



QUALIFICATION FILE

Ayurveda Ahara and Poshana Sahayak

☒ 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: 3

Submitted By:

Healthcare Sector Skill Council

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Section 1: Basic Details

1.	Qualification Name	Ayurveda Ahara and Poshana Sahayak																	
2.	Sector/s	Healthcare (Ayush)																	
3.	Type of Qualification: ☐ New ☒ Revised ☐ Has Electives/Options ☐ OEM	NQR Code & version of existing/previous qualification: (change to previous, once approved) QG-03-HE-04228-2025-V2-HSSC				Qualification Name of existing/previous version: 2022/HLT/HSSC/06753													
4.	a. OEM Name b. Qualification Name (Wherever applicable)																		
5.	National Qualification Register (NQR) Code &Version (Will be issued after NSQC approval)	QG-03-HE-04228-2025-V2-HSSC				6. NCrF/NSQF Level: 3													
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other) (Wherever applicable specify multiple entry/exits also & provide details in annexure)	Skill Certificate																	
8.	Brief Description of the Qualification	An Ayurveda Ahara & Poshana Sahayak (Ayurveda Diet & Nutrition Assistant) works under the supervision of an Ayurveda Dietician and coordinates with the Ayurveda cook for food preparation as per Ayurvedic principles. They also help Ayurveda Dietician in performing basic clerical functions including storekeeping and record maintenance at workplace																	
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Grade 10 pass</td> <td></td> </tr> </tbody> </table> b. Age: 18 yrs						S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	Grade 10 pass							
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)																	
1	Grade 10 pass																		
10.	Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))	14				11. Common Cost Norm Category (I/II/III) (wherever applicable): Category II													
12.	Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)	Not Applicable																	
13.	Training Duration by Modes of Training Delivery (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)	☒ Offline ☐ Online ☐ Blended <table border="1"> <thead> <tr> <th>Training Delivery Modes</th> <th>Theory (Hours)</th> <th>Practical (Hours)</th> <th>OJT Mandatory (Hours)</th> <th>OJT Recommended (Hours)</th> <th>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)						
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)														

		<table border="1"> <tr> <td>Classroom (offline)</td><td>150</td><td>150</td><td>120</td><td>NA</td><td>420</td></tr> <tr> <td>Online</td><td></td><td></td><td></td><td></td><td></td></tr> </table> <i>(Refer Blended Learning Annexure for details)</i>	Classroom (offline)	150	150	120	NA	420	Online					
Classroom (offline)	150	150	120	NA	420									
Online														
14.	Aligned to NCO/ISCO Code/s (if no code is available mention the same)	NCO/2015-2265.0200												
15.	Progression path after attaining the qualification (Please show Professional and Academic progression)	Level 4: Yoga Therapy Assistant												
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	☐ Yes ☒ No URLs of similar Qualifications:												
18.	Is the Job Role Amenable to Persons with Disability	☐ Yes ☒ No If "Yes", specify the applicable type of Disability: All types of disability												
19.	How Participation of Women will be Encouraged	A more supportive and inclusive environment for women to excel in the role of Ayurveda Ahara and Poshan sahayak, contributing to both their personal empowerment and the advancement of Ayurveda												
20.	Are Greening/ Environment Sustainability Aspects Covered (Specify the NOS/Module which covers it)	☒ Yes ☐ No HSS/N9617												
21.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools ☐ Yes ☐ No Colleges ☐ Yes ☐ 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: 8-5-2025	24. Validity:3 yrs 25. Next Review Date: 8-5-2028												

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

Mandatory NOS/s:

Specify the training duration and assessment criteria at the NOS/ Module level. For further details to the curriculum document.

