



Model Curriculum

QP Name: Assistant Yoga Instructor

QP Code: HSS/Q4002

QP Version: 1.0

NSQF Level: 3

Model Curriculum Version: 1.0

Healthcare Sector Skill Council || Healthcare Sector Skill Council, 520, DLF Tower A, 5th Floor, Jasola
District Centre, New Delhi – 110025

Table of Contents

| | |
|--|----|
| Training Parameters..... | 3 |
| Program Overview | 4 |
| Training Outcomes..... | 4 |
| Compulsory Modules | 4 |
| Module Details..... | 6 |
| Module 1: Introduction to yoga and yogic practices | 6 |
| Module 2: Basic structure and function of human body | 7 |
| Module 3: Roles and responsibilities of assistant yoga instructor..... | 8 |
| Module 4: Prerequisites to pre-yoga session..... | 9 |
| Module 5: Display different yoga postures and techniques | 10 |
| Module 6: Prerequisites to post-yoga session..... | 11 |
| Module 7: Maintain interpersonal relationship..... | 12 |
| Module 8: Professional standards of grooming and conduct..... | 13 |
| Module 9: Safety, emergency medical response and first aid | 14 |
| Module 10: Infection control practices and waste management..... | 15 |
| Annexure..... | 17 |
| Trainer Requirements | 17 |
| Assessor Requirements..... | 18 |
| Assessment Strategy | 19 |
| References | 21 |
| Glossary..... | 21 |
| Acronyms and Abbreviations..... | 22 |

Training Parameters

| | |
|---|---|
| Sector | Healthcare |
| Sub-Sector | AYUSH |
| Occupation | Yoga |
| Country | India |
| NSQF Level | 3 |
| Aligned to NCO/ISCO/ISIC Code | NCO-2015/NIL |
| Minimum Educational Qualification and Experience | 8th Class OR (ASHA and Anganwadi worker) with 2 Years of experience |
| Pre-Requisite License or Training | |
| Minimum Job Entry Age | 18 Years |
| Last Reviewed On | 20/01/2021 |
| Next Review Date | 31/01/2026 |
| NSQC Approval Date | |
| QP Version | 1.0 |
| Model Curriculum Creation Date | 20/01/2021 |
| Model Curriculum Valid Up to Date | 31/01/2026 |
| Model Curriculum Version | 1.0 |
| Minimum Duration of the Course | 203 Hrs. |
| Maximum Duration of the Course | 203 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 concept and fundamental principles of yoga.
- Discuss the significance of yoga practices.
- Explain about Common Yoga Protocol (CYP) and its significance.
- Prepare the work area with required equipment and accessories such as AV aides, yoga mat etc. to ensure the efficiency and effectiveness of the outcome.
- Demonstrate yoga sessions in accordance with CYP.
- Demonstrate the pre- and post-yoga session requirements.
- Demonstrate the correct techniques of various yoga postures, asanas, mudras etc.
- Maintain personal hygiene, grooming and personal behaviour in accordance with organization's standards.
- Demonstrate the process of maintaining relevant records.
- Maintain a safe, healthy, and secure working environment.
- Follow biomedical waste disposal and infection control policies and procedures.
- Maintain interpersonal relationships with others.
- Maintain professional and medico-legal conduct in accordance with legislation, protocols and guidelines set up by the relevant authorities.

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/N4007: Carry out activities related to yoga sessions (CYP) as per the instructions NOS Version No. 1.0 NSQF level 4 | 69:00 | 107:00 | 00:00 | 00:00 | 176:00 |
| Module 1: Introduction to yoga and yogic practices | 10:00 | 00:00 | 00:00 | 00:00 | 10:00 |
| Module 2: Basic structure and function of human body | 02:00 | 02:00 | 00:00 | 00:00 | 04:00 |
| Module 3: Roles and responsibilities of assistant yoga instructor | 04:00 | 10:00 | 00:00 | 00:00 | 14:00 |

