



# Yoga Wellness Trainer

QP Code: HSS/Q4003

Version: 3.0

NSQF Level: 4

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## HSS/Q4003: Yoga Wellness Trainer

### Brief Job Description

Yoga Wellness Trainers lead yoga classes, teach yoga postures, and provide guidance to clients. They create lesson plans, customise practices based on learner's needs, and ensure proper form and alignment to prevent injuries.

### Personal Attributes

The job requires the individual to have good communication, time management skills, management and leadership skills. The job also requires the individual to possess key qualities such as self-discipline, confidence, maturity, patience, compassion, active listening, empathy, and language proficiency.

### Applicable National Occupational Standards (NOS)

#### Compulsory NOS:

1. [HSS/N4014: Practice yoga postures and meditation techniques as per Common Yoga Protocols to enhance personal readiness.](#)
2. [HSS/N4015: Assess clients needs and design a yoga program accordingly](#)
3. [HSS/N4016: Conduct yoga session](#)
4. [HSS/N4017: Perform administrative tasks at the yoga facility](#)
5. [HSS/N9624: Maintain a safe and secure working environment](#)
6. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

### Qualification Pack (QP) Parameters

<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	AYUSH
<b>Occupation</b>	Yoga
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Credits</b>	15

<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/2269
<b>Minimum Educational Qualification &amp; Experience</b>	12th grade Pass OR 11th grade pass (and pursuing continuous schooling) OR 10th grade pass with 3-5 Years of experience relevant experience OR Previous relevant Qualification of NSQF Level (3.5) with 1-2 Years of experience OR Previous relevant Qualification of NSQF Level 2.5 with 4.5 years of experience
<b>Minimum Level of Education for Training in School</b>	
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	NA
<b>NSQC Approval Date</b>	08/01/2025
<b>Version</b>	3.0

## HSS/N4014: Practice yoga postures and meditation techniques as per Common Yoga Protocols to enhance personal readiness.

### Description

This Occupational Standard outlines the essential knowledge, understanding, and skills an individual requires for understanding the yoga postures and meditation techniques as per CYP to enhance personal readiness and awareness.

### Scope

The scope covers the following :

- This Occupational Standard outlines the essential knowledge, understanding, and skills an individual requires for understanding the yoga postures and meditation techniques as per CYP to enhance personal readiness and awareness.

### Elements and Performance Criteria

#### *Learning and development*

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

- PC1.** comply with organization's standards of hygiene, grooming and personal behavior
- PC2.** practice correct techniques of invocation with a prayerful mood.
- PC3.** practice SADILAJA/CĀLANA KRIYĀS /LOOSENING techniques to increase microcirculation
- PC4.** practice standing, sitting, prone, supine postures of yoga asanas
- PC5.** practice meditation techniques of Dhyana, Sankalpa, Santih Patha
- PC6.** undertake yoga practice with dedication and willingness for healthy lifestyle

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organization's guidelines for hygiene, grooming, and personal behavior.
- KU2.** philosophical and spiritual aspects of yoga, including the practice of invocation and prayer.
- KU3.** preparatory exercise (SADILAJA/CALANA Kriya's), standing, sitting, prone and supine postures and meditation techniques like Dhyana, Sankalpa and Santih Pathya
- KU4.** principles of a healthy lifestyle and the role of yoga in promoting well-being, yoga, yoga texts and yogic practices
- KU5.** importance of maintaining self-hygiene
- KU6.** health and safety requirements in the organization
- KU7.** basics of human anatomy and physiology
- KU8.** major Yoga Schools (Jnana, Bhakti, Karma, Patanjali, Hatha), Yoga Sadhana, Yogic Sukshma Vyayama, Sthula Vyayama and Surya Namaskara, yogasana
- KU9.** pranayama and dhyana and their health benefits

## Generic Skills (GS)

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

- GS1.** document task lists and schedules
- GS2.** stay updated with trends and latest guidelines and information from relevant sources.
- GS3.** communicate information (for example, facts, ideas, or messages) in a brief, clear, and organized manner
- GS4.** interpret written material, including rules, regulations, and instructions etc
- GS5.** build customer relationships and use customer centric approach

