



Model Curriculum

QP Name: Ayurveda Dietician

QP Code: HSS/Q3902

QP Version: 2.0

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-2015/2015-2265.0200 |
| Minimum Educational Qualification and Experience | <ul style="list-style-type: none"> • Pursuing first year of 2-year PG program after completing 3-year UG degree in the relevant field (B.Sc. Dietetics) or • Pursuing PG diploma after 3-year UG degree in the relevant field or • Completed 3-year UG degree program after 12th in the relevant field (BAMS/BSc Dietetics) or • Pursuing 4th year UG (in case of 4-year UG with honors/ honors with research) in the relevant field (BAMS/BSc Dietetics) |
| Pre-Requisite License or Training | Trained on given QP-NOS |
| Minimum Job Entry Age | 23 Years |
| Last Reviewed On | 17/11/2022 |
| Next Review Date | 20/07/2025 |
| NSQC Approval Date | 20/11/2020 |
| QP Version | 1.0 |
| Model Curriculum Creation Date | 18/08/2020 |
| Model Curriculum Valid Up to Date | 17/08/2025 |
| Model Curriculum Version | 1.0 |
| Minimum Duration of the Course | 600 Hrs |
| Maximum Duration of the Course | 600 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.

- Apply knowledge of Ayurvedic principles of diet and nutrition to maintain health.
- Describe the importance of Ayurvedic principles in designing the diet plan for client in specific health conditions.
- Describe the concept of Ahara and its importance.
- Describe the importance of healthy and unhealthy food.
- Diagnose different abnormalities at different stages of digestion, metabolism, and nutrition.
- Demonstrate the process of preparing diet plan of individuals having different disturbing factor (Doshas).
- Prepare diet plan for both healthy and diseased client.
- Explain the concept of favourable (Pathya) and unfavourable (Apathya) Ahara in various disorders.
- Explain the importance of modern dietetics in Ayurveda.
- Explain the concept of Ritucharya and Dinacharya in the management of lifestyle disorders.
- Demonstrate different cooking methods as per Ayurveda.
- Describe the role of spices in cooking for health benefits.
- Maintain documents and records.
- Maintain a safe, healthy, and secure working environment.
- Maintain interpersonal relationships with co-workers, patients, and their family members.
- 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 |
|--|-----------------|--------------------|--|--|----------------|
| Bridge Module | 05:00 | 10:00 | 00:00 | 00:00 | 15:00 |
| Module 1: Introduction to AYUSH delivery systems | 05:00 | 10:00 | 00:00 | 00:00 | 15:00 |
| HSS/N3904: Prepare an ayurvedic diet plan as per client's health and medical conditions | 04:00 | 04:00 | 00:00 | 00:00 | 08:00 |

| | | | | | |
|--|---------------|---------------|--------------|--------------|---------------|
| Module 2: Introduction to basic principles of Ayurveda and their significance | 04:00 | 04:00 | 00:00 | 00:00 | 08:00 |
| Bridge Modules | 15:00 | 15:00 | 00:00 | 00:00 | 30:00 |
| Module 3: Human Anatomy and Physiology (Rachana Sharir and Kriya Sharir) | 07:00 | 05:00 | 00:00 | 00:00 | 12:00 |
| Module 4: Basic computer knowledge | 08:00 | 10:00 | 00:00 | 00:00 | 18:00 |
| HSS/N3904: Prepare an ayurvedic diet plan as per client's health and medical conditions | 80:00 | 62:00 | 00:00 | 00:00 | 142:00 |
| Module 5: Roles and responsibilities of an Ayurveda Dietician | 20:00 | 10:00 | 00:00 | 00:00 | 30:00 |
| Module 6: Importance of Ahara in Health and Disorders | 36:00 | 27:00 | 00:00 | 00:00 | 58:00 |
| Module 7: Introduction to National Nutrition Programs | 24:00 | 25:00 | 00:00 | 00:00 | 49:00 |
| HSS/N3905: Educate the client on customized diet plan in accordance with ayurvedic principles | 133:00 | 107:00 | 00:00 | 00:00 | 240:00 |
| Module 8: Modern Dietetics and its importance in Ayurveda | 28:00 | 17:00 | 00:00 | 00:00 | 45:00 |
| Module 9: Ayurvedic Diet for lifestyle | 28:00 | 24:00 | 00:00 | 00:00 | 52:00 |

| | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|
| disorders | | | | | |
| Module 10: Kitchen spices and their therapeutic uses | 28:00 | 25:00 | 00:00 | 00:00 | 53:00 |
| Module 11: Ahara Kalpana (food preparation) | 25:00 | 24:00 | 00:00 | 00:00 | 49:00 |
| Module12: Soft skills and communication | 08:00 | 08:00 | 00:00 | 00:00 | 16:00 |
| Module 13: Diet and Nutrition Counselling | 16:00 | 09:00 | 00:00 | 00:00 | 25:00 |
| HSS/N3906: Evaluate the effectiveness of the diet plan | 20:00 | 10:00 | 00:00 | 00:00 | 30:00 |
| Module 14: Assessing clients based on prescribed diet plan | 20:00 | 10:00 | 00:00 | 00:00 | 30:00 |
| HSS/N3907: Document and maintain the dietetic records for follow up activities | 20:00 | 10:00 | 00:00 | 00:00 | 30:00 |
| Module 15: Documentation and management of records | 20:00 | 10:00 | 00:00 | 00:00 | 30:00 |
| HSS/N9617: Maintain a safe, healthy, and secure working environment | 08:00 | 07:00 | 00:00 | 00:00 | 15:00 |
| Module 16: Safety and emergency medical | 08:00 | 07:00 | 00:00 | 00:00 | 15:00 |

| | | | | | |
|--|---------------|---------------|--------------|--------------|---------------|
| response | | | | | |
| HSS/N9620: Comply with infection control and biomedical waste disposal policies | 15:00 | 15:00 | 00:00 | 00:00 | 30:00 |
| Module 17: Infection control policies and procedures | 08:00 | 08:00 | 00:00 | 00:00 | 16:00 |
| Module 18: Bio-medical waste management | 06:00 | 08:00 | 00:00 | 00:00 | 14:00 |
| Total Duration | 300:00 | 240:00 | 00:00 | 00:00 | 540:00 |
| Module 19: DGT/VSQ/N010 2: Employability Skills (60 Hours) | 60:00 | 00:00 | 00:00 | 00:00 | 60:00 |
| Total Duration | 360:00 | 240:00 | 00:00 | 00:00 | 600:00 |

Module Details

Module 1: Introduction to AYUSH healthcare systems

Mapped to Bridge Module

Terminal Outcomes:

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

| Duration: 05:00 | Duration: 10:00 |
|---|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> 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. List the professionals involved at an Ayurveda healthcare facility along with their scope of work. | <ul style="list-style-type: none"> Prepare a report summarizing the observations about basic structure and function of AYUSH system in India. Create an organization flow chart depicting roles and responsibilities of professionals working at Ayurveda healthcare setup. |
| Classroom Aids: | |
| Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Board eraser | |
| Tools, Equipment and Other Requirements | |
| Visit to AYUSH hospitals for field assignment | |

Module 2: Introduction to Basic principles of Ayurveda and their significance

Mapped to: HSS/N3904,

Terminal Outcomes:

- Describe the basic principles of Ayurveda.

| Duration: 04:00 | Duration: 04:00 |
|--|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> Explain the basic principles of Ayurveda (Vata, Pitta, Kapha). Discuss about the origin and philosophy of Ayurveda. Discuss about the five elements in Ayurveda. Explain about the body constitutions such as Dosha and Dhatus. Explain the dietary and medicinal substances and concepts of health and disorders in Ayurveda. | <ul style="list-style-type: none"> Apply the knowledge of Ayurveda to identify the Doshas and Dhatus of body using charts and models. Create a diagrammatic representation depicting the characteristic of Vata, Pitta and Kapha. |
| Classroom Aids: | |
| Charts, and e- models, Video presentation, 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 Bridge Module

Terminal Outcomes:

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

| Duration: 07:00 | Duration: 05:00 |
|---|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Apply the knowledge of basic human anatomy to identify 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 physiological process of 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: Basic computer knowledge

Mapped to Bridge Module

Terminal Outcomes:

- Demonstrate the use of computers and internet operations.
- Apply computer knowledge in performing various activities.

| Duration: 08:00 | Duration: 10:00 |
|---|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • List the fundamental hardware components that make up a computer’s hardware and role of these components. • Distinguish between an operating system and an application program. • Identify the principal components of a given computer system. | <ul style="list-style-type: none"> • Demonstrate data entry, taking backups, saving, and retrieving the files. • Prepare reports/documents using word processing software and spreadsheets. • Demonstrate the use of browser functions to surf on the Internet, and to send emails. |
| Classroom Aids: | |
| Charts, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster | |
| Tools, Equipment and Other Requirements | |
| Computer with internet facility and latest version of software | |

Module 5: Roles and responsibilities of an Ayurveda Dietician

Mapped to: HSS/N3904,

Terminal Outcomes:

- Discuss key role and responsibilities of an Ayurveda Dietician.

| Duration: 20:00 | Duration: 10:00 |
|--|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Describe the role and responsibilities of Ayurveda Dietician. • Distinguish between the scope of practice of an Ayurveda Dietician and professionals in dietetic department. • Discuss the role in different workplaces such as hospitals, clinics, dispensaries etc. • Explain challenges and limitations of the role. | <ul style="list-style-type: none"> • Create a chart depicting roles and responsibilities of Ayurveda Dietician, assistant, and other personnel in the department. |
| Classroom Aids: | |
| Charts, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster | |
| Tools, Equipment and Other Requirements | |
| Food items, Diet Chart, PPE, IEC material such as brochures, pamphlets, leaflets of balanced diet | |

Module 6: Importance of Ahara in Health and Disorders

Mapped to: HSS/N3904,

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: 36:00 | Duration: 27:00 |
|---|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Explain the concept of food (Ahara) in health and ailments. • Describe the classification of diet/food articles (Ahara Dravya) and their properties. • 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 different dairy products and their uses in health and disease. • Categorise macro and micronutrients along with their functions. • Explain about the use and importance of water in Ahara. • Explain the importance of using oils in Ahara as medicinal therapy. • Describe the properties and function of taste (Shadrassa) in Ahara. • Discuss about various adjuvants of food in Ayurveda. | <ul style="list-style-type: none"> • Demonstrate the process of classifying food items based on their nutritional properties such as protein rich, carbohydrate rich etc. • Demonstrate the process of preparing plan using dairy products as per the health and ailment. • Demonstrate the method of classifying food items in different categories such as Drinkables (Pan), Eatables (Asana), Chewable (Bhakshya) and Lickable (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 7: Introduction to National Nutrition Programmes

Mapped to: HSS/N3904,

Terminal Outcomes:

- Describe the various National Nutrition Programmes in India.

| Duration: 24:00 | Duration: 25:00 |
|---|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> Discuss the different National Nutrition Programmes in India. <ul style="list-style-type: none"> Integrated Child Development Scheme Mid-Day Meal Programme Special Nutrition Programme National Nutritional Anaemia Prophylaxis Programme National Iodine Deficiency Disorders Control Programme Explain the importance of community awareness towards national nutrition program. Discuss the ways of improving the nutrition and health status of the community. Discuss the ways to reduce the incidence of mortality, morbidity, and malnutrition. Explain the process of working with community. Describe the factors influencing the health status of individuals at community level. | <ul style="list-style-type: none"> Prepare a sample diet plan on food intake requirements for different age groups. Prepare a sample report on diseases related to nutritional deficiencies such as Kwashiorkor, Marasmus, etc. |
| Classroom Aids: | |
| Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster | |
| Tools, Equipment and Other Requirements | |
| Case studies and demonstrative videos on national nutrition programmes, 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 8: Modern Dietetics and its importance in Ayurveda

