.g., heating/cooling, heavy/light, moist/dry) and understand their impact on the body and mind.	• Make a chart to identify different parts of the body. • Make a note of activities to do during Dinacharya and Ritucharya. • List Micronutrients and Macronutrients that are required by the body. • Prepare a model of human body parts using waste material depicting different anatomical parts.
Classroom Aids:	
Charts, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
3D models of human body and accessory organs, model human skeletal system, organ specimen	

Module 3: Roles and Responsibilities of Ayurveda Ahara and Poshana Sahayak

Mapped to: HSS/N3903

Terminal Outcomes:

- Discuss key roles and responsibilities of an Ayurveda Ahara and Poshana Sahayak.

Duration: 10:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
- Describe the roles and responsibilities of Ayurveda Ahara and Poshana Sahayak. - Discuss the career prospects of Ahara and Poshan Sahayak in India and abroad. - Understand one's limit of competency and authority. - Discuss Food Preparation and Kitchen Management	- Make a list of roles and responsibilities of Ayurveda Ahara and Poshan Sahayaka. - In a role play demonstrate the usage of the appropriate dietetics related to Ayurveda
Classroom Aids:	
Charts, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Food items, Diet Charts, IEC material such as brochures, pamphlets, and leaflets on a balanced diet	

Module 4: Importance of Ahara in Health and Disorders

Mapped to: HSS/N3903

Terminal Outcomes:

- Classify and explain the properties of different Ahara and their actions.
- Explain the importance of different food items as per the ailments.

Duration: 30:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Describe the classification of diet/food articles (Aahara Dravya) and their properties. • Explain the importance of wholesome food (Hita Avam), and unwholesome food (Ahita Ahara) based on body type and constitution (Doshika Prakriti). • Explain the importance of favourable (Pathya) and unfavourable (Apathya) Ahara in the treatment of diseases. • Explain about different dairy products and their uses in health and disease. • Explain about the use and importance of water in Ahara. • Explain the importance of using oils in Ahara as medicinal therapy. • Describe the properties and function of taste (Shadrasa) in Ahara. • Discuss about various adjuvants of food in Ayurveda.	• Demonstrate the process of classifying food items based on their nutritional properties, such as being protein-rich or carbohydrate-rich. • Demonstrate the process of preparing a diet plan using dairy products as per health and ailment. • Demonstrate the method of classifying food items into different categories such as Drinkables (Pan), Eatables (Asana), Chewable (Bhakshya) and lickables (Lehya) etc.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Flipbooks and models for food groups and nutritional brochures, charts of food groups, portion sizes, nutrient sources etc., sample diet chart for practice, sample forms and formats	

Module 5: Food Preparation Practices

Mapped to: HSS/N3902

Terminal Outcomes:

- Demonstrate the techniques of washing, peeling, chopping, cutting, grinding etc.
- Demonstrate the correct use and safe handling of kitchen equipment.

Duration: 15:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Differentiate between the raw, semi-solid and solid food. • Discuss the food preparation methods like dry heating, roasting, boiling, steaming etc. • Explain the importance of food preparation practices as per food safety norms. • Discuss the right selection of equipment or utensils for food preparation. • Describe the safe cooking practices to be followed for different food items. • Explain the usage of water in food preparation.	• Demonstrate the safe practice of handling equipment. • Demonstrate the skills of chopping, peeling, grinding vegetables and fruits etc. • Demonstrate the use of cooking equipment like chapati skillet, oven, refrigerator etc in a skill lab. • Demonstrate the techniques of cleaning, drying and storage of equipment and utensils. • Inspect the cleanliness of the kitchen, utensils, and equipment before stating them fit for use in the mock kitchen set-up.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Sinks for utensil washing, food trolley, refrigerator, microwave, chopper, grinder, peeler, grinder, skillet, oven, dining utensils, measuring cups and spoons blenders, kitchen utensils and equipment for cooking/processing, storage and garbage bins at all cooking stations, aprons and head scarfs, gloves (Disposable)	

Module 6: Food Distribution Practices

Mapped to: HSS/N3902

Terminal Outcomes:

- Demonstrate the process of food distribution and hand hygiene techniques and the proper usage of gloves, gown, Hair net or Bouffant cap.
- Demonstrate the process of documentation such as stock and dietetic records.
- Apply local guidelines for biomedical waste disposal systems during daily activities.