Th.-Theory **Pr.**-Practical **OJT**-On the Job **Man.**-Mandatory Training **Rec.**-Recommended **Proj.**-Project

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.	HSS/N3903:Carry out routine activities in the kitchen	HSS/N3903,v3	Core	3	5	60	45	45		150	145	150	81	90	466	30
2.	HSS/N3902:Support during cooking procedure in line with Ayurveda principles	HSS/N3902,v3	Core	3	3.5	30	45	30		105	90	70	40	60	260	20
3.	HSS/N3901:Provide support to Ayurveda Dietician in administrative work	HSS/N3901,v3	core	3	3.5	25	55	25		105	75	50	20	20	165	20
4.	HSS/N9617: Maintain a safe, healthy and secure working environment	HSS/N9617, Version 2.0	Non-Core	4	1	5	5	20	0	30	20	0	9	30	59	20
5.	DGT/VSQ/N0101, V1.0, Employability Skills (30 Hours)	DGT/VSQ/N0101 Version 1.0	Non-Core	2	1	30	0	0	0	30	20	30	0	0	50	10
Duration (in Hours) / Total Marks				15	14	150	150	120	0	420	350	300	150	200	1000	100

Elective NOS:

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																

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 a specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

Minimum Pass Percentage – NOS/Module-wise: 70 % (Every Trainee should score a 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)	- BAMS with 4 yrs of relevant experience - Postgraduate in Dravya Gun /Swasthavritta/Rasa Shastra with 1 year of relevant experience
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	- BAMS with 5 yrs of relevant experience - Postgraduate in Dravya Gun /Swasthavritta/Rasa Shastra with 2 years of relevant experience

3.	Tools and Equipment Required for Training	☒ Yes ☐ 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)	- BAMS with 5 yrs of relevant experience - Postgraduate in Dravya Gun /Swasthavritta/Rasa Shastra 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)	- BAMS with 6 yrs of relevant experience - Postgraduate in Dravya Gun /Swasthavritta/Rasa Shastra 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	☒ Same as for training ☐ Yes ☐ 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):No
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):Yes
3.	Government /Industry initiatives/ requirement (Yes/No): Yes
4.	Number of Industry validations provided: 21
5.	Estimated nos. of persons to be trained and employed: 2000

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	• Possesses knowledge of the Patient and the procedure to be carried out in the routine context of Ahara in Ayurveda medicine. • Can interpret the procedure and orient the patient about the procedure to be carried out in the therapy. • Basic knowledge of wearing a PPE kit, along with the importance of a consent form, which helps the individual maintain a suitable healthy environment. • Demonstrates a basic understanding of financial concepts and practices. • Responsible for maintaining a conducive ambience and clean set-up.	The individual in the job possesses knowledge involving a defined range of standard procedures employed in routine contexts Hence it falls under Level 3	3
Professional and Technical Skills/ Expertise/ Professional Knowledge	• A person should possess skills and technical capabilities like assembling food items and equipment before conducting the procedure. • The ability to send reminders, and schedule and reschedule the appointments for the procedure. • To identify the problem and take prompt action in response to every problem. • Should have the skills to identify various utensils, food items, items used in kitchen • Understand the need and comfort of the client while doing the procedure.	The individual in the job follows a range of skills and technical capabilities of carrying out a choice of processes and procedures within the range of familiar contexts. Refer to the evidence provided in the adjacent column. Hence it falls under Level 3	3

	• Possesses operational knowledge of equipment, and their uses and also calibrates instruments when required.		
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	• As a member of the team, one should maintain the confidentiality of the patient by legal and ethical requirements. • Good skills in written and oral communication in coordinating day-to-day administrative tasks like organizing files, and unit supplies. • Basic knowledge of language to support clients' inquiries, complaints and requests related to cupping therapy. • Stay abreast of developments in the Ayurveda Ahara department. Actively seek out new methods and knowledge to boost your employability and develop mini-entrepreneurship skills. • Can use digital tools like mobile phones, ATMs, computers, and laptops and can respond to emails etc. • Demonstrate practical skills like working conditions of the equipment or materials during the procedure as per instruction.	The individual should have practical skills which are routine and repetitive and should use quality concepts. These professionals work as a member of a team/ within a team. They display self. Motivation, Positive Attitude & Passion for Work. Refer to the evidence provided in the adjacent column. Hence it falls under Level 3	3
Broad Learning Outcomes/Core Skill	• The candidate must be able to carry out pre-and post-procedural routine work related to the cooking procedure in the kitchen. • Understanding of routine work, standard recycling protocols and material disposal protocols.	The candidates in this role are skilled enough to be able to carry out assigned tasks in a familiar, predictable, routine, situation of clear choice. These professionals focus on a range of applications of standard procedures in a range of services.	3

