



QUALIFICATION FILE

Foundation Course in Healthcare

- Short Term Training (STT) Long Term Training (LTT) Apprenticeship
 Upskilling Dual/Flexi Qualification For ToT For ToA
 General Multi-skill (MS) Cross Sectoral (CS) Future Skills OEM

NCrF/NSQF Level: 2.5

Submitted By:

Healthcare Sector Skill Council

Office No. 520-521, 5th Floor, DLF Tower A, Jasola, New Delhi - 110025, India

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Section 1: Basic Details

1.	Qualification Name	Foundation Course in Healthcare																						
2.	Sector/s	Healthcare																						
3.	Type of Qualification: <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	NQR Code & version of existing/previous qualification: (QG-2.5-HE-00358-2023-V1-HSSC & Version-1)			Qualification Name of existing/previous version: Foundation Course in Healthcare																			
4.	a. OEM Name b. Qualification Name <i>(Wherever applicable)</i>																							
5.	National Qualification Register (NQR) Code & Version <i>(Will be issued after NSQC approval)</i>	QG-2.5-HE-00358-2023-V1-HSSC & Version-1			6. NCrF/NSQF Level: 2.5																			
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other) <i>(Wherever applicable specify multiple entry/exits also & provide details in annexure)</i>	Skill Certificate																						
8.	Brief Description of the Qualification	The purpose of this qualification is to create awareness and sensitization among school students about healthy living, health promotion, career in healthcare, basic first aid and CPR techniques, and troubleshooting emergencies in school, family or community to appropriate authority. This would habituate them to apply fundamental concepts of healthy body into their daily lifestyle and practice.																						
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">S. No.</th> <th style="width: 60%;">Academic/Skill Qualification (with Specialization - if applicable)</th> <th style="width: 30%;">Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>9th class pass</td> <td></td> </tr> <tr> <td>2</td> <td>8th Grade Pass and pursuing continuous school education</td> <td></td> </tr> </tbody> </table> b. Age: 12 years					S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	9th class pass		2	8th Grade Pass and pursuing continuous school education										
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)																						
1	9th class pass																							
2	8th Grade Pass and pursuing continuous school education																							
10.	Credits Assigned to this Qualification, Subject to Assessment <i>(as per National Credit Framework (NCrF))</i>	8			11. Common Cost Norm Category (I/II/III) <i>(wherever applicable):</i> Category III																			
12.	Any Licensing requirements for Undertaking Training on This Qualification <i>(wherever applicable)</i>	Not Applicable																						
13.	Training Duration by Modes of Training Delivery <i>(Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)</i>	<input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input type="checkbox"/> Blended <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Training Delivery Modes</th> <th style="width: 15%;">Theory (Hours)</th> <th style="width: 15%;">Practical (Hours)</th> <th style="width: 15%;">OJT Mandatory (Hours)</th> <th style="width: 15%;">OJT Recommended (Hours)</th> <th style="width: 15%;">Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td>135 (ES:30)</td> <td>105</td> <td>NA</td> <td>NA</td> <td>240</td> </tr> <tr> <td>Online</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <i>(Refer Blended Learning Annexure for details)</i>					Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)	135 (ES:30)	105	NA	NA	240	Online					
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)																			
Classroom (offline)	135 (ES:30)	105	NA	NA	240																			
Online																								

14.	Aligned to NCO/ISCO Code/s (if no code is available mention the same)	NCO-2015/3253.9900 (broadly mapped)	
15.	Progression path after attaining the qualification (Please show Professional and Academic progression)	Vertical Progression in school ecosystem: NSQF Level 3: Home Health Aide Trainee To NSQF Level 4: General Duty Assistant Trainee	
16.	Other Indian languages in which the Qualification & Model Curriculum are being submitted	Hindi	
17.	Is similar Qualification(s) available on NQR-if yes, justification for this qualification	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:	
18.	Is the Job Role Amenable to Persons with Disability	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If "Yes", specify applicable type of Disability: All types of disability	
19.	How Participation of Women will be Encouraged	Healthcare is a field where equal opportunity and participation of women is being given as patients could belong to all genders.	
20.	Are Greening/ Environment Sustainability Aspects Covered (Specify the NOS/Module which covers it)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
21.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
22.	Name and Contact Details of Submitting / Awarding Body SPOC (In case of CS or MS, provide details of both Lead AB & Supporting ABs)	Name: Mr. Ashish Jain Email: ashish.jain@healthcare-ssc.in Contact No.: 011-40505850,011 41017346 Website: www.healthcare-ssc.in	
23.	Final Approval Date by NSQC: <i>03/05/2023</i>	24. Validity Duration: 3 years	25. Next Review Date: 03/05/2026