| | | | | | |
|--|--------------|---------------|--------------|--------------|---------------|
| Module 4: Prerequisites to pre-yoga session | 10:00 | 20:00 | 00:00 | 00:00 | 30:00 |
| Module 5: Display different yoga postures and techniques | 32:00 | 65:00 | 00:00 | 00:00 | 105:00 |
| Module 6: Prerequisites to post-yoga session | 11:00 | 10:00 | 00:00 | 00:00 | 21:00 |
| HSS/N9625: Maintain interpersonal relationships and professional conduct NOS Version No. 1.0 NSQF level 4 | 02:00 | 10:00 | 00:00 | 00:00 | 12:00 |
| Module 7: Maintain interpersonal relationship | 01:00 | 08:00 | 00:00 | 00:00 | 09:00 |
| Module 8: Professional standards of grooming and conduct | 01:00 | 02:00 | 00:00 | 00:00 | 03:00 |
| HSS/N9624: Maintain a safe and secure working environment NOS Version 1.0 NSQF Level 4 | 02:00 | 07:00 | 00:00 | 00:00 | 09:00 |
| Module 9: Safety, emergency medical response and first aid | 02:00 | 07:00 | 00:00 | 00:00 | 09:00 |
| HSS/N9622: Follow sanitization and infection control guidelines NOS Version 1.0 NSQF Level 3 | 04:00 | 02:00 | 00:00 | 00:00 | 03:00 |
| Module 10: Infection control practices and waste management | 04:00 | 02:00 | 00:00 | 00:00 | 06:00 |
| Total Duration | 77:00 | 126:00 | 00:00 | 00:00 | 203:00 |

Module Details

Module 1: Introduction to yoga and yogic practices

Mapped to: HSS/N4007, v1.0

Terminal Outcomes:

- Discuss about classification and significance of yoga.
- Discuss the importance of yogic practices.

| Duration: 10:00 | Duration: 00:00 |
|---|-----------------------------------|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Define yoga. • Describe the brief history, origin, and development of yoga. • Describe ancient yoga text such as Bhagwat Gita, Patanjali yoga Sutra, Narad Bhakti Sutra, Ramayana. • Explain the principles of yoga (Triguna, Antahkarana-chatustaya, Tri-Sharira/ Panchakosha). • Explain the concept and significance of Bhagavad Gita in day-to-day life. • Discuss about classification of yoga (Karma yoga, Jnana yoga, Bhakti yoga and Kriya yoga). • Classify the widely practiced yoga Sadhanas. • Explain the concept and principles of each sadhanas and their significance in health and wellbeing. • Explain in brief about schools of yoga (Jnana, Bhakti, Karma, Patanjali, Hatha). • Explain about yogic paricharya (Ahara, Vihar, Achar- Vichar). • Discuss about international yoga day and its impact and significance. | |
| Classroom Aids: | |
| Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, yoga e-modules | |
| Tools, Equipment and Other Requirements | |
| NA | |

Module 2: Basic structure and function of human body

Mapped to: HSS/N4007, v1.0

Terminal Outcomes:

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

| | |
|---|--|
| Duration: 02:00 | Duration: 02:00 |
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • List down various body parts. • Explain about basic anatomy and physiology of human body (Sharira, Kosha, Prana, Nadi, Chakra, Marma). • Explain the concept of Dosha-Dhatu, Mala. • Explain the nine systems of the human body- their structure and functions and influence of yogic practices on the different body systems. | <ul style="list-style-type: none"> • Prepare a model of human body parts using waste material depicting different anatomical parts. |
| Classroom Aids: | |
| Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function | |
| Tools, Equipment and Other Requirements | |
| Human Body Skeleton, Charts and Posters on body systems | |

Module 3: Roles and responsibilities of assistant yoga instructor

Mapped to: HSS/N4007, v1.0

Terminal Outcomes:

- Describe roles and responsibilities of assistant yoga instructor.
- Demonstrate the process of preparing SOP checklist.

| Duration: 04:00 | Duration: 10:00 |
|---|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Explain role and responsibilities of assistant yoga instructor. • Discuss about general guidelines for yoga Practice in accordance with Common Yoga Protocol (CYP): Before, During and After practice. • Summarize the do's and don'ts related to functions of Assistant yoga Instructor. • Define the scope and limitations of working for assistant yoga instructor. | <ul style="list-style-type: none"> • Demonstrate the good quality practices. • Prepare a SOP checklist for pre-yoga and post- yoga session. |
| -Classroom Aids: | |
| Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, e- modules on CYP guidelines | |
| Tools, Equipment and Other Requirements | |
| Checklist format | |

Module 4: Prerequisites to pre-yoga session

Mapped to: HSS/N4007, v1.0

Terminal Outcomes:

- Describe the importance of pre-procedural preparedness for yoga session.
- Demonstrate the process of preparing participant for yoga session.
- Demonstrate the use of equipment, tools etc for yoga session.