	• Demonstrates initiative by seeking expert assistance and advice when facing complex challenges. • Understand all safety & general hygiene norms and environmental aspects of Ahara preparation. • Demonstrates strong listening skills to understand the needs and perspectives of others. • Possesses a basic understanding of current social and political issues to navigate conversations and situations appropriately.	Refer to the evidence provided in the adjacent column. Hence it falls under Level 3	
Responsibility	• Takes responsibility for coordinating day-to-day administrative tasks, maintaining records, database and organisational protocols and policies. • Able to assist in the planning of routine work and smooth functioning of conducting sessions in therapy.	These professional takes responsibility for their work Refer to the evidence provided in the adjacent column. Hence it falls under Level 3	3

Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 20

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
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1	Patient bed	Each	1
2	Patient Chair	Each	1
4	IEC Material as specified in the curricula such as brochures, pamphlets, leaflets of balanced diet, FAQs sample, diet chart	bundle	1
5	Food item(sample)	Pack	1
6	Utensils(All types-Cooking/serving/storing	Set	1
7	Personal Protective Equipment	Full set	1
8	Ingredients(food preparation basic ingredients)	Pack	1
9	BP Apparatus	Each	2
10	Weighing Machine	Each	2
11	Height Measurement Scale	Each	2
12	Water Inlet with basin	Each	1
13	Refrigerator	Each	2
14	Microwave	Each	2
15	Gas Stove with LPG connection	Each	3
16	Sample Ayurveda Food Diet Packets	Each	5
17	Computer System with Internet facility	Each	1
18	3D models of human body and accessory organs, model human skeletal system, organ specimen	Each	2
19	Footstep	Each	1
20	Revolving Stool	Each	1
21	Sphygmomanometer	Each	1
22	Stethoscope	Each	2
23	Torch	Each	2
24	Waste bins for food and general waste	Each	2
24	Fire extinguisher	Each	1
25	Thermometer	Each	1
26	Grinder	Each	1
27	Chopper	Each	1
28	Peeler	Each	1

29	Spoons	Each	1
30	Blenders	Each	1
31	Liquid soap	Each	1
32	Tissue	Each	1
33	Wash basin	Each	1

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)
3. (all software should either be latest version or one/two version below)
4. UPS
5. Computer Tables
6. Computer Chairs
7. White Board/Smart Board 1200mm x 900mm
8. Marker
9. Duster
10. Charts
11. Flip Chart

Annexure: Industry Validations Summary

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

S.no	Organisation	Name Of Representative	Designation
1.	Dr Garima	AIIA	Assistant Professor

2.	Dr Peace Polyclinic	Dr Mohammed Abdul Musqsit	Consultant
3.	Godwill Healthcare Centre	Dr Afiya Sayyad	Consultant
4.	Shifa Clinic	Dr Asima Momin	Consultant
5.	Life Clinic	Dr. Aaiman Hudli	Physician
6.	Menizer Polyclinic	Dr Misbah Hamlekar	Consultant
7.	Bodycare Wellness	Dr . Nadeem	Consultant
8.	Om Prakash Ayurvedic Clinic	Dr Poonam Kumar Jain	Physician
9.	Zoya Sports Clinic	Kashaf-I-Makashi	Consultant
10.	Prime life Hospital	Dr. Kashvar Zamani	Consultant
11.	Vida clinics Goa	Dr Mohammed Shahia	Physician
12.	Peace Polyclinic	Dr Sabah Bin Saleh	Consultant
13.	Muskan Healthcare Centre	Dr. Shaikh Muskan	Physician
14.	Mediversal Clinic	Dr.Sana Kalsekar	Consultant
15.	Unmat Multispeciality	Dr Lukman.M.Memon	Physician
16.	Sri Srinivas Healthcare consultant	Dr Nagarjun KP	Consultant
17.	Healthcare Dispensary	Dr Sadiya Menon	Consultant
18.	Lifecare Hospital	Dr Abdul Kareem	Consultant
19.	Lifecare medicine	Dr Farheen Bhanu	Consultant
20.	Sunaina clinic	Dr Sunaina	Consultant
21.	Dhari Chikitsalya	Dr K.S Padmavati	Consultant