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
2.																
Duration (in Hours) / Total Marks																

Optional NOS/s:

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.																
2.																
Duration (in Hours) / Total Marks																

Assessment - Minimum Qualifying Percentage

Please specify **any one** of the following:

Minimum Pass Percentage – Aggregate at qualification level: 70% (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

Minimum Pass Percentage – NOS/Module-wise: ___% (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

Section 3: Training Related

1.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Graduate (Psychology/ Social Work/ Education/ Counselling/ Child Development/ Special Education/Nursing/Medical Graduate) with 1 year of relevant experience Or GNM (General Nursing Midwifery) with 1 year of relevant experience
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Graduate (Psychology/ Social Work/ Education/ Counselling/ Child Development/ Special Education/Nursing/Medical Graduate) with 2 years of relevant experience Or GNM (General Nursing Midwifery) with 2 years of relevant experience
3.	Tools and Equipment Required for Training	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure)
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	

Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Graduate (Psychology/ Social Work/ Education/ Counselling/ Child Development/ Special Education/Nursing/Medical Graduate) with 2 years of relevant experience Or GNM (General Nursing Midwifery) with 2 years of relevant experience
2.	Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Diploma/Graduate
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Graduate (Psychology/ Social Work/ Education/ Counselling/ Child Development/ Special Education/Nursing/Medical Graduate) with 3 years of relevant experience Or GNM (General Nursing Midwifery) with 3 years of relevant experience
4.	Assessment Mode (Specify the assessment mode)	Blended (Theory: Online, Practical and Viva: Blended)
5.	Tools and Equipment Required for Assessment	<input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No (details to be provided in Annexure-if it is different for Assessment)

Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): Yes
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): No
3.	Government /Industry initiatives/ requirement (Yes/No):
4.	Number of Industry validation provided: 53
5.	Estimated nos. of persons to be trained and employed:
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments:

	If “No”, why:
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Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	Annexure: NCrF/NSQF level justification based on NCrF level/NSQF descriptors <i>(Mandatory)</i>	Yes
2.	Annexure: List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i>	Yes
3.	Annexure: Detailed Assessment Criteria <i>(Mandatory)</i>	Yes
4.	Annexure: Assessment Strategy <i>(Mandatory)</i>	Yes
5.	Annexure: Blended Learning <i>(Mandatory, in case selected Mode of delivery is “Blended Learning”)</i>	No
6.	Annexure: Multiple Entry-Exit Details <i>(Mandatory, in case qualification has multiple Entry-Exit)</i>	No
7.	Annexure: Acronym and Glossary <i>(Optional)</i>	Yes
8.	Supporting Document: Model Curriculum <i>(Mandatory – Public view)</i>	Yes
9.	Supporting Document: Career Progression <i>(Mandatory - Public view)</i>	Yes
10.	Supporting Document: Occupational Map <i>(Mandatory)</i>	Yes
11.	Supporting Document: Assessment SOP <i>(Mandatory)</i>	Yes
12.	Any other document you wish to submit:	

Annexure: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Professional Theoretical Knowledge/Process	<p>Work in familiar, predictable, routine, situation of clear choice.</p> <ul style="list-style-type: none"> The individual help maintain a suitable healthy environment. They would maintain interpersonal relationships with others. They would maintain professional conduct at all times. They would maintain a safe, healthy, and 	<p>The individual during the job works in familiar, predictable, routine, and situation of clear choice. Refer to the evidences provided in the adjacent column. Hence it falls under Level 2.5.</p>	2.5

