



Model Curriculum

QP Name: Ayurveda Dietician

QP Code: HSS/Q3902

QP Version: 3.0

NSQF Level: 6

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

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Training Parameters

Sector	Healthcare
Sub-Sector	AYUSH
Occupation	Ayurveda Diet
Country	India
NSQF Level	6
Aligned to NCO/ISCO/ISIC Code	NCO-2015/2265.0200
Minimum Educational Qualification and Experience	4-year UG (BAMS, Nursing, Physiotherapy) with no experience 3-year UG (Dietetics) with 1.5 yrs of relevant experience
Pre-Requisite License or Training	
Minimum Job Entry Age	22 Years
Last Reviewed On	8-5-2025
Next Review Date	8-5-2028
NSQC Approval Date	8-5-2025
QP Version	1.0
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	570 hrs
Maximum Duration of the Course	570 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.

- Describe the concept of Ahara and its importance.
- Describe the concept of healthy and unhealthy food.
- Diagnose different abnormalities at different stages of digestion, metabolism, and nutrition.
- Demonstrate the process of preparing diet plans of individuals having different disturbing factors (Doshas).
- Basic understanding of the body and mind according to the Ayurveda.
- Recognize and categorize the various body Prakriti (constitutions) of the visitors
- Enable to advise the constitutional method of diet and Ayurveda lifestyle
- Enables to advise the appropriate food alteration to their clients.
- Ensures the qualitative food selection and preparation techniques
- Cultivate to understand every facet of health viz., physical, mental, social and emotional domain of the health seeker.
- Prepare diet plans for both healthy and diseased clients.
- Apply counselling techniques while defining diet plan
- Explain the concept of favourable (Pathya) and unfavourable (Apathya) Ahara in various disorders.
- Explain the concept of Ritucharya and Dinacharya in the management of lifestyle disorders.
- Maintain documents and records.
- Maintain a safe, healthy, and secure working environment.
- 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/N3904: Prepare an Ayurvedic diet plan as per the client's health and medical conditions	40:00	80:00	15:00	-	135:00
Module 1: Introduction to AYUSH Healthcare Systems	20:00	30:00	00:00		50:00
Module 2: Basics of Ayurveda Principles	10:00	30:00	00:00		40:00
Module 3: Human Anatomy and Physiology (Rachana Sharir and Kriya Sharir)	10:00	20:00	00:00		30:00
HSS/N3905: Educate the client on a customized diet plan under Ayurvedic principles	30:00	90:00	15:00	-	135:00
Module 4: Roles and Responsibilities of an Ayurveda Dietician	20:00	50:00	00:00		70:00
Module 5: Ahara in Health and Disorders	10:00	40:00	00:00		50:00
HSS/N3906: Evaluate the effectiveness of the diet plan	70:00	120:00	20:00		210:00
Module 6: Ayurvedic Lifestyle	40:00	30:00	05:00		75:00
Module 7: Kitchen spices and their therapeutic uses	10:00	20:00	00:00		30:00

Module 8: Ahara Kalpana(food preparations)	10:00	20:00	00:00		30:00
Module 9: Diet and Nutrition Counselling	05:00	20:00	00:00		25:00
Module 10: Assessing clients based on a prescribed diet plan	05:00	30:00	15:00	-	50:00
HSS/N3907: Document and maintain the dietetic records for follow up activities	05:00	05:00	05:00	00:00	15:00
Module 11: Documentation and management of records	05:00	05:00	05:00	00:00	15:00
HSS/N9620: Follow infection control policies & procedures including biomedical waste disposal protocols	05:00	05:00	05:00	00:00	15:00
Module 12: Infection control policies and procedures	03:00	03:00	00:00	00:00	06:00
Module 13: Bio-medical waste management	02:00	02:00	00:00	00:00	04:00
Total Duration	150:00	300:00	60:00	00:00	510:00
<u>Module 14:</u> <u>DGT/VSQ/N010</u> <u>2 :</u> <u>Employability Skills</u> <u>(60 Hours)</u>	60:00	00:00	00:00	00:00	60:00
Total Duration	210:00	300:00	60:00	00:00	570:00

Module Details

Module 1: Introduction to AYUSH Healthcare Systems

Mapped to HSS/N3904

Terminal Outcomes:

- Describe the basic structure and function of the AYUSH healthcare delivery system in India.