| Duration: 10:00 | Duration: 20:00 |
|--|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • List the equipment and disposable required for session. • Discuss the significance of ventilation, aroma, and aides for better conduct of yoga session. • Check the participant schedule on daily basis and arrangement of required resources. • Identify limitations or comfort areas of participant basis on preferences considering factors such as gender, religion, culture, language etc. • Explain the importance of yoga cleansing techniques like empty stomach, cleansing the bowel etc. • Explain the importance of maintaining personal hygiene. • Explain the need and importance of wearing light clothes for self and participant while performing yoga. • Discuss the precautions to be taken for yoga session. | <ul style="list-style-type: none"> • Demonstrate the process of setting up work area or yoga session area along with the required tools, equipment, consumables etc. • Demonstrate the calm and relaxed position before starting a yoga session. • Demonstrate safe work practices during the yoga session. • Demonstrate various voice modulation for effective sessions based on individual preference. |
| Classroom Aids: | |
| Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, | |
| Tools, Equipment and Other Requirements | |
| yoga mat, charts of various asanas and mudras, lights, props, sound system, yoga dress for males and females | |

Module 5: Display different yoga postures and techniques

Mapped to: HSS/N4007, v1.0

Terminal Outcomes:

- Demonstrate the process to initiate yoga session.
- Demonstrate techniques of different postures, asanas, and meditation.

| Duration: 32:00 | Duration: 65:00 |
|---|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Explain the concepts of Nadis, Prana and Pranayama. • Discuss about Hatha yoga practices for wellness. • Explain the concept of mental wellbeing according to Patanjali Yoga Sutra including concept of Chitta, Chitta Bhumi, Chitta Vritti, Chitta Vikshepa, Chittaprasadanam, Klesha and Vivek-Khyati. • Explain the benefits of Shanti prayer, Yogic Mantra, Shanti Mantra. • Explain the concept and role of Tridoshas, Sapta Dhatu, Agni, Vayu and Mala in wellness. • Explain the importance of Ahara, Nidra and Brahmacharya in wellbeing. • Explain about importance of correct techniques of asanas, mudras, and meditation in standing, sitting and prone position. • Explain about correct loosening techniques. • Explain the use of complementary practices of yogic principles. • Describe ways to avoid unnecessary physical contact with participant during session. | <ul style="list-style-type: none"> • Demonstrate the process of starting the yoga session with prayer to relax the mind. • Demonstrate asana to the participant as per yogic practices and common yoga protocol. • Demonstrate breathing practices such as breathing in and out. • Demonstrate correct techniques of ambulation to participant. • Demonstrate appropriate techniques of yoga to make session useful and safe. • Demonstrate the techniques of loosening practices such as neck bending, trunk twisting, knee movement, etc. • Demonstrate the techniques of asanas in standing positions such as Vikchasana, Parvatasana, Trikonasana, Parvritha trikonasana, Hastautasana, Gadurasana , Uthit janusirasana , Pada hastasana , Natvarasana. • Demonstrate the techniques of asanas in sitting positions such as Pascimotasana, Gomukhasana, Bhunamanasana , Vakrasana , Aradha matsyendrasana , Vajrasana ,Ustrasana, Mandukasana , Veerasana , Shankasana Marjariasana , Janu Sirasana. • Demonstrate the techniques of asanas in prone positions such as Navasana, Bhujanagasana, Sarpasana, Nilambha salbhasana, Salbhasana , Dhanurasana. • Demonstrate the techniques of asanas in supine positions such as Setubandhasana, Pavanmuktasana, Savasana. • Demonstrate the techniques of Bandhas and mudras. • Demonstrate the techniques of yoga Nidra, Sukāsana/Padmāsana/Vajrāsana and cyclic meditation. • Demonstrate the techniques of Nadishodhana or Anuloma/Viloma pranayamas. |
| Classroom Aids: | |
| Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV aids, mick | |
| Tools, Equipment and Other Requirements | |
| yoga mat, charts on various yoga postures, asanas, mudras | |

Module 6: Prerequisites to post-yoga session

Mapped to: HSS/N4007, v1.0

Terminal Outcomes:

- Describe Do's and Don'ts after yoga session.
- Carry out post session activities.

| Duration: 11:00 | Duration: 10:00 |
|--|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Discuss the contra-indications related to various yoga asanas. • Describe the process of scheduling appointment of participants. • Explain the process of maintaining client's records and confidentiality. • Explain the importance of maintain yoga set up for scheduled session. • Explain the relevance and importance of feedback form. • Explain post therapy sessions compliances. • Inform participants about next schedule. • Explain the process of escalating any grievance issues to the concerned authority. | <ul style="list-style-type: none"> • Demonstrate the use of effective communication skills and technical knowledge in guiding participant about the dos and don'ts after a yoga session. • Prepare unit for next yoga session in a skill lab. |
| Classroom Aids: | |
| Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, B | |
| Tools, Equipment and Other Requirements | |
| Sample formats of feedback forms, Sample formats of reports and records | |