	<p>secure working environment.</p> <ul style="list-style-type: none"> • They would follow infection control and sanitization policies and procedures as per sectoral work requirements. • They would segregate and dispose of waste disposal according to the SOPs. • They would apply fundamental concepts of healthy body into their daily lifestyle and practice <p>They work in familiar, predictable, routine, situation of clear choice</p>		
<p>Professional and Technical Skills/ Expertise/ Professional Knowledge</p>	<p>Factual knowledge of field of knowledge or study.</p> <ul style="list-style-type: none"> • He should be result oriented. He should also be able to demonstrate basic healthcare skills, communication skills and ethical behaviour. • He needs to be calm and patient. • This indicates that a individual must have factual knowledge of field or study in order to perform activities correctly. • process, condition, and resources required by the body to support healthy functioning • encourage and support active and passive physical activities <p>basic structure and function of the body systems</p>	<p>The individual should possess the practical and factual knowledge of his field. Refer to the evidences provided in the adjacent column. Hence it falls under Level 2.5.</p>	2.5
<p>Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill</p>	<p>Recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality concept</p> <ul style="list-style-type: none"> • Demonstrate his practical skill, as per the scope of the job role, using appropriate tool, 	<p>The individual should have practical skills which are routine and repetitive and should use quality concepts. Refer to the evidences provided in the adjacent column. Hence it falls under Level 2.5.</p>	2.5

	<p>quality concepts, responsible for carrying out range of activities, requiring either laid down approach or may adopt alternative approaches as per the best evidenced practices.</p> <p>Listen in a responsive and empathetic manner to establish rapport. This requires communication skills (written or oral) with required clarity and indicates that he/she should have the basic understanding of social environment.</p>		
Broad Learning Outcomes/Core Skill	<p>Language to communicate written or oral, with required clarity</p> <ul style="list-style-type: none"> • Essential attributes of individual is to record the completion of the procedure with relevant details by marking the template. Read the instructions to follow and cross check in case of any clarifications • Answer questions which requires communication skills (written or oral) with required clarity and indicates that he/she should have the basic understanding of social, political and natural environment. 	<p>The individual should have good communication skills both written and oral. He/ She should be able to solve basic arithmetic and algebraic principles and should have better understanding of social political and natural environment.</p> <p>Refer to the evidences provided in the adjacent column. Hence it falls under Level 2.5.</p>	2.5
Responsibility	<p>Responsibility for own work and learning.</p> <ul style="list-style-type: none"> • The individual help maintain a suitable healthy environment. • They would maintain interpersonal relationships with others. • They would maintain professional conduct at all times. 	<p>The individual should know to work under the supervised environment.</p> <p>Refer to the evidences provided in the adjacent column. Hence it falls under Level 2.5.</p>	2.5

	<ul style="list-style-type: none"> • They would maintain a safe, healthy, and secure working environment. • They would follow infection control and sanitization policies and procedures as per sectoral work requirements. • They would segregate and dispose of waste disposal according to the SOPs. • They would apply fundamental concepts of healthy body into their daily lifestyle and practice <p>This is critical as it indicates that the person is responsible for working under a supervised environment.</p>		
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Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 30

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	3D models of human body and accessory organs	Each	2
2	model human skeletal system	Eqpt Nos	1
3	organ specimen	Each	2
4	charts showing food pyramid; list of protein-rich foods, foods rich in Vitamin C, list of unhealthy junk foods; different types of essential nutrients – protein, carbohydrate, fat, vitamins & minerals, nutritional requirements of the body; macronutrients & micronutrients; nutritional values of fruits, vegetables, cereals and pulses; use of milk, milk products, meat, fish and poultry products	Each	2
5	Case studies and demonstrative videos on teamwork, group dynamics	Each	1
6	PPE Kit	Eqpt Nos	5
7	Sink	Eqpt Nos	2
8	Liquid Soap	Eqpt Nos	5
9	Hand washing Poster	Eqpt Nos	1
10	Paper Towel	Eqpt Nos	1
11	Fire extinguisher	Eqpt Nos	2
12	CPR Nursing Manikin (adult and infant)	each	2
13	Full Body Nursing Mannequin	Eqpt Nos	1
14	Ambu Bag with Mask Adult	Eqpt Nos	2
15	Torch	Eqpt Nos	2

16	Stretcher	Eqpt Nos	2
17	cot	Eqpt Nos	2
18	scoop	Eqpt Nos	2
19	Different coded color bins	Each	1
20	chart for color coding of bins	Eqpt Nos	2

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. AV Aids
2. 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)
3. UPS
4. Scanner cum Printer
5. Computer Tables
6. Computer Chairs
7. LCD Projector
8. White Board/Smart Board 1200mm x 900mm
9. Marker
10. Duster
11. Charts
12. Models
13. Flip Chart

Annexure: Industry Validations Summary

Provide the summary information of all the industry validations in table. This is not required for OEM qualifications.

