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## HSS/Q8602: Foundation Course in Healthcare

### Brief Job Description

The purpose of this qualification is to create awareness and sensitization among school students about healthy living, health promotion, career in healthcare, basic first aid and CPR techniques, and troubleshooting emergencies in school, family or community to appropriate authority. This would habituate them to apply fundamental concepts of healthy body into their daily lifestyle and practice.

### Personal Attributes

Individuals should possess good communication and time management skills along with the ability to work in a multidisciplinary team environment. The individuals should possess key qualities such as confidence, maturity, compassion, patient centricity and active listening.

### Applicable National Occupational Standards (NOS)

#### Compulsory NOS:

1. [HSS/N8621: Orientation to Basic Healthcare skills](#)
2. [HSS/N9625: Maintain interpersonal relationships and professional conduct](#)
3. [HSS/N9624: Maintain a safe and secure working environment](#)
4. [HSS/N9622: Follow sanitization and infection control guidelines](#)
5. [DGT/VSQ/N0101: Employability Skills \(30 Hours\)](#)

### Qualification Pack (QP) Parameters

<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	Social Work & Community Health
<b>Occupation</b>	Community Health Services
<b>Country</b>	India
<b>NSQF Level</b>	2.5
<b>Credits</b>	8
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/3253.9900 (broadly mapped)

<b>Minimum Educational Qualification &amp; Experience</b>	9th grade pass OR 8th grade pass and pursuing continuous schooling
<b>Minimum Level of Education for Training in School</b>	8th Class
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	14 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	NA
<b>NSQC Approval Date</b>	
<b>Version</b>	1.0

## HSS/N8621: Orientation to Basic Healthcare skills

### Description

The NOS is to create awareness and sensitization among individuals about healthy living, health promotion and healthcare delivery system. This would habituate them to apply fundamental concepts of healthy body into their daily lifestyle and practice.

### Scope

The scope covers the following :

- The basic structure and function of healthcare delivery system in India
- The basic structure and function of the human body
- Healthy lifestyle and hygiene practices

### Elements and Performance Criteria

#### *The basic structure and function of healthcare delivery system in India*

To be competent, the user/individual on the job must be able to:

- PC1.** Compare between the primary, secondary, tertiary, and quaternary levels of the healthcare delivery system in India
- PC2.** Recognize differences between private, public, and non-profit healthcare delivery systems
- PC3.** Classify various healthcare settings into hospitals, home settings, digital healthcare, pharmacies, diagnostics, community healthcare, rehabilitation, hospice care, specialty-based care settings, etc.
- PC4.** Identify different departments in a hospital
- PC5.** Recognize different cadres, job prospects, career opportunities and hierarchy in various settings of healthcare delivery system
- PC6.** Recognize about the AYUSH healthcare delivery system and its career options
- PC7.** Recognize various national health programs and its uses

#### *The basic structure and function of the human body*

To be competent, the user/individual on the job must be able to:

- PC8.** Identify various body parts
- PC9.** Name and label the various types of body cells and tissues in the human body
- PC10.** Differentiate between the various types of organs, organ systems, body fluids, membranes, and glands in the human body
- PC11.** Label the skin components and underlying structures
- PC12.** Design various working models and charts depicting functioning of each human body system and present the same in the group
- PC13.** Express about the importance and normal range of values of different measures used to check functioning of different organs such as weight, height, pulse rate, breathing rate and temperature
- PC14.** Demonstrate the steps to use weighing machine, height chart, electronic thermometer, pulse oximeter, electronic BP apparatus

#### *Healthy lifestyle and hygiene practices*

To be competent, the user/individual on the job must be able to:

- PC15.** Apply the healthy diet, balanced nutrition and fitness regimes to keep the body healthy, maintain healthy lifestyle and prevent diseases
- PC16.** Demonstrate the basic fitness regimes like physical exercises, yoga postures and meditation
- PC17.** Classify the various components of healthy diet and balanced nutrition based on its uses such as foods rich in different types of essential nutrients – protein, carbohydrate, fat, vitamins & minerals; nutritional value of different food items; macronutrients and micronutrients; etc.
- PC18.** Recognize the period of adolescence and changes occurring in males and females during adolescence
- PC19.** Express about the major issues faced by males & females in adolescence and various measures to curb them
- PC20.** Differentiate between unhygienic and hygienic practices during menstruation
- PC21.** Communicate about the importance of adolescent health and menstrual hygiene to all genders with equality
- PC22.** Communicate about the preventive measures for common lifestyle disorders and chronic diseases which occurs due to unhealthy lifestyle, pollution and climatic factors

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the healthcare delivery system in India at the primary, secondary, tertiary, and quaternary levels
- KU2.** differences between private, public, and non-profit healthcare delivery systems
- KU3.** differences between various healthcare settings like hospitals, home settings, digital healthcare, pharmacies, diagnostics, community healthcare, rehabilitation, hospice care, specialty-based care settings, etc.
- KU4.** different departments in a hospital
- KU5.** different cadres, job prospects, career opportunities and hierarchy in various settings of healthcare delivery system
- KU6.** the AYUSH healthcare delivery system and career options in the same
- KU7.** various national health programs
- KU8.** the Organisation of body cells, tissues, organs, organ systems, membranes, and glands in the human body
- KU9.** the importance and normal range of values of different measures used to check functioning of different organs such as weight, height, pulse rate, breathing rate and temperature
- KU10.** the steps to use and maintain weighing machine, height chart, electronic thermometer, pulse oximeter and electronic BP apparatus
- KU11.** the importance of healthy diet, balanced nutrition and fitness regimes to keep the body healthy
- KU12.** the components and uses of healthy diet and balanced nutrition such as foods rich in different types of essential nutrients like protein, carbohydrate, fat, vitamins & minerals
- KU13.** the nutritional value of different food items, macronutrients and micronutrients
- KU14.** the basic fitness regimes like physical exercises, yoga postures and meditation

- KU15.** adolescences period and these changes in boys and girls
- KU16.** the major issues faced by males & females in adolescence and how to curb them
- KU17.** menarche and their sources of information before its onset
- KU18.** the prevailing practices for menstrual hygiene among adolescent girls, restrictions practiced by adolescent schoolgirls during menstruation and the likelihood of using unhygienic practices during menstruation
- KU19.** differences between unhygienic and hygienic practices during menstruation
- KU20.** the phenomenon of menstruation, Pre-Menstrual Syndrome (PMS) and how to maintain personal hygiene during it
- KU21.** gender equality and importance of awareness about adolescent health and menstrual hygiene
- KU22.** the effects of climatic factors, pollution and unhealthy lifestyle on human body
- KU23.** the measures to be taken for prevention from common lifestyle disorders and chronic diseases which occurs due to unhealthy lifestyle, pollution and climatic factors

### Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** communicate verbally and written to all the genders and people with disability
- GS2.** organize available information for creating awareness and sensitization
- GS3.** prepare charts, models, role plays and group discussions

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>The basic structure and function of healthcare delivery system in India</i>	<b>10</b>	-	-	<b>5</b>
<b>PC1.</b> Compare between the primary, secondary, tertiary, and quaternary levels of the healthcare delivery system in India	-	-	-	-
<b>PC2.</b> Recognize differences between private, public, and non-profit healthcare delivery systems	-	-	-	-
<b>PC3.</b> Classify various healthcare settings into hospitals, home settings, digital healthcare, pharmacies, diagnostics, community healthcare, rehabilitation, hospice care, specialty-based care settings, etc.	-	-	-	-
<b>PC4.</b> Identify different departments in a hospital	-	-	-	-
<b>PC5.</b> Recognize different cadres, job prospects, career opportunities and hierarchy in various settings of healthcare delivery system	-	-	-	-
<b>PC6.</b> Recognize about the AYUSH healthcare delivery system and its career options	-	-	-	-
<b>PC7.</b> Recognize various national health programs and its uses	-	-	-	-
<i>The basic structure and function of the human body</i>	<b>10</b>	<b>12</b>	-	<b>8</b>
<b>PC8.</b> Identify various body parts	-	-	-	-
<b>PC9.</b> Name and label the various types of body cells and tissues in the human body	-	-	-	-
<b>PC10.</b> Differentiate between the various types of organs, organ systems, body fluids, membranes, and glands in the human body	-	-	-	-
<b>PC11.</b> Label the skin components and underlying structures	-	-	-	-
<b>PC12.</b> Design various working models and charts depicting functioning of each human body system and present the same in the group	-	-	-	-



Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC13.</b> Express about the importance and normal range of values of different measures used to check functioning of different organs such as weight, height, pulse rate, breathing rate and temperature	-	-	-	-
<b>PC14.</b> Demonstrate the steps to use weighing machine, height chart, electronic thermometer, pulse oximeter, electronic BP apparatus	-	-	-	-
<i>Healthy lifestyle and hygiene practices</i>	<b>18</b>	<b>15</b>	-	<b>10</b>
<b>PC15.</b> Apply the healthy diet, balanced nutrition and fitness regimes to keep the body healthy, maintain healthy lifestyle and prevent diseases	-	-	-	-
<b>PC16.</b> Demonstrate the basic fitness regimes like physical exercises, yoga postures and meditation	-	-	-	-
<b>PC17.</b> Classify the various components of healthy diet and balanced nutrition based on its uses such as foods rich in different types of essential nutrients - protein, carbohydrate, fat, vitamins & minerals; nutritional value of different food items; macronutrients and micronutrients; etc.	-	-	-	-
<b>PC18.</b> Recognize the period of adolescence and changes occurring in males and females during adolescence	-	-	-	-
<b>PC19.</b> Express about the major issues faced by males & females in adolescence and various measures to curb them	-	-	-	-
<b>PC20.</b> Differentiate between unhygienic and hygienic practices during menstruation	-	-	-	-
<b>PC21.</b> Communicate about the importance of adolescent health and menstrual hygiene to all genders with equality	-	-	-	-
<b>PC22.</b> Communicate about the preventive measures for common lifestyle disorders and chronic diseases which occurs due to unhealthy lifestyle, pollution and climatic factors	-	-	-	-
<b>NOS Total</b>	<b>38</b>	<b>27</b>	-	<b>23</b>

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HSS/N8621
<b>NOS Name</b>	Orientation to Basic Healthcare skills
<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	Social Work & Community Health
<b>Occupation</b>	Community Health Services
<b>NSQF Level</b>	2.5
<b>Credits</b>	2.5
<b>Version</b>	1.0
<b>Next Review Date</b>	NA

## HSS/N9625: Maintain interpersonal relationships and professional conduct

### Description

This OS unit is about effective communication and exhibiting professional behaviour with co workers, patients/clients and their families.

### Scope

The scope covers the following :

- Maintain professional behaviour

### Elements and Performance Criteria

#### *Maintain professional behaviour*

To be competent, the user/individual on the job must be able to:

- PC1.** wear appropriate attire
- PC2.** communicate effectively with all individuals regardless of age, caste etc.
- PC3.** adopt a gender neutral behaviour while communicating with the patient and others as per organizational policy
- PC4.** use appropriate IEC material as and when necessary
- PC5.** respond to queries as per defined scope of competence and authority
- PC6.** maintain any records required at the end of the interaction
- PC7.** work collaboratively with other team members
- PC8.** ensure that the privacy of the individual is not intruded
- PC9.** work in a way that shows respect to others

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** guidelines on communicating with patients and other individuals
- KU2.** guidelines on maintaining confidentiality and respecting need for privacy
- KU3.** vision and mission of the organization
- KU4.** importance of recognizing the boundary of one's role and responsibility
- KU5.** importance of establishing and managing requirements, planning and organizing work
- KU6.** how to maintain an environment that is conducive to the provision of medico-legal acts
- KU7.** procedures in the organization to deal with conflict and poor working relationships
- KU8.** how to handle stressful or risky situations when communicating with patients and/or other individuals
- KU9.** importance of asking for assistance when situations are beyond one's competence and authority
- KU10.** how to ensure that all information provided to individuals is from reliable sources

**KU11.** the importance of integrating one's work effectively with others

**KU12.** the detrimental effects of non adherence to organizational protocols

### **Generic Skills (GS)**

User/individual on the job needs to know how to:

**GS1.** read protocol updates and policy changes

**GS2.** be updated with the latest knowledge

**GS3.** build customer relationships and use customer centric approach

**GS4.**

- review the information gathered from observation, experience, reasoning, or communication
- to act efficiently

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Maintain professional behaviour</i>	<b>15</b>	<b>20</b>	-	<b>17</b>
<b>PC1.</b> wear appropriate attire	-	-	-	-
<b>PC2.</b> communicate effectively with all individuals regardless of age, caste etc.	-	-	-	-
<b>PC3.</b> adopt a gender neutral behaviour while communicating with the patient and others as per organizational policy	-	-	-	-
<b>PC4.</b> use appropriate IEC material as and when necessary	-	-	-	-
<b>PC5.</b> respond to queries as per defined scope of competence and authority	-	-	-	-
<b>PC6.</b> maintain any records required at the end of the interaction	-	-	-	-
<b>PC7.</b> work collaboratively with other team members	-	-	-	-
<b>PC8.</b> ensure that the privacy of the individual is not intruded	-	-	-	-
<b>PC9.</b> work in a way that shows respect to others	-	-	-	-
<b>NOS Total</b>	<b>15</b>	<b>20</b>	-	<b>17</b>

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HSS/N9625
<b>NOS Name</b>	Maintain interpersonal relationships and professional conduct
<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Generic
<b>NSQF Level</b>	4
<b>Credits</b>	1.5
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	17/11/2027
<b>NSQF Clearance Date</b>	17/11/2022

## HSS/N9624: Maintain a safe and secure working environment

### Description

This OS unit is about the ensuring a safe and secure working environment

### Scope

The scope covers the following :

- Workplace safety and security

### Elements and Performance Criteria

#### *Workplace safety and security*

To be competent, the user/individual on the job must be able to:

- PC1.** identify potential hazards of safe work practices
- PC2.** use various hospital codes for emergency situations
- PC3.** comply with safety, and security procedures within the defined scope of competence and authority
- PC4.** provide Basic Life Support (BLS) and first aid whenever applicable under defined scope of work
- PC5.** follow organizations' procedures related to any emergency efficiently
- PC6.** report any identified breaches in health, safety, and security procedures to the designated person
- PC7.** complete any health and safety records accurately

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the importance of health, safety, and security in the workplace
- KU2.** how to identify safety and security hazards
- KU3.** the importance of identifying individual responsibilities in relation to maintaining workplace safety and security requirements
- KU4.** the relevant up-to-date information on safety, and security that applies to the workplace
- KU5.** how to report any emergency
- KU6.** various hospital codes for emergency situations
- KU7.** how to create safety records and maintain them
- KU8.** concept of first aid and BLS
- KU9.** the importance of raising alarm about hazards for safety of others

### Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read and understand organization policies and procedures
- GS2.** prepare status and progress reports
- GS3.** • communicate information (for example, facts, ideas, or messages) in a brief, clear, and  
• organized manner
- GS4.** make decisions pertaining to the area of work
- GS5.** plan for safety of the work environment
- GS6.** identify hazards, evaluate possible solutions and suggest effective solutions
- GS7.** analyze the seriousness of hazards



**Assessment Criteria**

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<i>Workplace safety and security</i>	<b>10</b>	<b>10</b>	-	<b>10</b>
<b>PC1.</b> identify potential hazards of safe work practices	-	-	-	-
<b>PC2.</b> use various hospital codes for emergency situations	-	-	-	-
<b>PC3.</b> comply with safety, and security procedures within the defined scope of competence and authority	-	-	-	-
<b>PC4.</b> provide Basic Life Support (BLS) and first aid whenever applicable under defined scope of work	-	-	-	-
<b>PC5.</b> follow organizations’ procedures related to any emergency efficiently	-	-	-	-
<b>PC6.</b> report any identified breaches in health, safety, and security procedures to the designated person	-	-	-	-
<b>PC7.</b> complete any health and safety records accurately	-	-	-	-
<b>NOS Total</b>	<b>10</b>	<b>10</b>	-	<b>10</b>

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HSS/N9624
<b>NOS Name</b>	Maintain a safe and secure working environment
<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Generic
<b>NSQF Level</b>	4
<b>Credits</b>	1
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	17/11/2027
<b>NSQC Clearance Date</b>	17/11/2022

## HSS/N9622: Follow sanitization and infection control guidelines

### Description

This OS unit is about following ways for sanitization to prevent the spread of infection as per sectoral working requirements.

### Scope

The scope covers the following :

- Social distancing practices
- Personal and workplace hygiene
- Waste disposal methods
- Reporting and information gathering
- Mental and emotional wellbeing

### Elements and Performance Criteria

#### *Social distancing practices*

To be competent, the user/individual on the job must be able to:

- PC1.** maintain appropriate social distance as per specified protocols, for example, while greeting people, when in crowded places, using contactless mode of delivery of goods, etc.
- PC2.** carry out daily tasks using alternate methods e.g. virtual meetings, e-payments, etc.

#### *Personal and workplace hygiene*

To be competent, the user/individual on the job must be able to:

- PC3.** follow recommended personal hygiene and sanitation practices, for example, washing/sanitizing hands, covering face with a bent elbow while coughing/sneezing, using PPE, etc.
- PC4.** follow recommended workplace hygiene and sanitation practices, for example, sanitizing workstation and equipment regularly, using disposable wipes and utensils, using alternative systems to mark attendance, etc.
- PC5.** clean and disinfect all materials/supplies before and after use.

#### *Waste disposal methods*

To be competent, the user/individual on the job must be able to:

- PC6.** segregate waste as per guidelines
- PC7.** dispose waste as per guidelines

#### *Reporting and information gathering*

To be competent, the user/individual on the job must be able to:

- PC8.** keep abreast of the latest information and guidelines from reliable sources.
- PC9.** report signs and symptoms related to illness of self and others immediately to appropriate authority

#### *Mental and emotional wellbeing*

To be competent, the user/individual on the job must be able to:

- PC10.** seek help and guidance in case of stress and anxiety

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** solid waste management Rules 2016
- KU2.** significance of personal hygiene practice including hand hygiene
- KU3.** social distancing norms
- KU4.** correct method of donning and doffing of PPE
- KU5.** significance of appropriate waste disposal methods and organizational and national waste management principles and procedures
- KU6.** ways to handle waste appropriately to reduce the risk of contamination
- KU7.** the logistics of waste management
- KU8.** the current national legislation, guidelines, local policies, and protocols related to work
- KU9.** ways to manage infectious risks in the workplace
- KU10.** the path of disease transmission
- KU11.** different methods of cleaning, disinfection, sterilization, and sanitization
- KU12.** the types of cleaning agents
- KU13.** symptoms of infections like fever, cough, redness, swelling and inflammation
- KU14.** signs of stress and anxiety

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** write formal and informal letters/emails, memos, reports, etc
- GS2.** read and interpret internal communications correctly
- GS3.** communicate the information effectively during interactions
- GS4.** analyze situations and make appropriate decisions
- GS5.** prioritize, organize, and accomplish work within prescribed timelines

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Social distancing practices</i>	<b>5</b>	<b>3</b>	-	-
<b>PC1.</b> maintain appropriate social distance as per specified protocols, for example, while greeting people, when in crowded places, using contactless mode of delivery of goods, etc.	-	-	-	-
<b>PC2.</b> carry out daily tasks using alternate methods e.g. virtual meetings, e-payments, etc.	-	-	-	-
<i>Personal and workplace hygiene</i>	<b>4</b>	<b>4</b>	-	-
<b>PC3.</b> follow recommended personal hygiene and sanitation practices, for example, washing/sanitizing hands, covering face with a bent elbow while coughing/sneezing, using PPE, etc.	-	-	-	-
<b>PC4.</b> follow recommended workplace hygiene and sanitation practices, for example, sanitizing workstation and equipment regularly, using disposable wipes and utensils, using alternative systems to mark attendance, etc.	-	-	-	-
<b>PC5.</b> clean and disinfect all materials/supplies before and after use.	-	-	-	-
<i>Waste disposal methods</i>	<b>3</b>	<b>2</b>	-	-
<b>PC6.</b> segregate waste as per guidelines	-	-	-	-
<b>PC7.</b> dispose waste as per guidelines	-	-	-	-
<i>Reporting and information gathering</i>	<b>3</b>	<b>2</b>	-	-
<b>PC8.</b> keep abreast of the latest information and guidelines from reliable sources.	-	-	-	-
<b>PC9.</b> report signs and symptoms related to illness of self and others immediately to appropriate authority	-	-	-	-
<i>Mental and emotional wellbeing</i>	<b>2</b>	<b>2</b>	-	-
<b>PC10.</b> seek help and guidance in case of stress and anxiety	-	-	-	-

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>NOS Total</b>	<b>17</b>	<b>13</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HSS/N9622
<b>NOS Name</b>	Follow sanitization and infection control guidelines
<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Generic
<b>NSQF Level</b>	3
<b>Credits</b>	2
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	17/11/2027
<b>NSQC Clearance Date</b>	17/11/2022

## DGT/VSQ/N0101: Employability Skills (30 Hours)

### Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

### Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

### Elements and Performance Criteria

#### *Introduction to Employability Skills*

To be competent, the user/individual on the job must be able to:

**PC1.** understand the significance of employability skills in meeting the job requirements

#### *Constitutional values - Citizenship*

To be competent, the user/individual on the job must be able to:

**PC2.** identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices

#### *Becoming a Professional in the 21st Century*

To be competent, the user/individual on the job must be able to:

**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*

To be competent, the user/individual on the job must be able to:

**PC4.** speak with others using some basic English phrases or sentences

#### *Communication Skills*

To be competent, the user/individual on the job must be able to:

**PC5.** follow good manners while communicating with others

**PC6.** work with others in a team

#### *Diversity & Inclusion*



To be competent, the user/individual on the job must be able to:

**PC7.** communicate and behave appropriately with all genders and PwD

**PC8.** report any issues related to sexual harassment

*Financial and Legal Literacy*

To be competent, the user/individual on the job must be able to:

**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

*Essential Digital Skills*

To be competent, the user/individual on the job must be able to:

**PC12.** operate digital devices and use its features and applications securely and safely

**PC13.** use internet and social media platforms securely and safely

*Entrepreneurship*

To be competent, the user/individual on the job must be able to:

**PC14.** identify and assess opportunities for potential business

**PC15.** identify sources for arranging money and associated financial and legal challenges

*Customer Service*

To be competent, the user/individual on the job must be able to:

**PC16.** identify different types of customers

**PC17.** identify customer needs and address them appropriately

**PC18.** follow appropriate hygiene and grooming standards

*Getting ready for apprenticeship & Jobs*

To be competent, the user/individual on the job must be able to:

**PC19.** create a basic biodata

**PC20.** search for suitable jobs and apply

**PC21.** identify and register apprenticeship opportunities as per requirement

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** need for employability skills

**KU2.** various constitutional and personal values

**KU3.** different environmentally sustainable practices and their importance

**KU4.** Twenty first (21st) century skills and their importance

**KU5.** how to use basic spoken English language

**KU6.** Do and dont of effective communication

**KU7.** inclusivity and its importance

**KU8.** different types of disabilities and appropriate communication and behaviour towards PwD

**KU9.** different types of financial products and services

**KU10.** how to compute income and expenses

**KU11.** importance of maintaining safety and security in financial transactions

- KU12.** different legal rights and laws
- KU13.** how to operate digital devices and applications safely and securely
- KU14.** ways to identify business opportunities
- KU15.** types of customers and their needs
- KU16.** how to apply for a job and prepare for an interview
- KU17.** apprenticeship scheme and the process of registering on apprenticeship portal

### **Generic Skills (GS)**

User/individual on the job needs to know how to:

- GS1.** communicate effectively using appropriate language
- GS2.** behave politely and appropriately with all
- GS3.** perform basic calculations
- GS4.** solve problems effectively
- GS5.** be careful and attentive at work
- GS6.** use time effectively
- GS7.** maintain hygiene and sanitisation to avoid infection

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> understand the significance of employability skills in meeting the job requirements	-	-	-	-
<i>Constitutional values - Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC2.</b> identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>1</b>	<b>3</b>	-	-
<b>PC3.</b> 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.	-	-	-	-
<i>Basic English Skills</i>	<b>2</b>	<b>3</b>	-	-
<b>PC4.</b> speak with others using some basic English phrases or sentences	-	-	-	-
<i>Communication Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC5.</b> follow good manners while communicating with others	-	-	-	-
<b>PC6.</b> work with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>1</b>	-	-
<b>PC7.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC8.</b> report any issues related to sexual harassment	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>3</b>	<b>4</b>	-	-
<b>PC9.</b> use various financial products and services safely and securely	-	-	-	-
<b>PC10.</b> calculate income, expenses, savings etc.	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC11.</b> approach the concerned authorities for any exploitation as per legal rights and laws	-	-	-	-
<i>Essential Digital Skills</i>	<b>4</b>	<b>6</b>	-	-
<b>PC12.</b> operate digital devices and use its features and applications securely and safely	-	-	-	-
<b>PC13.</b> use internet and social media platforms securely and safely	-	-	-	-
<i>Entrepreneurship</i>	<b>3</b>	<b>5</b>	-	-
<b>PC14.</b> identify and assess opportunities for potential business	-	-	-	-
<b>PC15.</b> identify sources for arranging money and associated financial and legal challenges	-	-	-	-
<i>Customer Service</i>	<b>2</b>	<b>2</b>	-	-
<b>PC16.</b> identify different types of customers	-	-	-	-
<b>PC17.</b> identify customer needs and address them appropriately	-	-	-	-
<b>PC18.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>1</b>	<b>3</b>	-	-
<b>PC19.</b> create a basic biodata	-	-	-	-
<b>PC20.</b> search for suitable jobs and apply	-	-	-	-
<b>PC21.</b> identify and register apprenticeship opportunities as per requirement	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0101
<b>NOS Name</b>	Employability Skills (30 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	2
<b>Credits</b>	1
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	30/06/2025
<b>NSQC Clearance Date</b>	30/06/2022

## Assessment Guidelines and Assessment Weightage

### Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Either each element/Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory, viva and Skills Practical for each element/PC.
2. The assessment for the theory part will be based on knowledge bank of questions approved by the SSC.
3. Individual assessment agencies will create unique question papers for theory part for each candidate/batch at each examination/training center (as per assessment criteria below).
4. Individual assessment agencies will create unique evaluations for skill practical & viva for every student at each examination/ training center based on these criteria.
5. In case of successfully passing as per passing percentage of the job role, the trainee is certified for the Qualification Pack.

6. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

**Minimum Aggregate Passing % at QP Level : 70**

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

**Assessment Weightage**

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
HSS/N8621.Orientation to Basic Healthcare skills	38	27	-	23	88	20
HSS/N9625.Maintain interpersonal relationships and professional conduct	15	20	-	17	52	20
HSS/N9624.Maintain a safe and secure working environment	10	10	-	10	30	20
HSS/N9622.Follow sanitization and infection control guidelines	17	13	-	-	30	20
DGT/VSQ/N0101.Employability Skills (30 Hours)	20	30	-	-	50	20
<b>Total</b>	<b>100</b>	<b>100</b>	<b>-</b>	<b>50</b>	<b>250</b>	<b>100</b>

### Acronyms

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training

## Glossary

<b>Sector</b>	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
<b>Scope</b>	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
<b>Knowledge and Understanding (KU)</b>	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.



<b>Organisational Context</b>	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
<b>Electives</b>	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
<b>Options</b>	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.