Module 7: Maintain interpersonal relationship

Mapped to: HSS/N9625, v1.0

Terminal Outcomes:

- Communicate effectively with participants.
- Organize and prioritize work to complete assignments on time.
- Adhere to organizational code of conduct while handling conflicts.

| Duration: 01:00 | Duration: 08:00 |
|---|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Discuss the importance of effective communication with participants, relatives, and colleagues without using jargons and colloquial terms. • Describe the attributes of a team player. • Discuss about confidentiality and privacy practices related to participant’s information. • Discuss the importance of teamwork. • Define rapidly changing situations. • Discuss about the importance of following rules and policies of organization for maintaining code of conduct and scope of work. | <ul style="list-style-type: none"> • Apply guidelines related to usage of technical terms to ensure effective communication. • Apply time management skills during daily activities. • Demonstrate the use of reading and writing skills during written communication. • Demonstrate problem solving and decision-making skills in different situations. • Demonstrate skills of teamwork and work prioritization in different team activities. • Apply effective participant-centric approach while delivering services. • Apply the analytical skills to complete the reports with the information gathered from observation, experience, reasoning, or communication. |
| Classroom Aids: | |
| Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster. | |
| Tools, Equipment and Other Requirements | |
| Case studies and demonstrative videos on teamwork, group dynamics | |

Module 8: Professional standards of grooming and conduct

Mapped to: HSS/N9625, v1.0

Terminal Outcomes:

- Display appropriate professional appearance for the workplace.
- Display helpful behaviour by assisting others in performing tasks in a positive manner, where required and possible.

| Duration: 01:00 | Duration: 02:00 |
|---|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Explain the importance of professional appearance: clean uniform, neat and combed hair, polished footwear, well-manicured nails, etc. • Explain about importance of wearing masks and head gear in sensitive areas. • Explain the steps of hand washing. • Consult with and assist others to maximize effectiveness and efficiency in carrying out tasks. • Demonstrate responsible and disciplined behaviour at the workplace. | <ul style="list-style-type: none"> • Demonstrate hand washing technique. • List various Personal Protective Equipment's (PPE). |
| Classroom Aids: | |
| Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster. | |
| Tools, Equipment and Other Requirements | |
| PPE, Sink, Liquid Soap, Hand washing Poster, Paper Towel | |

Module 9: Safety, emergency medical response and first aid

Mapped to: HSS/N9624, v1.0

Terminal Outcomes:

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

| Duration: 02:00 | Duration: 07:00 |
|--|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Explain the basics of first aid. • List the precautions to be taken for personal safety. • Discuss how to perform Basic Life Support (BLS). • Explain the use of protective devices such as restraints and safety devices. • Identify precautions to be taken for self-safety. • Explain about disaster management techniques to deal with institutional emergencies. • Discuss about the escalation matrix for referral and management of common emergencies. | <ul style="list-style-type: none"> • 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 | |
| Crash cart trolley, first aid box, CPR nursing manikin, Ambu bag with mask adult, torch, physical restraints, fire extinguisher | |

Module 10: Module 10: Infection control practices and waste management

Mapped to: HSS/N9622, v1.0

Terminal Outcomes:

- Apply self-hygiene and social distancing practices and follow infection control guidelines.
- Demonstrate correct waste disposal methods as per guidelines and regulations.

| Duration: 01:00 | Duration: 01:00 |
|--|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Discuss the concept of disease outbreak, epidemics, and pandemics and their impact on society at large. • Explain the significance of following prescribed rules and guidelines during an epidemic or a pandemic. • Differentiate between self-quarantine and self-isolation and their significance. • Discuss the significance of social distancing and alternate ways of carrying out everyday tasks (use of e-payment gateways/online learning/virtual meetings, etc.) during a pandemic. • Discuss the significance of conforming to basic personal and workplace hygiene practices such as washing hands, using alcohol-based hand sanitizers, examining office supplies/deliveries and their sanitization, etc. • List various surfaces that may serve as potential fomites at workplace. • Identify PPE to be used at workplace and the process of donning, doffing, and discarding them. • Discuss the importance and process of identifying and reporting symptoms to the concerned authorities. • Discuss organizational hygiene and sanitation guidelines and ways of following them and reporting breaches/gaps if any. • Explain the importance and mechanism of proper and safe disposal, transportation, and treatment of waste. • Discuss the ways of dealing with stress and anxiety during a disease outbreak. | <ul style="list-style-type: none"> • Show how to sanitize and disinfect one's work area regularly. • Demonstrate the correct way of washing hands using soap and water, and alcohol-based hand rubs. • Display the correct way of donning, doffing and discarding PPE such as face masks, hand gloves, face shields, PPE suits, etc. • Demonstrate appropriate social and behavioural etiquette (greeting and meeting people, spitting/coughing/sneezing, etc.). • Prepare a list of relevant hotline/emergency numbers. • Select different types of waste and various types of colour coded bins/containers used for disposal of waste. |
| Classroom Aids: | |
| Computer with internet, Video presentation arts, Models | |
| Tools, Equipment and Other Requirements | |
| E-modules depicting sanitization, infection control and waste disposal practices | |

