



QUALIFICATION FILE

Ayurveda Dietician

☒ 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: 6

Submitted By:

Healthcare Sector Skill Council

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

<Approved in 43rd NSQC Meeting & Dated: 08/05/2025>> QUALIFICATION FILE-<STT/LTT/APPRENTICESHIP><QG-06-HE-04229-2025-V2-HSSC)

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Section 1: Basic Details

1.	Qualification Name	Ayurveda Dietician										
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-06-HE-04229-2025-V2-HSSC	Qualification Name of existing/previous version: 2022/HLT/HSSC/06754									
4.	a. OEM Name b. Qualification Name (Wherever applicable)											
5.	National Qualification Register (NQR) Code &Version (Will be issued after NSQC approval)	QG-06-HE-04229-2025-V2-HSSC	6. NCrF/NSQF Level: 6									
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 Dietician prepares a diet plan that provides guidelines about when to eat, what to eat, and how to boost health, prevent or manage disease, and maintain wellness. The primary role is to assess nutritional needs and prescribe an ayurvedic diet plan for the client (healthy individual as well as for diseased person). They also supervise and instruct related professionals in preparation of therapeutic or other diets in hospitals, institutions or other establishments										
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>4-year UG (BAMS, Nursing, Physiotherapy) with no experience</td> <td></td> </tr> <tr> <td>2</td> <td>3-year UG (Dietetics) with 1.5 yrs of relevant experience</td> <td></td> </tr> </tbody> </table> b. Age: 22 yrs		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	4-year UG (BAMS, Nursing, Physiotherapy) with no experience		2	3-year UG (Dietetics) with 1.5 yrs of relevant experience	
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)										
1	4-year UG (BAMS, Nursing, Physiotherapy) with no experience											
2	3-year UG (Dietetics) with 1.5 yrs of relevant experience											
10.	Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))	19	11. Common Cost Norm Category (I/II/III) (wherever applicable): Category II									

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>	☒ 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>Classroom (offline)</td> <td>210</td> <td>300</td> <td>60</td> <td>NA</td> <td>570</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)	210	300	60	NA	570	Online					
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)																			
Classroom (offline)	210	300	60	NA	570																			
Online																								
14.	Aligned to NCO/ISCO Code/s <i>(if no code is available mention the same)</i>	NCO-2015/2269																						
15.	Progression path after attaining the qualification <i>(Please show Professional and Academic progression)</i>	-																						
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 Dietician, contributing to both their personal empowerment and the advancement of Ayurveda.																						
20.	Are Greening/ Environment Sustainability Aspects Covered <i>(Specify the NOS/Module which covers it)</i>	☒ Yes ☐ No HSS/N9620																						
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 <i>(In case of CS or MS, provide details of both Lead AB & Supporting ABs)</i>	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 refer 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/N3904:Prepare an Ayurvedic diet plan as per the client's health and medical conditions	HSS/N3904,v3	Core	6	4.5	40	80	15		135	96	70	30	40	236	20
2.	HSS/N3905:Educate the client on a customized diet plan under Ayurvedic principles	HSS/N3905,v3	Core	6	4.5	30	90	15		135	73	62	40	44	219	20
3.	HSS/N3906:Evaluate the effectiveness of the diet plan	HSS/N3906,v3	Core	6	7	70	120	20		210	73	62	35	50	220	20
4.	HSS/N3907:Document and maintain the dietetic records for follow-up activities	HSS/N3907,v3	core	6	0.5	5	5	5		15	67	62	40	50	219	20
5.	HSS/N9620: Comply with infection control and biomedical waste disposal policies	HSS/N9620, Version 1.0	Non-Core	4	0.5	5	5	5		15	21	14	16	5	56	10
6.	DGT/VSQ/N0102, V1.0, Employability Skills (60 Hours)	DGT/VSQ/N0102 Version 1.0	Non-Core	4	2	60	0	0	0	60	20	30	0	0	50	10
Duration (in Hours) / Total Marks				32	19	210	300	60	0	570	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 Graduate with 5 years of experience - Postgraduate in Dravya Gun/ Swastha Vritt/ Rasa Shastra with 2 years of experience.
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2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	- BAMS Graduate with 6 yrs of experience - Postgraduate in Dravya Gun/ Swastha Vritt/ Rasa Shastra with 3 years of 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 Graduate with 6 yrs of experience - Postgraduate in Dravya Gun/ Swastha Vritt/ Rasa Shastra with 3 years of 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 Graduate with 7 yrs of experience - Postgraduate in Dravya Gun/ Swastha Vritt/ Rasa Shastra with 4 years of 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):No
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: 4000
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: If “No”, why:

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	- Advanced knowledge about a multidisciplinary/ interdisciplinary/cross-disciplinary field of technology/ skills/ job role, specialising in Ayurveda Diet. - Has awareness and knowledge of the emerging and futuristic developments and issues in the chosen field of Ayurveda Diet. - Has advanced understanding and Knowledge about the Change management processes and systems. - Acquired advanced knowledge and skills on a wide range of sources for identifying problems and issues relating to Ayurveda and its diet.	The individual in the job possesses knowledge involving a defined range of standard procedures employed in routine contexts Hence it falls under Level 6	6
Professional and Technical Skills/ Expertise/ Professional Knowledge	- Possesses a range of advanced cognitive, professional and technical skills required for performing and Accomplishing complex tasks relating to the chosen fields of technology/ skills/ job role. - Wide range of cognitive and practical skills required to create innovative and feasible solutions to complex problems and situations in uncertain environment. - Project Management Skills, Understanding and application of the techno-commercial aspect of Ayurvedic diet and its role.	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 6	6

	- Skills to adapt to the future of work and to the demands of the fast pace of innovations and technological developments. - Social Intelligence		
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	- Excellent leadership, Communication, collaboration and organizational skills - Possesses Administrative outlook and leadership traits for managing technical workforce. - Effective mentoring, people management, listening, delegation skills - Organisation and Time Management - Creative thinking and Innovation - Good logical and mathematical analysis/ simulation modelling skills - Complete understanding of social, political, natural, and work environment. - Organizing, analyzing, interpreting and acting on the information In the field of Ayurveda. - Managing complex technical or professional activities or projects, requiring effective, envisioning, planning & full personal responsibility for output of own work as well as	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 6	6

	for the outputs of the group as a member of the group/team • Apply leadership skills to manage people and resources for achieving organizational objectives and outcomes.		
Broad Learning Outcomes/Core Skill	• Applies advanced theoretical knowledge and specialized professional and technical skills involving complex variable environment and contexts • Effective understanding, monitoring and supervision of critical parameters and KPIs or others • Evaluation and improvement of processes, procedures and work or study activities. • Examine and assess the implications and consequences of emerging developments and critical issues. • Make a judgement in a range of situations critically reviewing and consolidating evidences & risks. • Constantly and regularly pursue self-paced and self-directed learning to upgrade knowledge and skills that will help accomplish complex	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. Refer to the evidence provided in the adjacent column. Hence it falls under Level 6	6

	tasks or pursue education & research. • Can identifying problems and issues relating to the chosen fields of learning, and ways of future improvements • Exercises judgement based on evaluation of evidence from a range of sources to arrive at a solution to complex real-life problems in chosen fields of technology/ skills/ job role.		
Responsibility	• At level 6 the candidate is a Manager/ Technical Manager/ product Manager or equivalent. • At level 6.0 the candidate is a Senior Manager/ Senior Technical Manager/ Sr. Product Manager or equivalent. • Is responsible for managing a bigger independent unit/ business activity/ project • Responsible for managing activities like planning, resourcing, processes, people, within broad parameters and with complete accountability for determining, achieving and evaluating personal and group outcomes.	These professional takes responsibility for their work Refer to the evidence provided in the adjacent column. Hence it falls under Level 6	6

	• Effective delegation & Monitoring in Ayurveda diet field. • Responsible for the work of others. • Team Building • The full exercise personal responsibility and accountability for the initiatives undertaken and the outputs/outcomes of own work as well as of the group as a team member/ leader		
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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
1	Patient Bed	Each	1
2	Patient Chair	Each	1
3	Mock Counselling Set up	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 items	pack	1
6	Utensils (All types – Cooking/Serving/Storing)	Set	1 for 2 students
7	Personal Protective Equipment (Full Set)	Pack	1
8	Ingredients	Pack	1
9	BP Apparatus	Each	2
10	Weighing Machine	Each	2
11	Height Measurement Scale	Each	2
12	Water Inlet for water availability with basin attached	Each	1 for 2 students
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	2
18	3D models of human body and accessory organs, model human skeletal system, organ specimen	Each	1
19	Footstep	Each	1
20	Revolving stool	Each	1
21	Sphygmomanometer	Each	1
22	Waste bins	Each	1
23	Stethoscope	Each	2
24	Torch	Each	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)
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.	All India Institute of Ayurveda	Dr Garima	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 Multi speciality	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 Banu	Consultant
20	Sunaina Clinic	Dr Sunaina	Consultant
21	Dhari Chikitsalya	Dr K.S Padmavati	Consultant

Annexure: Training & Employment Details

Training and Employment Projections: 4000

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
2025	2000	70				
2026	1000	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
2.0	2022-23	7	6	6	NA	NA	NA	NA	NA	NA	NA	NA	NA
	2023-24	149	149	140									

	2024-25	6159	4852	4475									
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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	
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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/N3904: Prepare an Ayurvedic diet plan as per client's health and medical conditions	<i>Obtain client information</i>	48	50	20	30	148
	PC1. Adopt gender neutral behaviour towards client while introducing oneself					
	PC2. Obtain information from clients regarding their diet patterns					
	PC3. Take a history or conduct interviews to understand the needs for a diet plan					
	PC4. Interpret information about lifestyle and health from family history, medical records, blood investigations					

	PC5.Check and record physical parameters such as height, weight, body mass index (BMI)					
	PC6.Enter information in a prescribed format obtained from various sources					
	<i>Prepare ayurvedic diet plan</i>	48	20	10	10	88
	PC7.Evaluate client's nutritional condition based on the information received					
	PC8.Assess nutritional requirements considering client's beliefs and food habits					
	PC9.Assess family dynamics, socio-cultural and religious sensitivities to acknowledge the diet preferences					
	PC10. design a diet plan in accordance with ayurvedic concept Vata, Pitta and Kapha Doshas according to Desha (habitat), Kala (season) and Prakriti (body constitution)					
	PC11.Customize dietary information based on the food preferences of the client					
	Nos Total	96	70	40	30	236
HSS/N3905:Educate the client on customized diet plan in accordance with Ayurvedic principles	<i>Educate the client and their families on diet modification</i>	73	62	40	44	219
	PC1.Plan a counselling session with a client and their family to provide dietary information					
	PC2.Communicate in a way that reflects cultural, religious, PwD and gender sensitivity and modify the communication pattern as and when necessary					
	PC3.Offer help to PwD if required					
	PC4.Involve families during counselling session to obtain necessary information regarding clients dietary habits					
	PC5.Conduct a counselling session using relevant educational brochure for educating the client and their family					
	PC6.Educate family members on advantages of diet modifications					
	PC7.Handle stressful or risky situations when educating the client					
	PC8.Respond to any queries raised by the client related to the ayurvedic diet plan with accurate information					
	PC9.Guide regarding healthy cooking tips for preparing nutritious, safe and healthy meals at home					

	PC10. Guide to make changes in lifestyle in accordance with ayurvedic regimen					
	PC11. Confirm that the needs of the client have been met					
	PC12. Educate about foods or products which is to be avoided in compliance with Pathya and Apathya Ahara					
	PC13. Maintain any records required at the end of the interaction					
	Nos Total	73	62	40	44	219
HSS/N3906:Evaluate the effectiveness of the diet plan	<i>Assess the effect of a prescribed diet plan</i>	73	62	35	50	220
	PC1. Evaluate the nutritional progress of a client after stipulated period					
	PC2. check daily records of food and nutrient intake					
	PC3. Gauge client's weight, fitness and its progress					
	PC4. Prepare a plan of action based on nutritional assessment					
	Nos Total					
HSS/N3907:Document and maintain the dietetic records for follow up activities	<i>Document and maintain the records</i>	73	62	35	50	220
	PC1.Prepare and maintain the record of the dietary documents as per legislation and organizational procedure					
	PC2. Maintain confidentiality of stored records					
	PC3. Maintain and update follow-up register as per organizational policies					
	PC4. Organize all relevant information in standardized formats related to the client's profile for follow-ups					
	PC5. Organize the previous records of the client from the database before the scheduled appointment					
	Nos Total	73	62	35	50	220
HSS/N9620: Comply with infection control and biomedical waste disposal policies	<i>Management of Healthcare Waste (Biomedical and General waste)</i>	9	7	2	8	26
	PC1. segregate healthcare waste as per the updated organizational/ state policies					
	PC2. handle, package, label, store, transport and dispose off waste appropriately as per scope of work					
	<i>Infection control practices</i>	12	7	3	8	30

	PC3. Follow Universal Precautions to avoid contact with patients' bodily fluids, by wearing Personal Protective Equipment (PPE) and maintaining hand hygiene as and when required					
	PC4. Identify infection risks and plan for response appropriately as per organizational policies under scope of work					
	PC5. Follow incident reporting protocols as per SOPs in incidents such as needle stick injuries etc.					
	PC6. Follow spill management protocols					
	Nos Total	21	14	5	16	56
DGT/VSQ/N0102, V1.0, Employability Skills (60 Hours)	<i>Introduction to Employability Skills</i>	20	30			50
	PC1. understand the significance of employability skills in meeting the job requirements					
	<i>Constitutional values – Citizenship</i>					
	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, selfmotivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.					
	<i>Basic English Skills</i>					
	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	0	0	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

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.