Duration: 15:00	Duration: 25:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Explain the importance of the right client, right food, right time. • Explain the client's privacy in matters of food and dietary recommendations. • Discuss the importance of observing client's response to Ayurvedic Ahara and inform concerned department regarding the same. • Understand the component of food trolley • Discuss how to keep the food trolley neat and clean. • Classify food quality and prevent spoilage including storage techniques, temperature control, and recognizing signs of food spoilage. • Discuss hygiene and sanitation practices to prevent contamination and ensure food safety. • Describe the hand hygiene guidelines and the importance of using Personal Protective Equipment (PPE). • Describe the importance of infection control and prevention. • Describe the nosocomial infections. • Identify the various types of colour-coded bins/containers used for disposal of biomedical waste. • Discuss the importance of documentation and record-keeping of food distribution, inventory, and any relevant information.	• Demonstrate the method of distribution of food in a role play. • Demonstrate the procedures of handwashing techniques. • Demonstrate the techniques of donning and doffing of PPE relevant during food distribution or food handling. • Create a chart depicting different types of biomedical waste and various colour-coded bins/containers used to dispose of biomedical waste.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Personal Protective Equipment (PPE), charts on hand hygiene protocols, Liquid soap, tissue, wash basin, bins	

Module 7: Food safety and equipment storage

Mapped to: HSS/N3901

Terminal Outcomes:

- Identify the sources of food contamination and ways to prevent food contamination.
- Carry out the safe storage of food and articles.

Duration: 05:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Explain the importance of maintaining optimum temperature and ventilation for food safety and hygiene. • Identify various sources of food contamination in the environment. • Explain the ways to prevent food contamination. • Describe the possible impact of contaminated food on the client's health. • Detect the signs of decayed or contaminated food. • Identify situations during which the food safety matters to be escalated to concerned authority. • Describe various types of storage practices, equipment/devices. • Explain the importance of food storage as per the six tastes and seasons in the Ayurveda. • Explain the use of appropriate equipment for food items storage.	• Demonstrate the problem-solving skills to deal with unexpected food safety situations effectively in a role play. • Demonstrate the technique of washing utensils and tools in a mock set-up. • Prepare a checklist of food items for different storage practices. • Demonstrate how to store food items/articles/ingredients to preserve Ayurvedic regimen.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Refrigerator, storage shelves, temperature measuring device, food waste disposal bins, Storage Cupboards, Storage Box for storing Dry and Fresh Cooking Ingredients, Vessels, bottles, Ingredients, equipment, PPE, Cold storage	

Module 8: Food Waste Management

Mapped to: HSS/N3901

Terminal Outcomes:

- Follow the safe disposal of waste and leftover food as per the guidelines and protocol.
- Maintain inventory as per organizational policies and procedures.

Duration: 10:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Explain the importance of discarding food waste as per food waste management guidelines. • Discuss the importance of identifying if the waste is removed from food preparation areas by applying the food waste management practices. • Explain the guidelines and procedures for safe disposal of food waste/leftover/unconsumed, raw, spoiled, and expired food items/ ingredients. • Explain the adverse impact of keeping food waste for longer duration in the kitchen. • Explain the difference between recyclable and non-recyclable waste. • Explain about the process of handling raw and leftover food waste.	• Demonstrate the method of segregation of food waste. • Demonstrate the techniques for disposing of leftover food.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Food waste disposal bins, food items	

Module 9: Inventory management

Mapped to: HSS/N3901

Terminal Outcomes:

- Maintain inventory as per organizational policies and procedures.

Duration: 10:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Describe the inventory management practices such as FIFO (First in First Out) used in dietetics department. • Describe the importance and need of inventory management of kitchen equipment, food items, and utensils. • Explain the importance of preparing an estimate of raw food material, kitchen supplies to be procured on regular basis. • Discuss about reporting matrix in case of loss of commodities or consumables. • Describe the labelling of raw materials and its need. • Discuss inventory replenishment and distribution systems.	• Demonstrate use of FIFO (First in First Out) using a sample inventory checklist in mock food storage area. • Prepare a sample of an estimate of raw materials, and kitchen supplies which to be procured on a regular basis. • Label samples of raw food materials, utensils, and tools using the right techniques and procedures. • Prepare a sample inventory checklist in mock set-up.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Case study, raw material, labels, stock register, inventory book, food stuff, utensils, equipment, tools	

Module 10: Safety, emergency medical response and first aid

Mapped to: HSS/N9617

Terminal Outcomes:

- Perform basic life support or basic first aid in medical emergencies, as and when required.
- Respond to institutional emergencies appropriately.