Annexure: Training & Employment Details

Training and Employment Projections: 2000

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
2025	500	70				
2026	500	70				
2027	1000	70				

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
	2022-23	689	685	661	NA	NA	NA	NA	NA	NA	NA	NA	NA
	2023-24	801	784	738	NA								
	2024-25	1268	1014	983	NA								

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	☐ Theory/ Lectures - Imparting theoretical and conceptual knowledge	Learning management source Computer, internet connectivity	
2	☐ Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners	Computer, internet connectivity Computer, AV Aids, LCD	
3	☐ Showing Practical Demonstrations to the learners	Skill lab	
4	☐ Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	Learning management source, classroom training, computer.	
5	☐ Tutorials/ Assignments/ Drill/ Practice	Computer, LCD, AV aids	
6	☐ Proctored Monitoring/ Assessment/ Evaluation/ Examinations	Computer, mobile phone, email address. Internet facility, classroom facility	
7	☐ On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training	Not applicable	

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	Total Marks
HSS/N3903: Carry out routine activities in the kitchen	<i>Maintain self-hygiene and cleanliness in the kitchen</i>	44	50	30	30	154
	PC1.Maintain personal hygiene					
	PC2. Wash hands before and after handling food items to avoid cross-contamination					
	PC3. Use personal protective equipment like head cap, face mask and gloves while handling food items					
	PC4.Maintain cleanliness of the surroundings, equipment, tools, and utensils while handling food					
	<i>Procure, Identify and Check food items and material</i>	53	50	30	30	163
	PC5.Procure the required raw food material from the market or the vendor					
	PC6.Obtain the required part from the procured raw food material as per prescription					
	PC7.Identify the other raw materials such as spices, etc required for food preparation from the prescribed diet chart					
	PC8.Check for any adulterants in food items and escalate to the concerned authorities as per organizational policies					
	<i>Label, Store and Preserve raw materials</i>	48	50	21	30	149
	PC9.Label raw materials, cooking essentials, tools and equipment as per organizational process					
	PC10.Follow safe storage practices for raw food material as per recommended guidelines					
	PC11. Follows inventory management processes such as FIFO to prevent spoilage					
	PC12.Preserve food items using appropriate preservatives as per instructions					

	PC13.Monitor stored items regularly					
	Nos Total	145	150	81	90	466
HSS/N3902:Support during cooking procedure in lines with Ayurveda principles	<i>Carry out required preparation for cooking</i>	45	40	20	25	130
	PC1.Coordinate with cook for hygiene maintenance of equipment and utensils in kitchen.					
	PC2. Check if the kitchen is adequately ventilated and the temperature is maintained					
	PC3.Arrange the equipment like the grinder, the chapati skillet, the oven, the refrigerator etc, for cooking					
	PC4. Assist in washing, peeling, chopping, cutting, grinding etc					
	PC5. Identify the ways to optimize the usage of material, including water, in various tasks					
	PC6. Check for any spills/leakages during procedure					
	PC7. Plug spill/leakage of water or gas immediately and escalate to appropriate authority if unable to rectify					
	<i>Disposal of leftover food and waste material after food preparation</i>	45	30	20	35	130
	PC8. Identify the types of waste generated					
	PC9. Check if waste is promptly removed from food preparation area					
	PC10.Segregate the waste into recyclable, non-recyclable, and hazardous waste at work area					
	PC11. Follow food waste disposal techniques as per the industry protocol and guidelines					
	Nos Total	90	70	40	60	260
HSS/N3901:Provide support to Ayurveda Dietician in administrative work						
	<i>Provide support in client management</i>	35	20	10	10	75
	PC1.Communicate in a way that reflects cultural, religious, PwD and gender sensitivity and modify the communication pattern as and when necessary					
	PC2.Offer help to PwD if required					
	PC3.Enter client details in prescribed format as per organizational policies					