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Learning and development</i>	<b>70</b>	<b>50</b>	<b>30</b>	<b>50</b>
<b>PC1.</b> comply with organization's standards of hygiene, grooming and personal behavior	-	-	-	-
<b>PC2.</b> practice correct techniques of invocation with a prayerful mood.	-	-	-	-
<b>PC3.</b> practice SADILAJA/CĀLANA KRIYĀS /LOOSENING techniques to increase microcirculation	-	-	-	-
<b>PC4.</b> practice standing, sitting, prone, supine postures of yoga asanas	-	-	-	-
<b>PC5.</b> practice meditation techniques of Dhyana, Sankalpa, Santih Patha	-	-	-	-
<b>PC6.</b> undertake yoga practice with dedication and willingness for healthy lifestyle	-	-	-	-
<b>NOS Total</b>	<b>70</b>	<b>50</b>	<b>30</b>	<b>50</b>

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HSS/N4014
<b>NOS Name</b>	Practice yoga postures and meditation techniques as per Common Yoga Protocols to enhance personal readiness.
<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	
<b>Occupation</b>	Yoga
<b>NSQF Level</b>	4
<b>Credits</b>	2.5
<b>Version</b>	1.0
<b>Next Review Date</b>	NA



## HSS/N4015: Assess clients needs and design a yoga program accordingly

### Description

This Occupational Standard outlines the essential knowledge, understanding, and skills an individual requires to instruct clients in yoga practices, including asanas (postures), pranayama (breathing techniques), meditation, and relaxation techniques.

### Scope

The scope covers the following :

- This Occupational Standard outlines the essential knowledge, understanding, and skills an individual requires to instruct clients in yoga practices, including asanas (postures), pranayama (breathing techniques), meditation, and relaxation techniques.

### Elements and Performance Criteria

#### *Identify clients needs*

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

- PC1.** create a safe space for clients to explore their mental and emotional states through yoga and meditation.
- PC2.** conduct initial assessments to understand clients' wellness goals
- PC3.** assess clients, fitness levels, and any health concerns
- PC4.** assess client schedule to plan the session according to the specific needs
- PC5.** undertake anthropometric measurements and vital parameters
- PC6.** identify health risk, restrictions due to range of movements from the clients
- PC7.** obtain consent for the session from clients

#### *Design a yoga program*

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

- PC8.** design yoga classes and wellness programs that align with the goals, expected outcomes and schedules of participants.
- PC9.** facilitate conducive arrangement related to PwD participants
- PC10.** provide instructions to clients with regards to intake of food, water, clothing etc

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** instructions regarding pre-session preparation, such as food intake, hydration, and clothing
- KU2.** about body systems, muscles, and joints to ensure safe and effective instruction
- KU3.** concept of various styles of yoga (e.g., Hatha, Vinyasa, Ashtanga, Iyengar) and their unique benefits
- KU4.** importance of designing and modifying yoga sequences to suit the needs of different individuals and groups

- KU5.** yoga for the prevention and management of lifestyle disorders
- KU6.** schools of Yoga (Hatha and Patanjali)
- KU7.** Patanjali Yoga Sutra including concept of Chitta, Chitta Bhumi, Chitta Vritti, Chitta Vikshepa, Chittaprasadanam, Klesha and Vivek-Khyati and their relationship with wellness
- KU8.** concept of mental well-being according to Patanjali Yoga
- KU9.** concept of Ahara, Vihara, Achara, Vichara
- KU10.** concept and principles of Sukshma Vyayama, Sthula Vyayama, Surya Namaskara and their significance in Yoga Sadhana and for health and Well being
- KU11.** Tri Bandha and it's health benefit
- KU12.** yogic relaxation techniques with special reference to Yoga Nidra and cyclic meditation
- KU13.** concept of stress and yogic management of stress and its consequences
- KU14.** importance of counselling and its techniques
- KU15.** how to design forms and formats for seeking feedback
- KU16.** importance of organizing individual information separately

### Generic Skills (GS)

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

- GS1.** document task lists and schedules
- GS2.** prepare status and progress reports
- GS3.** communicate information (for example, facts, ideas, or messages) in a brief, clear, and organized manner
- GS4.** keep abreast with the latest knowledge by reading brochures and yoga pamphlets etc
- GS5.** review the information gathered from observation, experience, reasoning, or communication to act efficiently
- GS6.** interpret the operational instructions and prioritize work

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Identify clients needs</i>	<b>35</b>	<b>35</b>	<b>15</b>	<b>20</b>
<b>PC1.</b> create a safe space for clients to explore their mental and emotional states through yoga and meditation.	-	-	-	-
<b>PC2.</b> conduct initial assessments to understand clients' wellness goals	-	-	-	-
<b>PC3.</b> assess clients, fitness levels, and any health concerns	-	-	-	-
<b>PC4.</b> assess client schedule to plan the session according to the specific needs	-	-	-	-
<b>PC5.</b> undertake anthropometric measurements and vital parameters	-	-	-	-
<b>PC6.</b> identify health risk, restrictions due to range of movements from the clients	-	-	-	-
<b>PC7.</b> obtain consent for the session from clients	-	-	-	-
<i>Design a yoga program</i>	<b>40</b>	<b>40</b>	<b>15</b>	<b>20</b>
<b>PC8.</b> design yoga classes and wellness programs that align with the goals, expected outcomes and schedules of participants.	-	-	-	-
<b>PC9.</b> facilitate conducive arrangement related to PwD participants	-	-	-	-
<b>PC10.</b> provide instructions to clients with regards to intake of food, water, clothing etc	-	-	-	-
<b>NOS Total</b>	<b>75</b>	<b>75</b>	<b>30</b>	<b>40</b>

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HSS/N4015
<b>NOS Name</b>	Assess clients needs and design a yoga program accordingly
<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	
<b>Occupation</b>	Yoga
<b>NSQF Level</b>	4
<b>Credits</b>	3.5
<b>Version</b>	1.0
<b>Next Review Date</b>	NA

## HSS/N4016: Conduct yoga session

### Description

This Occupational Standard outlines the essential knowledge, understanding, and skills an individual requires to instruct clients in yoga practices, including asanas (postures), pranayama (breathing techniques), meditation, and relaxation techniques.

### Scope

The scope covers the following :

- This Occupational Standard outlines the essential knowledge, understanding, and skills an individual requires to instruct clients in yoga practices, including asanas (postures), pranayama (breathing techniques), meditation, and relaxation techniques.

### Elements and Performance Criteria

#### *Conduct yoga session*

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

- PC1.** initiate session with prayer/chanting/meditation followed by sukshma vyayama (energizing subtle movements) including breathing techniques, asana and pranayama, mudra, bandha, specific kriya.
- PC2.** effectively demonstrate yoga postures, breathing techniques, and meditation practices.
- PC3.** always maintain appropriate professional boundaries with clients.
- PC4.** maintain participant's privacy and confidentiality
- PC5.** provide clear, concise, and accurate instructions to ensure participants understand and can safely perform each yoga posture
- PC6.** monitor the yoga practices of the participants and recommend corrections, simplification and suggest advanced practices whenever required
- PC7.** end the yoga session with meditation/ deep silence / shānti paṭha/closing prayer

#### *Post yoga session requirements*

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

- PC8.** address the queries and doubts of the participants
- PC9.** provide ongoing encouragement, feedback, and support to help clients stay motivated and committed to their wellness journey.
- PC10.** encourages client reflection to recognize and respond to the emotional and mental needs of clients, incorporating mindfulness and relaxation techniques to promote overall well-being.
- PC11.** modify the yoga program according to the client's progress

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** significance of yoga concepts such as asanas (postures), pranayama (breathing techniques), meditation, and mindfulness

- KU2.** demonstrate clear, concise, and accurate instructions, ensuring participants understand and can safely perform each yoga posture.
- KU3.** ability to monitor participants' yoga practices and recommend corrections, simplifications, or advanced practices as needed
- KU4.** basic knowledge to address participants' questions and doubts.
- KU5.** understanding to provide ongoing encouragement, feedback, and support to help clients stay motivated.
- KU6.** basic knowledge to recognize and respond to clients' emotional and mental needs, incorporating mindfulness and relaxation techniques.
- KU7.** concept to modify the yoga program according to the client's individual needs.
- KU8.** Knowledge of yoga for prevention and management of lifestyle disorders.
- KU9.** Concept of yogic relaxation techniques with special reference to Yoga Nidra and cyclic meditation

### Generic Skills (GS)

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

- GS1.** document task lists and schedules
- GS2.** prepare status and progress reports
- GS3.** communicate information (for example, facts, ideas, or messages) in a brief, clear, and organized manner
- GS4.** keep abreast with the latest knowledge by reading brochures and yoga pamphlets etc
- GS5.** review the information gathered from observation, experience, reasoning, or communication to act efficiently
- GS6.** interpret the operational instructions and prioritize work

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct yoga session</i>	<b>50</b>	<b>50</b>	<b>30</b>	<b>30</b>
<b>PC1.</b> initiate session with prayer/chanting/meditation followed by sukshma vyayama (energizing subtle movements) including breathing techniques, asana and pranayama, mudra, bandha, specific kriya.	-	-	-	-
<b>PC2.</b> effectively demonstrate yoga postures, breathing techniques, and meditation practices.	-	-	-	-
<b>PC3.</b> always maintain appropriate professional boundaries with clients.	-	-	-	-
<b>PC4.</b> maintain participant's privacy and confidentiality	-	-	-	-
<b>PC5.</b> provide clear, concise, and accurate instructions to ensure participants understand and can safely perform each yoga posture	-	-	-	-
<b>PC6.</b> monitor the yoga practices of the participants and recommend corrections, simplification and suggest advanced practices whenever required	-	-	-	-
<b>PC7.</b> end the yoga session with meditation/ deep silence / shānti paṭha/closing prayer	-	-	-	-
<i>Post yoga session requirements</i>	<b>60</b>	<b>50</b>	<b>30</b>	<b>30</b>
<b>PC8.</b> address the queries and doubts of the participants	-	-	-	-
<b>PC9.</b> provide ongoing encouragement, feedback, and support to help clients stay motivated and committed to their wellness journey.	-	-	-	-
<b>PC10.</b> encourages client reflection to recognize and respond to the emotional and mental needs of clients, incorporating mindfulness and relaxation techniques to promote overall well-being.	-	-	-	-
<b>PC11.</b> modify the yoga program according to the client's progress	-	-	-	-
<b>NOS Total</b>	<b>110</b>	<b>100</b>	<b>60</b>	<b>60</b>

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HSS/N4016
<b>NOS Name</b>	Conduct yoga session
<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	
<b>Occupation</b>	Yoga
<b>NSQF Level</b>	4
<b>Credits</b>	4.5
<b>Version</b>	1.0
<b>Next Review Date</b>	NA



## HSS/N4017: Perform administrative tasks at the yoga facility

### Description

This Occupational Standard describes the knowledge, understanding and skills required by an individual in carrying out essential administrative tasks at the yoga facility, including managing schedules, handling client communications, processing payments, and ensuring smooth day-to-day operations.

### Scope

The scope covers the following :

- This Occupational Standard describes the knowledge, understanding and skills required by an individual in carrying out essential administrative tasks at the yoga facility, including managing schedules, handling client communications, processing payments, and ensuring smooth day-to-day operations.

### Elements and Performance Criteria

*Manage schedules, track attendance, and handle administrative tasks for yoga sessions.*

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

- PC1.** organize and manage class schedules to accommodate client needs and studio availability.
- PC2.** manage class schedules, maintain attendance records, and handle any administrative tasks related to yoga sessions.
- PC3.** coordinate with other trainers to ensure a balanced class offering throughout the training schedule.
- PC4.** manage client registration and processing payments for services as per organizational policy and protocol.
- PC5.** create and execute promotional strategies, including promoting classes, special events, and workshops through various channels such as social media, newsletters, and flyers as per organizational policy and protocol.
- PC6.** monitor and manage the inventory of yoga mats, props, and other studio supplies.
- PC7.** ensures compliance with local laws and organizational policies

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** budgeting and financial management, including tracking expenses, managing accounts, and reporting on financial performance
- KU2.** social media platforms relevant to field of work
- KU3.** promotional strategies, including promoting classes, special events, and workshops
- KU4.** how to effectively use teaching and training aides
- KU5.** Inventory and Supplies Management
- KU6.** workshop planning and coordination
- KU7.** importance of team collaboration

## Generic Skills (GS)

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

- GS1.** document task lists and schedules
- GS2.** prepare status and progress reports
- GS3.** Demonstrates strong problem-solving skills, able to address and resolve issues that arise in the day- to-day operations of the studio
- GS4.** communicate information (for example, facts, ideas, or messages) in a brief, clear, and organized manner
- GS5.** keep abreast with the latest knowledge by reading brochures in the field of work

**Assessment Criteria**

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Manage schedules, track attendance, and handle administrative tasks for yoga sessions.</i>	<b>65</b>	<b>35</b>	<b>30</b>	<b>40</b>
<b>PC1.</b> organize and manage class schedules to accommodate client needs and studio availability.	-	-	-	-
<b>PC2.</b> manage class schedules, maintain attendance records, and handle any administrative tasks related to yoga sessions.	-	-	-	-
<b>PC3.</b> coordinate with other trainers to ensure a balanced class offering throughout the training schedule.	-	-	-	-
<b>PC4.</b> manage client registration and processing payments for services as per organizational policy and protocol.	-	-	-	-
<b>PC5.</b> create and execute promotional strategies, including promoting classes, special events, and workshops through various channels such as social media, newsletters, and flyers as per organizational policy and protocol.	-	-	-	-
<b>PC6.</b> monitor and manage the inventory of yoga mats, props, and other studio supplies.	-	-	-	-
<b>PC7.</b> ensures compliance with local laws and organizational policies	-	-	-	-
<b>NOS Total</b>	<b>65</b>	<b>35</b>	<b>30</b>	<b>40</b>

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HSS/N4017
<b>NOS Name</b>	Perform administrative tasks at the yoga facility
<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	
<b>Occupation</b>	Yoga
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Next Review Date</b>	NA

## 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**

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<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>	22/10/2024
<b>Next Review Date</b>	22/10/2029
<b>NSQC Clearance Date</b>	22/10/2024



## DGT/VSQ/N0102: Employability Skills (60 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
- Career Development & Goal Setting
- 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.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

#### *Constitutional values - Citizenship*

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

- PC3.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC4.** follow environmentally sustainable practices

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

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

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

#### *Basic English Skills*

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

- PC7.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC8.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC9.** write short messages, notes, letters, e-mails etc. in English

#### *Career Development & Goal Setting*

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

- PC10.** understand the difference between job and career
- PC11.** prepare a career development plan with short- and long-term goals, based on aptitude

#### *Communication Skills*

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

- PC12.** follow verbal and non-verbal communication etiquette and active listening techniques in various settings
- PC13.** work collaboratively with others in a team

#### *Diversity & Inclusion*

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

- PC14.** communicate and behave appropriately with all genders and PwD
- PC15.** escalate any issues related to sexual harassment at workplace according to POSH Act

#### *Financial and Legal Literacy*

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

- PC16.** select financial institutions, products and services as per requirement
- PC17.** carry out offline and online financial transactions, safely and securely
- PC18.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC19.** identify relevant rights and laws and use legal aids to fight against legal exploitation

#### *Essential Digital Skills*

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

- PC20.** operate digital devices and carry out basic internet operations securely and safely
- PC21.** use e- mail and social media platforms and virtual collaboration tools to work effectively
- PC22.** use basic features of word processor, spreadsheets, and presentations

#### *Entrepreneurship*

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

- PC23.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC24.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC25.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

#### *Customer Service*

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

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.
- PC28.** follow appropriate hygiene and grooming standards

### *Getting ready for apprenticeship & Jobs*

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

- PC29.** create a professional Curriculum vitae (Résumé)
- PC30.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively
- PC31.** apply to identified job openings using offline /online methods as per requirement
- PC32.** answer questions politely, with clarity and confidence, during recruitment and selection
- PC33.** identify apprenticeship opportunities and register for it as per guidelines and requirements

### **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

- KU1.** need for employability skills and different learning and employability related portals
- 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 English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up
- KU6.** importance of career development and setting long- and short-term goals
- KU7.** about effective communication
- KU8.** POSH Act
- KU9.** Gender sensitivity and inclusivity
- KU10.** different types of financial institutes, products, and services
- KU11.** how to compute income and expenditure
- KU12.** importance of maintaining safety and security in offline and online financial transactions
- KU13.** different legal rights and laws
- KU14.** different types of digital devices and the procedure to operate them safely and securely
- KU15.** how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.
- KU16.** how to identify business opportunities
- KU17.** types and needs of customers
- KU18.** how to apply for a job and prepare for an interview
- KU19.** apprenticeship scheme and the process of registering on apprenticeship portal

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

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

- GS1.** read and write different types of documents/instructions/correspondence
- GS2.** communicate effectively using appropriate language in formal and informal settings
- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode

- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization 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> identify employability skills required for jobs in various industries	-	-	-	-
<b>PC2.</b> identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values - Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC3.</b> recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
<b>PC4.</b> follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>2</b>	<b>4</b>	-	-
<b>PC5.</b> recognize the significance of 21st Century Skills for employment	-	-	-	-
<b>PC6.</b> practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
<i>Basic English Skills</i>	<b>2</b>	<b>3</b>	-	-
<b>PC7.</b> use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
<b>PC8.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
<b>PC9.</b> write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development &amp; Goal Setting</i>	<b>1</b>	<b>2</b>	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> understand the difference between job and career	-	-	-	-
<b>PC11.</b> prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	<b>2</b>	<b>2</b>	-	-
<b>PC12.</b> follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
<b>PC13.</b> work collaboratively with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>2</b>	-	-
<b>PC14.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC15.</b> escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>2</b>	<b>3</b>	-	-
<b>PC16.</b> select financial institutions, products and services as per requirement	-	-	-	-
<b>PC17.</b> carry out offline and online financial transactions, safely and securely	-	-	-	-
<b>PC18.</b> identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
<b>PC19.</b> identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	<b>3</b>	<b>4</b>	-	-
<b>PC20.</b> operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
<b>PC21.</b> use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
<b>PC22.</b> use basic features of word processor, spreadsheets, and presentations	-	-	-	-
<i>Entrepreneurship</i>	<b>2</b>	<b>3</b>	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC23.</b> identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
<b>PC24.</b> develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
<b>PC25.</b> identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	<b>1</b>	<b>2</b>	-	-
<b>PC26.</b> identify different types of customers	-	-	-	-
<b>PC27.</b> identify and respond to customer requests and needs in a professional manner.	-	-	-	-
<b>PC28.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>2</b>	<b>3</b>	-	-
<b>PC29.</b> create a professional Curriculum vitae (Résumé)	-	-	-	-
<b>PC30.</b> search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
<b>PC31.</b> apply to identified job openings using offline /online methods as per requirement	-	-	-	-
<b>PC32.</b> answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
<b>PC33.</b> identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-

**National Occupational Standards (NOS) Parameters**

<b>NOS Code</b>	DGT/VSQ/N0102
<b>NOS Name</b>	Employability Skills (60 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	17/12/2024
<b>Next Review Date</b>	17/12/2027
<b>NSQC Clearance Date</b>	17/12/2024

**Assessment Guidelines and Assessment Weightage**

**Assessment Guidelines**

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.



5. In case of successfully passing only certain number of NOSs, the trainee is eligible to take subsequent assessment on the balance NOS's to pass 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

<b>National Occupational Standards</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>	<b>Total Marks</b>	<b>Weightage</b>
HSS/N4014.Practice yoga postures and meditation techniques as per Common Yoga Protocols to enhance personal readiness.	70	50	30	50	200	20
HSS/N4015.Assess clients needs and design a yoga program accordingly	75	75	30	40	220	20
HSS/N4016.Conduct yoga session	110	100	60	60	330	35
HSS/N4017.Perform administrative tasks at the yoga facility	65	35	30	40	170	15
HSS/N9624.Maintain a safe and secure working environment	10	10	-	10	30	5
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	5
<b>Total</b>	<b>350</b>	<b>300</b>	<b>150</b>	<b>200</b>	<b>1000</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.