Duration: 05:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Explain the basics of first aid. • List the precautions to be taken for personal safety. • Discuss how to perform basic life support (BLS) as and when required. • Explain the use of protective devices such as restraints and safety devices. • Identify precautions to be taken for self-safety. • Describe the hospital emergency codes. • Explain about disaster management techniques to deal with institutional emergencies. • List the common emergencies which could happen in telehealth facility. • Discuss about the escalation matrix for referral and management of common emergencies.	• Demonstrate usage of hospital emergency codes and basic first aid in a mock drill depicting an institutional emergency. • Demonstrate Cardio-Pulmonary Resuscitation (CPR) on manikin. • Design a dummy portable and segregable first aid kit as per requirements. • Create a chart depicting different types of protective devices such as restraints and safety devices. • Create a flow chart depicting common emergency situations and its referral mechanism.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
First aid box, CPR nursing manikin, Ambu bag with mask adult, torch, physical restraints, fire extinguisher	

Module 11: Employability Skills (30 hours)

Mapped to Module: DGT/VSQ/N0101, V1.0, Employability Skills (30 Hours)

Mandatory Duration: 30:00			
Location: On-Site			
S.No.	Module Name	Key Learning Outcomes	Duration(ho urs)
1.	Introduction to Employability Skills	Discuss the importance of Employability Skills in meeting the job requirements.	1
2.	Constitutional values - Citizenship	- Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen. - Show how to practice different environmentally sustainable practices.	1
3.	Becoming a Professional in the 21st Century	- Discuss 21st century skills. - Display positive attitude, self -motivation, problem solving, time management skills and continuous learning mindset in different situations.	1
4.	Basic English Skills	Use appropriate basic English sentences/phrases while speaking.	2
5.	Communication Skills	- Demonstrate how to communicate in a well -mannered way with others. - Demonstrate working with others in a team.	4
6.	Diversity & Inclusion	- Show how to conduct oneself appropriately with all genders and PwD. - Discuss the significance of reporting sexual harassment issues in time.	1
7.	Financial and Legal Literacy	- Discuss the significance of using financial products and services safely and securely. - Explain the importance of managing expenses, income, and savings. - Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws.	4
8.	Essential Digital Skills	- Show how to operate digital devices and use the associated applications and features, safely and securely. - Discuss the significance of using the internet for browsing, accessing social media platforms, safely and securely.	3
9.	Entrepreneurship	Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges.	7
10.	Customer Service	- Differentiate between types of customers. - Explain the significance of identifying customer needs and addressing them. - Discuss the significance of maintaining hygiene and dressing appropriately.	4

11	Getting ready for apprenticeship & Jobs	• Create a biodata. • Use various sources to search and apply for jobs. • Discuss the significance of dressing up neatly and maintaining hygiene for an interview.	2
		• Discuss how to search and register for apprenticeship opportunities.	

LIST OF TOOLS & EQUIPMENT FOR EMPLOYABILITY SKILLS		
S No.	Name of the Equipment	Quantity
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 & Equipment not required, if Computer LAB is available in the institute.</i>		

Mandatory Duration: 120:00

Module Name: On-the-Job Training

Location: On Site

Terminal Outcomes

- Demonstrate activities to be performed by Ayurveda Ahara and Poshana Sahayak at the workplace.
- Demonstrate to provide support to Ayurvedic Dietician during the client management.
- Demonstrate to arrange prerequisites of diet preparation.
- Carry out a variety of works including arrangement of equipment, instruments, raw materials for food preparation.
- Carry out maintenance of kitchen.
- Perform cleaning and maintenance of equipment's used during cooking.
- Demonstrate the method of segregation of food waste as per standard guideline and protocol.
- Demonstrate the techniques of disposing leftover food waste.
- Demonstrate the various records maintenance.
- Demonstrate the method of storing food.
- Demonstrate handling of biomedical waste from its segregation in different coloured dustbins as per the local biomedical waste management protocol.

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Ayurveda post-graduate	Dravya Gun, Swastha vritt, Rasa shastra	1				
Ayurveda Graduate(BAMS)		4				
Trainer Certification						
Domain Certification			Platform Certification			
Certified for Job Role: "Ayurveda Ahara and Poshana Sahayak" mapped to QP: "HSS/Q3901 v3.0" 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, v2.0" with minimum score of 80%.			

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Ayurveda Post-graduate	Dravya Gun, Swastha vritt, Rasa shastra	2				
Ayurveda Graduate(BAMS)		5				
Assessor Certification						
Domain Certification				Platform Certification		
Certified for Job Role: “Ayurveda Ahara and Poshana Sahayak” mapped to QP: “HSS/Q3901 v3.0 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, v2.0” 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 & 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. On-Job Training: OJT would be evaluated based on standard log book capturing departments worked on, key observations of learner, feedback and remarks of supervisor or mentor.

4. 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

Term	Description
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module. A set of terminal outcomes help to achieve the training outcome.

Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
AYUSH	Ayurveda Yoga Unani Siddha Homeopathy
PPE	Personal Protective Equipment
CPR	Cardiopulmonary Resuscitation
FIFO	First in First Out