Duration: 20:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
- Describe the AYUSH healthcare system in India at primary, secondary, tertiary level. - Distinguish between private, public, and non-profit AYUSH healthcare systems. - Discuss in detail about Ayurveda healthcare setup and services involved. - Understand various food Standards such as AGMARK, ISI etc - Understand the role of FSSAI and applicable rules and regulations - Explain Adulteration - Understand the concept of Daily requirements (RDA)	- Prepare a report summarizing the observations about basic structure and function of AYUSH system in India. - List out the standard terminology in the food industry.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Board eraser	
Tools, Equipment and Other Requirements	
Visit AYUSH hospitals for field assignments.	

Module 2: Basics of Ayurveda Principles

Mapped to: HSS/N3904

Terminal Outcomes:

- Describe the basic principles of Ayurveda.

Duration: 10:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
- Understand about Ayurvedic concept of a healthy lifestyle - Understand in brief about Ayurveda Samhitas. - Explain about Swasthapurush, Swasthya and Trey-upastambha - Understand the concept of Panchmahabhuta, Tridosha and Lokasamyapurush. - Discuss the concept of Saptadhatu, Mala and Ojus - Discuss the concept of Srotas - Understand about Prakriti, Mana and Atma, Raspanchaka - Introduction of Panchvidhakshayakalpana - The concept of Roga, Chikitsa and its types	- Make a list - Doshas and Dhatus, malas, Srotas, Panchmahabutas etc. - Create a diagrammatic representation depicting the characteristics of Vata, Pitta and Kapha.
Classroom Aids:	
Charts, and e- models, Video presentations, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
NA	

Module 3: Human Anatomy and Physiology (Rachana Sharir and Kriya Sharir)

Mapped to HSS/N3904

Terminal Outcomes:

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

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Explain the concept of anatomy (Rachana Sharira) • Explain the concept of physiology (Kriya Sharira). • Describe the types of human body (Sharira). • Explain the concept of six regions (Shadangatwam) of Sharira. • Discuss in detail about divisions of Sharira. • Explain the concept of homeostasis (Dhātusāmya) in Ayurveda. • Explain the concept of qualities (Guna) and disturbing factors (Dosha). • Describe the plasma (Rasa Dhatu), blood (Rakta Dhatu) and muscles (Mamsa Dhatu). • Discuss in detail about different diseases, disorders and syndromes associated with various body systems • Explain the Ahara Pachana Kriya • Learn in detail the concept of Macronutrient and Macronutrient	• In a role play- demonstrate different parts of the body using charts and models. • Prepare a model of human body parts using waste material depicting different anatomical parts. • Prepare a chart of different body parts in Ayurveda (Vata, Pita and Kapha) depicting the physiological process of the human body system.
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 4: Roles and Responsibilities of an Ayurveda Dietician

Mapped to:HSS/N3905

Terminal outcomes:

- Discuss the key roles and responsibilities of an Ayurveda Dietician.

Duration: 20:00	Duration: 50:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Describe the role and responsibilities of an Ayurveda Dietician. • Discuss the career prospects of Ayurveda dieticians in India and abroad. • Understand one's limit of competency and authority. • Discuss the role in different workplaces such as hospitals, clinics, dispensaries etc. • Explain the challenges and limitations of the role. • Discuss the ways to reduce the incidence of malnutrition through Ayurvedic concepts.	• Create a chart depicting the roles and responsibilities of Ayurveda Dietician. • Prepare a sample report on diseases related to nutritional deficiencies such as Kwashiorkor, Marasmus, Iron deficiency etc.
Classroom Aids:	
Tools, Equipment and Other Requirements	
Food items, Diet Chart, PPE, IEC material such as brochures, pamphlets, leaflets of balanced diet	