Annexure

Trainer Requirements

| Trainer Prerequisites | | | | | | |
|-----------------------------------|-----------------------------|------------------------------|----------------|---------------------|----------------|---------|
| Minimum Educational Qualification | Specialization | Relevant Industry Experience | | Training Experience | | Remarks |
| | | Years | Specialization | Years | Specialization | |
| Post-Graduation in yoga | | 1 | | 1 | | |
| Graduation in any stream | Diploma/certificate in yoga | 2 | | 1 | | |
| Diploma in yoga | | 3 | | 1 | | |
| 12 th pass | Diploma/certificate in yoga | 5 | | 1 | | |

| Trainer Certification | |
|---|--|
| Domain Certification | Platform Certification |
| Certified for Job Role: “Assistant Yoga Instructor” mapped to QP: “HSS/Q4002 v1.0” with minimum score of 80%. | Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “MEP/Q2601 v1.0” with minimum score of 80%. |

Assessor Requirements

| Assessor Prerequisites | | | | | | |
|-----------------------------------|-----------------------------|------------------------------|----------------|--------------------------------|----------------|---------|
| Minimum Educational Qualification | Specialization | Relevant Industry Experience | | Training/Assessment Experience | | Remarks |
| | | Years | Specialization | Years | Specialization | |
| Post-Graduation in yoga | | 1 | | 1 | | |
| Graduation in any stream | Diploma/certificate in yoga | 2 | | 1 | | |
| Diploma in yoga | | 3 | | 1 | | |
| 12 th pass | Diploma/certificate in yoga | 5 | | 1 | | |

| Assessor Certification | |
|---|--|
| Domain Certification | Platform Certification |
| Certified for Job Role: “Assistant Yoga Instructor” mapped to QP: “HSS/Q4002 v1.0” with minimum score of 80%. | Recommended that the Assessor is certified for the Job Role: “Assessor”, mapped to the Qualification Pack: “MEP/Q2701 v1.0” with minimum score of 80%. |

Assessment Strategy

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

The assessment papers for both theory and practical would be developed by Subject Matter Experts (SME) from National Health Authority (NHA) or 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. Written Test: Question paper consisting of 100 MCQs (Hard:40, Medium:30 and Easy: 30) with questions from each element of each NOS. The written assessment paper is comprised of following types of questions:

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

QA Regarding Assessors:

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

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

References

Glossary

| | |
|--|---|
| Sector | Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests. |
| Sub-sector | Sub-sector is derived from a further breakdown based on the characteristics and interests of its components. |
| Occupation | Occupation is a set of job roles, which perform similar/ related set of functions in an industry. |
| National Occupational Standards (NOS) | NOS are occupational standards which apply uniquely in the Indian context. |
| Qualifications Pack (QP) | QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code. |
| Vikchasana | Vrikshasana or Tree Pose is a balancing asana. It is one of the very few standing poses in medieval hatha yoga and remains popular in modern yoga as exercise. |
| Trikonasana | Trikonasana or Triangle Pose is a standing asana in modern yoga as exercise. |
| Anuloma Pranayama | Anuloma Prāṇāyāma is one of several Pranayama or breath exercises used in the practice of Hatha yoga. |
| Viloma Pranayama | Viloma pranayama is a pranayama breathing technique where inhaling and exhaling is not a continuous process, but one that is interrupted by several pauses. |
| Navasana | Boat Pose (Navasana) was around long before the yoga world started talking about core strength and dipping into the Pilates well for new variations on crunches and leg lifts |
| Bandha | A Bandha is a "body lock" in Hatha Yoga, being a kind of mudra. Maha Bandha ("the great lock") combines all the other three bandhas. |
| Mudras | Yoga mudras are basically simple hand gestures that activate the flow of energy within the body. |

Acronyms and Abbreviations

| | |
|-------------|--|
| NOS | National Occupational Standard(s) |
| NSQF | National Skills Qualifications Framework |
| QP | Qualifications Pack |
| CYP | Common Yoga Protocol |
| PPE | Personal Protective Equipment |
| SOP | Standard Operating Procedure |
| CPR | Cardio Pulmonary Resuscitation |