	PC4.Provide information to the client about the diet chart					
	PC5.Prepare and provide Ayurveda diet packets to client as per prescription and instructions					
	PC6. Inform the client about follow-up visits as per confirmation from the Ayurveda Dietician					
	PC7.Provide appropriate IEC (Information, communication and education) material to the client as per organizational policy and procedures					
	PC8.Maintain client's confidentiality					
	PC9.Report to Ayurveda Dietician if the needs of the client have not been met					
	<i>Maintain records of stock and client appointments</i>	40	30	10	10	90
	PC10.Arrange essential stationary such as printer, cartridge, stapler etc. for documentation					
	PC11. store and maintain record of client appointments in a prescribed format as per organizational policies					
	PC12. Assist Ayurveda Dietician in monitoring authentication of client records					
	PC13. Report to Ayurveda Dietician if any concerns found in documents					
	PC14. Maintain confidentiality of stored records					
	Nos Total	75	50	20	20	165
HSS/N9617: Maintain a safe, healthy and secure working environment	<i>Complying with the health, safety and security requirements and procedures for the work place</i>	7		2	10	19
	PC1.Identify individual responsibilities in relation to maintaining workplace health safety and security requirements					
	PC2.Comply with health, safety and security procedures for the workplace					
	PC3.Comply with health, safety and security procedures and protocols for environmental					
	<i>Handling hazardous situation</i>	8		5	10	23
	PC4. Identify potential hazards and breaches of safe work practices					

	PC5. Identify and interpret various hospital codes for emergencies					
	PC6. Correct any hazards that the individual can deal with safely, competently and within the limits of authority					
	PC7. Provide basic life support (BLS) and first aid in hazardous situations, whenever applicable					
	PC8. Follow the organisation's emergency procedures promptly, calmly, and efficiently					
	PC9. Identify and recommend opportunities for improving health, safety, and security to the designated person					
	PC10. Complete any health and safety records legibly and accurately					
	Reporting any hazardous situation	5		2	10	17
	PC11. Report any identified breaches in health, safety, and security procedures to the designated person					
	PC12. promptly and accurately report the hazards that individual is not allowed to deal with to the relevant person and warn other people who may get affected					
	Nos Total	20		9	30	59
DGT/VSQ/N0101, V1.0, Employability Skills (30 Hours)	Introduction to Employability Skills	20	30			50
	PC1. Understand the significance of employability skills in meeting the job requirements					
	Constitutional values – Citizenship					
	PC2. Identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices					
	Becoming a Professional in the 21st Century					
	PC3. Explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.					
	Basic English Skills					

	PC4. speak with others using some basic English phrases or sentences					
	Communication Skills					
	PC5. follow good manners while communicating with others					
	PC6. work with others in a team					
	<i>Diversity & Inclusion</i>					
	PC7. communicate and behave appropriately with all genders and PwD					
	PC8. report any issues related to sexual harassment					
	<i>Financial and Legal Literacy</i>					
	PC9. use various financial products and services safely and securely					
	PC10. calculate income, expenses, savings etc.					
	PC11. approach the concerned authorities for any exploitation as per legal rights and laws					
	<i>Essential Digital Skills</i>					
	PC12. operate digital devices and use its features and applications securely and safely					
	PC13. use internet and social media platforms securely and safely					
	<i>Entrepreneurship</i>					
	PC14. identify and assess opportunities for potential business					
	PC15. identify sources for arranging money and associated financial and legal challenges					
	<i>Customer Service</i>					
	PC16. identify different types of customers					
	PC17. identify customer needs and address them appropriately					
	PC18. follow appropriate hygiene and grooming standards					
	<i>Getting ready for apprenticeship & Jobs</i>					
	PC19. create a basic biodata					
	PC20. search for suitable jobs and apply					
	PC21. identify and register apprenticeship opportunities as per requirement					
	NOS Total	20	30			50
	Grand Total	350	300	150	200	1000

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 SIDH or email.
- Assessment agencies send the assessment confirmation to TC looping SSC
- Assessment agency deploys the ToA certified Assessor to execute 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	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
Skill India Digital Hub (SIDH)	Skill India Digital Hub (SIDH) is specially designed and developed to skill, reskill and upskill Indian individuals through an online training platform, API-based trusted skill credentials, payment and discovery layers for jobs and entrepreneurial opportunities
Vocational Training Provider (VTP)	A Vocational Training Provider (VTP) is an organisation that offers training in a specific trade or skill.
Training Centre (TC)	A Training Centre (TC) is a training set up where learners undergo skills training related to a specific task or role.