Sr. No	Organisation	Name Of Representative	Designation
1	Regional Institute of Medical Science, Imphal, Manipur, Assam	Mr. Angamba Singh	Regional Manager
2	M/s. Farma Marketing, Gawahati, Assam	Shabnam Rehman	Regional Manager
3	Gennex, Gawahati, Assam	Ashutosh Kumar	Manager
4	M/s. Empower Group, Gawahati, Assam	Arif Rehman	Proprietor
5	Eco Fuel Industries, Assam	Kunnal Dhonsan	Proprietor
6	Primary Healthcare Centre, Nashik	Dr. Sandip Pawar	Medical Officer
7	Primary Healthcare Centre, Jogmodi, Peth, Nashik	Dr. Ganesh Jadhav	Medical Officer
8	Primary Healthcare Centre, Akola	Dr. M.K Chavan	Medical Officer
9	Primary Healthcare Centre, Thane	Dr. Mohammad Quramuddin	Community Health Officer
10	Primary Healthcare Centre, Kalimati, Gondia	Dr. R.C Bhandarkar	Medical Officer
11	Dr. Yarne Clinic	Dr. Santosh S Yarne	
12	Siddhivinayak Hospital, Buldhana	Dr. Sunil Rajput	MD Medicine
13	Primary Healthcare Centre, Buldhana	Dr. Hafeeza Jamaal	
14	Dr. Sachin Sudhakar Barshikar Clinic, Nandurbar	Dr. Sachin Barshikar	
15	Al - Shifa Clinic, Nandurbar	Dr. Junaid Z Makrani	
16	Primary Health Care Centre, Wadegaon, Gondia	Dr. Mothagare Dinesh	Medical Officer
17	Sai Clinic, Wadegaon, Gondia	Dr. M. D. Patle	
18	Doye Hospital, Gondia	Dr. Vikas Vinod Doye	
19	Rural Hospital, Salekasa, Gondia	Dr. Rahul Sawaiwal	Medical Officer
20	Government Medical College & Hospital, Nagpur	Dr. Amar Sarvade	CMO

21	Primary Health Care Centre, Tembarsonda, Amravati	Dr. Chandan Pimparkar	Medical Officer
22	Shri Samarth Hospital, Latur	Dr. Ghanshyam Deral	
23	Ashirwad Hospital	Dr. Burle S. V.	
24	Shifa Bal Rugnalay, Latur	Dr. Asadkhan Pathan	
25	Dr. Bedarkar, Rukhmini Hospital, Washim	Dr. Bedarkar Santoshkumar	
26	Dr. Thakur General Hospital, Washim	Dr. Rajendrasingh Thakur	
27	Dr. Gughe Multispaciality Hospital	Dr. Chandrakant Ghuge	
28	Shri Krushna Hospital, Washim	Dr. Rathod Madam	
29	Varad Hospital, Washim	Dr. Shital Ghuge	
30	Primary Healthcare Centre, Yavatmal	Dr. Manish Saulkar	Medical Officer
31	Primary Healthcare Centre, Yavatmal	Dr. Sainath Boshikar	Medical Officer
32	Matoshri Healthcare Centre, Nanded	Dr. Waghmare Bhagyashree	
33	Awghate Bal Rugnalay & Multispeciality Centre	Dr. Prashant Awaghate	Director
34	Laxmibai Deshmukh Sub-District Hospital, Akola	Dr. Vilas Sonune	
35	Sushila Devi Sharma Hospital, Akola	Dr. Vikram Sharma	Hospital Director
36	Lata Mangeshkar Hospital, Nagpur	Dr. Shubham Bharne	Medical Officer
37	Lata Mangeshkar Hospital, Nagpur	Dr. Anant Kalmesh	Casulty Medical Officer
38	Lata Mangeshkar Hospital, Nagpur	Dr. Ananta Fuke	RMO, Medical Officer
39	Primary HealthCare Centrre, Amravati	Dr. Ankit Rathor	Medical Officer
40	Kolhe Hospital, Wardha	Dr. M. G. Kolhe	
41	Primary Healthcare Centre, Wardha	Dr. Sayali Boyar	Medical Officer
42	New Life Hospital, Punjab	Dr. Abhishek Mishra	
43	Rehal Medical Store, Nawashankar, Punjab	Sukhwinder Singh Rehal	
44	Sutlej Laboratory, Punjab	Sandeep Kaur	
45	Mahajan Hospital, Amritsar, Punjab	Mr. Ravi	Manager
46	Community Health Centre, Ranchi	Dr. Armendra Prasad	Medical Officer
47	Davis Institute of Neuro Psychology Centre	Dr. V. A. Singh	Consultant Psychotherapist
48	Advance Care of Pathology & Rehab Centre, Ranchi	Dr. Sandeep Kumar	CO - Founder
49	Dr. Shambhu Pratap Singh Hospital, Ranchi	Dr. Shambhu Singh	Director
50	Dukhan Memorial Hospital, Ranchi	Dr. Vishwanath Oraon	Medical Officer
51	Cloudnine Hospital, Gurgaon	Ms. Shweta Daniel	Nurse Manager
52	Max Healthcare Limited	Dr Vanita Mittal	GM-Academics
53	Vidyanta Skills Institute Pvt. Ltd	Dr Jaideep Herbert	COO