Mapped to: HSS/N3905,

Terminal Outcomes:

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

| Duration: 28:00 | Duration: 17:00 |
|--|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Describe the basic principles of diet. • Explain the concept of diet and mind. • Explain the concept of five elements (Panchamahabhoota theory). • Explain the concept of three biological humors (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 biological humors (Tridosha) and tissues (Dhatus). • List down the life-enhancing (Ayushyakara) and vitalizing (Urjaskara) foods. • Explain the effect of incompatible diet (Viruddha Ahara) on the body. • Describe the body constitution (Prakriti) in assessment, diagnosis, and treatment to incorporate diet plan. • Discuss the process to prepare diseased specific diet plan. • Explain the process to maintain daily dietary chart at home settings. • Discuss about do's and don'ts of eating. | <ul style="list-style-type: none"> • Create a diagrammatic representation depicting the five elements of diet. • Create a diagrammatic representation depicting the three biological humors. • Demonstrate the process of preparing diet plans based on client needs. |
| 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 9: Ayurvedic Diet for lifestyle disorders

Mapped to: HSS/N3905,

Terminal Outcomes:

- Describe various lifestyle disorders.
- Discuss the factors causing disorders.
- Discuss the importance of Ayurvedic regimen in the management of lifestyle disorders.

| Duration: 28:00 | Duration: 24:00 |
|---|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Discuss the concept of lifestyle in Ayurveda. • Discuss about various lifestyle disorders as per 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), seasonal ayurvedic routine (Ritucharya) therapies in the management of lifestyle disorders. | <ul style="list-style-type: none"> • 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 | |
| IEC material such as brochures, pamphlets, leaflets of balanced diet, 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 10: Kitchen spices and their therapeutic uses

Mapped to: HSS/N3905,

Terminal Outcomes:

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

| Duration: 28:00 | Duration: 25:00 |
|--|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Classify the types of spices used in Ayurveda to treat ailment. • Explain the medicinal property of various spices. • Explain the use of different spices in different (Doshas). • Explain the benefits of each spice on digestion and mental health. | <ul style="list-style-type: none"> • Demonstrate the process of segregating spices into different categories as per their medicinal properties. • Demonstrate the process of identifying various spices-using specimen. |
| 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 11: Ahara Kalpana (food preparation)

Mapped to: HSS/N3905,

Terminal Outcomes:

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

| Duration: 25:00 | Duration: 24:00 |
|--|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • 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 about the indications and contraindications of various cooking processes. • Discuss about the use and effect of ancient and modern tools used for various Ahara Kalpanas (e.g. cookers, mixers, gas stoves, ovens, microwave, choolah, etc). • Discuss the importance of weighing and measuring ingredient properly in food preparation. | <ul style="list-style-type: none"> • 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 balanced diet, spices, water | |

Module 12: Soft skills and communication

Mapped to: HSS/N3905,

Terminal Outcomes:

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

| Duration: 08:00 | Duration: 08:00 |
|--|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Discuss the importance of effective communication with client, relatives, and colleagues. • Explain the range of client emotions, individual and family experiences, beliefs, behaviours, values, and adaptive capabilities. • Explain the importance of establishing the interpersonal/therapeutic relationship. • Discuss about the significance of decision making, problem-solving, stress and conflict management skills in counselling session. • Discuss the importance of leadership and teamwork skills in achieving desired result. • Discuss about the importance of following rules and policies of organization for maintaining code of conduct and scope of work. | <ul style="list-style-type: none"> • Demonstrate the usage of technical terms to ensure effective communication. • Apply active listening and communication (verbal and nonverbal) skills to identify, assess, and empathically respond to concerns. • Demonstrate skills of team- work and work prioritization in different team activities. • Demonstrate basic telephone and email etiquettes. • Prepare sample reports using the information gathered from observation, experience, reasoning, or communication. |
| Classroom Aids: | |
| Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster | |
| Tools, Equipment and Other Requirements | |
| Case studies and demonstrative videos on teamwork | |

Module 13: Diet and Nutrition Counselling

Mapped to: HSS/N3905,

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: 16:00 | Duration: 09:00 |
|---|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • 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 method to be adopted at home settings. • Discuss the Frequently Asked Questions (FAQ) and answers related to diet plan commonly raised by client. | <ul style="list-style-type: none"> • 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 14: Assessing clients based on prescribed diet plan

Mapped to: HSS/N3906,

Terminal Outcomes:

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

| Duration: 20:00 | Duration: 10:00 |
|---|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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 15: Documentation and management of records

Mapped to: HSS/N3907,

Terminal Outcomes:

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

| Duration: 20:00 | Duration: 10:00 |
|---|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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 16: Safety and emergency medical response

Mapped to: HSS/N9617,

Terminal Outcomes:

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

| Duration: 08:00 | Duration: 07:00 |
|---|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Explain the basics of first aid. • List the precautions to be taken for personal safety. • Discuss how to perform Basic Life Support (BLS). • Explain the use of protective devices such as restraints and safety devices. • Identify precautions to be taken for self-safety. • List the hospital emergency codes and their significance. • Explain about disaster management techniques to deal with institutional emergencies. • Discuss about the escalation matrix for referral and management of common emergencies. | <ul style="list-style-type: none"> • Demonstrate usage of hospital emergency codes and basic first aid in a mock drill depicting an institutional emergency. • Create a chart depicting different types of protective devices such as restraints and safety devices. • Create a flow chart depicting common emergency situations and its referral mechanism. |
| Classroom Aids: | |
| Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster | |
| Tools, Equipment and Other Requirements | |
| Crash cart trolley, first aid box, CPR nursing manikin, Ambu bag with mask adult, torch, physical restraints, fire extinguisher | |

Module 17: 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: 08:00 | Duration: 08:00 |
|---|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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 18: 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: 06:00 | Duration: 08:00 |
|---|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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 19: Employability Skills

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

| Mandatory Duration: 60:00 | | | |
|---------------------------|---|---|------------------|
| Location: On-Site | | | |
| S.No. | Module Name | Key Learning Outcomes | Duration (hours) |
| 1. | Introduction to Employability Skills | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Create a career development plan with well-defined short- and long-term goals. | 2 |
| 6. | Communication Skills | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |

| | | | |
|-----|---|---|----|
| | | <p>income, expenditure, taxes, investments etc.</p> <ul style="list-style-type: none"> • Discuss the legal rights, laws, and aids. | |
| 9. | Essential Digital Skills | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | 1 | | 1 | | Basic computer skills |

| Trainer Certification | |
|--|--|
| Domain Certification | Platform Certification |
| Certified for Job Role: "Ayurveda Dietician" mapped to QP: "HSS/Q3902 v2.0" 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 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 | 2 | | 1 | | Basic computer skills |

| Assessor Certification | |
|--|--|
| Domain Certification | Platform Certification |
| Certified for Job Role: "Ayurveda Dietician" mapped to QP: "HSS/Q3902 v2.0" 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 the conceptual understanding and the behavioral aspects with regard to the job role and the specific task at hand. It also includes questions on safety, quality, environment and equipment etc.

3. On-Job Training: OJT would be evaluated based on standard log book capturing departments worked on, key observations of learner, 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 following types of questions:

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

QA Regarding Assessors:

Assessors are selected as per the "eligibility criteria" laid down by HSSC for assessing each job role. The assessors selected by Assessment Agencies are scrutinized and made to undergo training and introduction to HSSC Assessment Framework, competency based assessments, assessors guide etc. HSSC conducts "Training of Assessors" program from time to time for each job role and sensitize

assessors regarding assessment process and strategy which is outlined on following mandatory parameters:

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

References

Glossary

| 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 |