Module 5: Ahara in Health and Disorders

Mapped to: HSS/HSS/N3905

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: 10:00	Duration: 40:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Introduction to Swastha • Introduction and importance of Swasthavritta • Introduction to Dinacharya • Introduction to Sandhya and Ritucharya • Introduction to Madhyana Charya • Introduction to Ratri Charya • Introduction to Sadvritta • Introduction to Achara Rasayna • Introduction to Rasayna • Introduction to Vajikarna • Introduction to Vega dharna • Introduction to Ahara and its concern for healthy life and illness • Explain the importance of wholesome food (Hita Avam), unwholesome food (Ahita Ahara) based on body type and constitution (Doshika Prakriti). • Explain about the importance of favourable (Pathya) and unfavourable (Apathya) Ahara in the treatment of diseases. • Explain about the use and importance of water in Ahara. • Explain the importance of using oils in Ahara as medicinal therapy. • Discuss about various adjuvants of food in Ayurveda.	• Demonstrate the process of classifying food items based on their nutritional properties such as protein-rich, carbohydrate-rich etc. • Demonstrate the process of preparing a plan using dairy products as per health and ailment. • Demonstrate the method of classifying food items in 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	
Flip books 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 6: Ayurvedic Lifestyle

Mapped to: HSS/N3906

Terminal Outcomes:

- Explain the concept of modern dietetics and its importance in Ayurveda.

Duration: 40:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Discuss the concept of lifestyle and lifestyle disorders in Ayurveda. • Explain the factors responsible for lifestyle disorders. • Explain the concept of diet incompatibility (Viruddha Ahara) in Ayurveda. • Describe the use of dietetics principles for the prevention of lifestyle disorders. • Discuss about the role of food (Ahara), sleep (Nidra), lifestyle (Brahmacharya) in prevention of lifestyle disorders. • Explain the role of Pathya and Apathya Ahara in the treatment of lifestyle disorders. • Explain the concept of daily ayurvedic routine (Dinacharya) • Explain seasonal ayurvedic routine (Ritucharya) therapies in the management of lifestyle disorders. • Explain the concept of five elements (Panchamahabhuta theory). • Explain the concept of three biological (Tridoshas). • Describe the classification of diet such as Energy rich food, Body building food, protective food as per modern dietetics. • Explain the effect of six basic tastes (Shadrasa) on (Tridosha) and tissues (Dhatus). • List down the life-enhancing (Ayushyakara) and vitalizing (Urjaskara) foods. • Describe the body constitution (Prakriti) in assessment, diagnosis, and treatment to incorporate a diet plan. • Explain the process of preparing a diet plan and highlight the relevant section of importance in the diet chart.	• Create a diagrammatic representation depicting the five elements of diet. • Demonstrate the process of preparing diet plans based on client needs. • Demonstrate the process of selecting Ahara according to lifestyle disorder. • Demonstrate the process of preparing a sample diet plan for a disease condition such as Diabetes (Madhumeh), Hypertension (Ucch Raktchaap) etc. • Demonstrate the process of preparing diet plan for Vata, Pitta and Kapha dosha.
Classroom Aids:	
Charts, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Food items, diet chart, flip books 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 7: Kitchen spices and their therapeutic uses

Mapped to: HSS/N3906

Terminal Outcomes:

- Classify and explain the properties of various spices.
- Describe the benefits of spices in Doshas.

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Classify the types of spices used in Ayurveda to treat ailments. • Explain the medicinal properties of various spices. • Explain the use of different spices in different (Doshas). • Explain the benefits of each spice on digestion and mental health.	• Demonstrate the process of segregating spices into different categories as per their medicinal properties. • Demonstrate the process of identifying various spices-using specimens.
Classroom Aids:	
Charts, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Food items, diet chart, utensils, PPE, ingredients, spices, IEC material such as brochures, pamphlets, leaflets	

Module 8: Ahara Kalpana (food preparation)

Mapped to: HSS/N3906

Terminal Outcomes:

- Discuss the concept of Ahara Kalpana.
- Demonstrate the various cooking processes.
- Demonstrate the use of various equipment in Ahara Kalpana.

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Explain the importance of Ahara Kalpana (food preparation). • Describe the methods of processing various diet substances (Ahara Dravyas) including water. • Explain the importance of various cooking process. • Discuss the indications and contraindications of various cooking processes. • Discuss the use and effect of ancient and modern tools used for various Ahara Kalpanas (e.g. cookers, mixers, gas stoves, ovens, microwaves, choolah, etc). • Discuss the importance of weighing and measuring ingredients properly in food preparation.	• Demonstrate the method of preparing food using various cooking processes like roasting, boiling, fermenting, and mixing etc. • Demonstrate the method of utilizing various equipment in preparation of food using ancient and modern tools like choolah and microwave etc. • Demonstrate the method of measuring or weighing different ingredients using measuring tools such as spoon, cup etc.
Classroom Aids:	
Charts, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Food items, diet chart, utensils, PPE, ingredients, IEC material such as brochures, pamphlets, leaflets of a balanced diet, spices, water	

Module 9: Diet and Nutrition Counselling

Mapped to: HSS/N3906

Terminal Outcomes:

Terminal Outcomes:

- Describe the concept of diet and nutrition counselling.
- Demonstrate the method of providing education to client and family related to diet and nutrition.

Duration: 05:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Explain the concept of counselling and its importance. • Discuss the techniques used in counselling. • Explain the process of assessing client expectations, perceptions, knowledge, and concerns regarding the diet plan. • Describe the process of addressing the challenges projected by the client families • Identify the information to be shared with client and their relatives. • Explain the importance of following diet chart as per instructions. • Discuss about cooking methods to be adopted at home settings. • Discuss the Frequently Asked Questions (FAQ) and answers related to diet plan commonly raised by client.	• Demonstrate usage of the appropriate communication skill during counselling session with client and family. • Demonstrate the process of addressing client expectations, perceptions, knowledge, and concerns.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
IEC material such as brochures, pamphlets, leaflets of balanced diet, FAQs sample	

Module 10: Assessing clients based on prescribed diet plan

Mapped to: HSS/N3906

Terminal Outcomes:

- Carry out the assessment of the client based on the diet plan.

Duration: 05:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Discuss about the Anthropometric measurements (Height, Weight and Body Mass Index) that can be used to assess body composition. • Discuss about the need of blood and urine tests to be conducted for a nutrition assessment. • Explain the process of taking individual's medical history, including acute and chronic illness that may alter nutritional needs. • Identify the subjective and objective signs and symptoms that need to be assessed during nutritional assessment.	• Demonstrate the steps of measuring Height, Weight, and Body Mass Index (BMI) in skill lab. • Demonstrate the method of using different assessment tools for Anthropometric measurement. • Demonstrate the process of maintaining dietary intake and output chart.
Classroom Aids:	
Charts, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
IEC material such as brochures, pamphlets, leaflets of balanced diet, weighing machine, height meter	

Module 11: Documentation and management of records

Mapped to: HSS/N3907

Terminal Outcomes:

- Demonstrate technical skills of creating, updating and retrieval of the database.

Duration: 05:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Define the role and responsibilities of an Ayurveda Dietician in management of records. • Explain the method of record keeping. • Explain the importance of maintaining confidentiality of documents. • Describe in detail about various nutritional assessment forms. • Explain the purpose of obtaining consent of client for dietetic treatment. • Explain the reviewing process of the dietetic records as per the organization protocol. • Explain the process of updating follow-up register as per organizational policies. • Describe Standard Operating Procedure (SOPs) regarding storage, retrieval, access of records to client and disposal of records.	• Enter data in various forms and format according to the standard guidelines. • Create a sample set of documents to record nutrition related information of client. • Demonstrate how to compile all the relevant information in sample formats necessary to create the database of client. • Demonstrate the use of Hospital Information System (HIS) to prepare a sample record on client dietetic information.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Sample formats of reports and hospital documents	

Module 12: Infection control policies and procedures

Mapped to: HSS/N9620,

Terminal Outcomes:

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

Duration: 03:00	Duration: 03:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Explain the concept of healthy living. • Describe the importance of infection control and prevention. • List strategies for preventing transmission of pathogenic organisms. • Describe the nosocomial infections. • Explain the importance of incident reporting. • Explain the concept of immunization. • Describe the hand-hygiene guidelines and procedures used in healthcare-settings. • Explain the importance of using Personal Protective Equipment (PPE). • List the types of PPE. • Describe the process of donning and doffing of PPE.	• Demonstrate the steps of spill management. • Demonstrate the procedures of hand hygiene. • Demonstrate the process of donning and doffing of PPE.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Hypochlorite solution, chlorhexidine, alcohol swab, apron, lab coat, gloves, mask, cap, shoes, safety goggles and spectacles, towels, cotton, isopropyl alcohol, disposable cartridge and syringes, spill kit	

Module 13: Bio-medical waste management

Mapped to: HSS/N9620,

Terminal Outcomes:

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

Duration: 02:00	Duration: 02:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Categorize the different types of biomedical waste. • Explain the importance and mechanism of proper and safe disposal, transportation, and treatment of bio-medical waste. • Identify the various types of colour coded bins/containers used for disposal of biomedical waste. • Explain the importance of following local guidelines of biomedical waste disposal.	• Segregate the biomedical waste applying the local guidelines. • Create a chart depicting different types of biomedical waste and various types of color coded bins/containers used for disposal of biomedical waste. • Prepare a report on the observations from field assignment about the structure of transportation and treatment of bio-medical waste.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Different coded color bins, chart for color coding of bins	

Module 14 : Employability Skills

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

Mandatory Duration: 60:00			
Location: On-Site			
S.N o.	Module Name	Key Learning Outcomes	Duration (hours)
1.	Introduction to Employability Skills	- Discuss the Employability Skills required for jobs in various industries. - List different learning and employability related GOI and private portals and their usage.	1.5
2.	Constitutional values - Citizenship	- Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen. - Show how to practice different environmentally sustainable practices.	1.5
3.	Becoming a Professional in the 21st Century	- Discuss importance of relevant 21st century skills. - Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life. - Describe the benefits of continuous learning.	2.5
4.	Basic English Skills	- Show how to use basic English sentences for every day. conversation in different contexts, in person and over the telephone. - Read and interpret text written in basic English - Write a short note/paragraph / letter/e -mail using basic English.	10
5.	Career Development & Goal Setting	Create a career development plan with well-defined short- and long-term goals.	2
6.	Communication Skills	- Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette. - Explain the importance of active listening for effective communication. - Discuss the significance of working collaboratively with others in a team.	5
7.	Diversity & Inclusion	- Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD. - Discuss the significance of escalating sexual harassment issues as per POSH act.	2.5
8.	Financial and Legal Literacy	- Outline the importance of selecting the right financial institution, product, and service. - Demonstrate how to carry out offline and online financial transactions, safely and securely. - List the common components of salary and compute	5

		income, expenditure, taxes, investments etc. • Discuss the legal rights, laws, and aids.	
9.	Essential Digital Skills	• Describe the role of digital technology in today's life. • Demonstrate how to operate digital devices and use the associated applications and features, safely and securely. • Discuss the significance of displaying responsible online behavior while browsing, using various social media platforms, e-mails, etc., safely and securely. • Create sample word documents, excel sheets and presentations using basic features. • Utilize virtual collaboration tools to work effectively.	10
10.	Entrepreneurship	• Explain the types of entrepreneurship and enterprises. • Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan. • Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement. • Create a sample business plan, for the selected business opportunity.	7
11	Customer Service	• Describe the significance of analyzing different types and needs of customers. • Explain the significance of identifying customer needs and responding to them in a professional manner. • Discuss the significance of maintaining hygiene and dressing appropriately.	5
12	Getting Ready for Apprenticeship & Jobs	• Create a professional Curriculum Vitae (CV). • Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively. • Discuss the significance of maintaining hygiene and confidence during an interview. • Perform a mock interview. • List the steps for searching and registering for apprenticeship opportunities.	8

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

Note: Above Tools & Equipment not required, if Computer LAB is available in the institute.

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	2				
Graduate	BAMS	5				

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: “Ayurveda Dietician” mapped to QP: “HSS/Q3902 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	3				
Graduate	BAMS	6				

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role: “Ayurveda Dietician” mapped to QP: “HSS/Q3902 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 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 a standard logbook capturing departments worked on, key observations of learners, 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 the 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 the assessment process and strategy which is outlined in the 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 the assessor before the start of the assessments.
- 5) Guidance on assessment 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).
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.

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
BMI	Body Mass Index
PPE	Personal Protective Equipment
CPR	Cardio Pulmonary Resuscitation