Annexure: Training & Employment Details

Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
2023	100	NA				
2024	200	NA				
2025	300	NA				

Data to be provided year-wise for next 3 years

Training, Assessment, Certification, and Placement Data for previous versions of qualifications:

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed

Applicable for revised qualifications only, data to be provided year-wise for past 3 years.

List Schemes in which the previous version of Qualification was implemented:

- 1.
- 2.

Content availability for previous versions of qualifications:

Participant Handbook Facilitator Guide Digital Content Qualification Handbook Any Other:

Languages in which Content is available:

Annexure: Blended Learning

Blended Learning Estimated Ratio & Recommended Tools:

Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:
<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline : Online Ratio
1	<input type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge		
2	<input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners		
3	<input type="checkbox"/> Showing Practical Demonstrations to the learners		
4	<input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training		
5	<input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice		
6	<input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations		
7	<input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training		

Annexure: Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Orientation to Basic Healthcare skills	Describe the basic structure and function of healthcare delivery system in India. Describe basic structure and function of the human body. Recognize adolescences changes in boys and girls. Apply the various regimes to maintain healthy lifestyle and prevent diseases. Practice safe and hygienic menstrual hygiene measures	38	27		23
Maintain interpersonal relationships and professional conduct.	Maintain professional behavior	15	20		17
Follow sanitization and infection control guidelines	Social distancing practices	5	3		
	Personal and workplace hygiene	4	4		
	Waste disposal methods	3	2		
	Reporting and information gathering	3	2		
	Mental and emotional wellbeing	2	2		
Maintain a safe and secure working environment	Workplace safety and security	10	10		10
DGT/VSQ/N0101 : Employability Skills (30 Hours)	Employability Skills (30 Hours)	20	30		
Grand Total		100	100	0	50

Annexure: Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the Candidate on the required competencies of the program.

Mention the detailed assessment strategy in the provided template.

<1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

2. Testing Environment:

- Check the Assessment location, date and time
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.

3. Assessment Quality Assurance levels/Framework:

- Question bank is created by the Subject Matter Experts (SME) are verified by the other SME

- Questions are mapped to the specified assessment criteria
 - Assessor must be ToA certified & trainer must be ToT Certified
4. Types of evidence or evidence-gathering protocol:
- Time-stamped & geotagged reporting of the assessor from assessment location
 - Centre photographs with signboards and scheme specific branding
5. Method of verification or validation:
- Surprise visit to the assessment location
6. Method for assessment documentation, archiving, and access
- Hard copies of the documents are stored

Annexure: Acronym and Glossary

Acronym

Acronym	Description
AA	Assessment Agency
AB	Awarding Body
ISCO	International Standard Classification of Occupations
NCO	National Classification of Occupations
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
OJT	On the Job Training

Glossary

Term	Description
National Occupational Standards (NOS)	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
Qualification	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
Qualification File	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.
Long Term Training	Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf