



# Obesity and Weight Management Counsellor

QP Code: BWS/Q3201

Version: 1.0

NSQF Level: 5

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## **BWS/Q3201: Obesity and Weight Management Counsellor**

### **Brief Job Description**

An Obesity and Weight Management Counsellor supports individuals in achieving healthy weight goals through personalized counselling on nutrition, physical activity, and behavioral modification. The counsellor works closely with clients to assess dietary habits, body composition, and lifestyle patterns and recommends practical, sustainable changes. They may also conduct awareness sessions for school students, parents, and teachers under preventive health programs.

### **Personal Attributes**

Good communication and interpersonal skills, empathetic attitude, awareness of health and wellness trends, ability to motivate individuals, and a basic understanding of nutrition and fitness.

### **Applicable National Occupational Standards (NOS)**

#### **Compulsory NOS:**

1. [BWS/N3204: Understanding Obesity: Prevalence, Causes, and Risks](#)
2. [BWS/N3203: Conduct Basic Health and Lifestyle Assessments](#)
3. [BWS/N3205: Prepare personalized weight management plan](#)
4. [BWS/N3202: Provide motivational counselling and monitor progress](#)
5. [BWS/N9002: Maintain health and safety at the workplace](#)
6. [BWS/N9003: Create a positive impression at the workplace](#)
7. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

### **Qualification Pack (QP) Parameters**

<b>Sector</b>	Beauty & Wellness
<b>Sub-Sector</b>	Beauty and Wellness
<b>Occupation</b>	Weight Management Services
<b>Country</b>	India
<b>NSQF Level</b>	5

<b>Credits</b>	13
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/2265.0100
<b>Minimum Educational Qualification &amp; Experience</b>	<p>12th grade Pass (or equivalent with Biology) with 3 Years of experience in Food Science or Nutrition or Dietetics</p> <p>OR</p> <p>Completed 3 year diploma after 10th (with science background (Biology)) with 1.5 years of experience in Food Science or Nutrition or Dietetics</p> <p>OR</p> <p>Previous relevant Qualification of NSQF Level (4) with 3 Years of experience in Food Science or Nutrition or Dietetics</p>
<b>Minimum Level of Education for Training in School</b>	
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	17 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	NA
<b>NSQC Approval Date</b>	
<b>Version</b>	1.0

## **BWS/N3204: Understanding Obesity: Prevalence, Causes, and Risks**

### **Description**

This NOS covers the foundational and essential knowledge and skills required to educate individuals about the prevalence of obesity, its root causes, and the health risks associated with it.

### **Scope**

The scope covers the following :

- prevalence of obesity
- pathophysiology and risks associated with obesity

### **Elements and Performance Criteria**

#### *prevalence of obesity*

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

- PC1.** explain the global and national trends in obesity rates across age groups
- PC2.** identify high-risk populations based on age, gender, geography, and socioeconomic factors
- PC3.** interpret basic epidemiological data from government/WHO/NFHS reports
- PC4.** describe obesity trends

#### *pathophysiology and risks associated with obesity*

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

- PC5.** explain modifiable and non-modifiable causes of obesity (e.g., diet, inactivity, genetics, hormones)
- PC6.** describe the role of processed foods, sugar, and sedentary lifestyle
- PC7.** discuss the impact of Resting Energy Expenditure (REE) and Thermic Effect of Food (TEF) on weight regulation
- PC8.** explain how metabolism, age, and hormonal imbalances can influence energy balance
- PC9.** discuss the impact of stress, sleep, and screen time on weight gain
- PC10.** use age-appropriate and culturally relevant examples while explaining causes
- PC11.** explain short-term and long-term health consequences of obesity (e.g., diabetes, cardiovascular disease, joint pain, mental health)
- PC12.** relate obesity to reduced physical performance, academic productivity, and social well-being
- PC13.** highlight the risks of childhood obesity continuing into adulthood
- PC14.** discuss the economic and societal burden of obesity
- PC15.** identify common myths (e.g., skipping meals leads to weight loss, obesity is only caused by overeating)

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

The individual on the job needs to know and understand:

- KU1.** define of overweight, obesity, BMI classifications

- KU2.** physiological and psychological factors contributing to weight gain
- KU3.** health complications and comorbidities associated with obesity
- KU4.** resting Energy Expenditure (REE) and Thermic Effect of Food (TEF)
- KU5.** differences between underweight, overweight, and obesity
- KU6.** principles of behaviour change and preventive health communication

### Generic Skills (GS)

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

- GS1.** ability to read and write
- GS2.** empathy and non-judgmental communication
- GS3.** ability to explain scientific concepts in simple terms
- GS4.** patience and attentiveness when interacting with diverse groups
- GS5.** cultural sensitivity in addressing body image issues

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>prevalence of obesity</i>	<b>20</b>	<b>30</b>	-	-
<b>PC1.</b> explain the global and national trends in obesity rates across age groups	5	5	-	-
<b>PC2.</b> identify high-risk populations based on age, gender, geography, and socioeconomic factors	5	5	-	-
<b>PC3.</b> interpret basic epidemiological data from government/WHO/NFHS reports	5	10	-	-
<b>PC4.</b> describe obesity trends	5	10	-	-
<i>pathophysiology and risks associated with obesity</i>	<b>20</b>	<b>30</b>	-	-
<b>PC5.</b> explain modifiable and non-modifiable causes of obesity (e.g., diet, inactivity, genetics, hormones)	2	3	-	-
<b>PC6.</b> describe the role of processed foods, sugar, and sedentary lifestyle	2	3	-	-
<b>PC7.</b> discuss the impact of Resting Energy Expenditure (REE) and Thermic Effect of Food (TEF) on weight regulation	2	4	-	-
<b>PC8.</b> explain how metabolism, age, and hormonal imbalances can influence energy balance	2	3	-	-
<b>PC9.</b> discuss the impact of stress, sleep, and screen time on weight gain	3	4	-	-
<b>PC10.</b> use age-appropriate and culturally relevant examples while explaining causes	1	2	-	-
<b>PC11.</b> explain short-term and long-term health consequences of obesity (e.g., diabetes, cardiovascular disease, joint pain, mental health)	3	4	-	-
<b>PC12.</b> relate obesity to reduced physical performance, academic productivity, and social well-being	1	2	-	-
<b>PC13.</b> highlight the risks of childhood obesity continuing into adulthood	2	3	-	-

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC14.</b> discuss the economic and societal burden of obesity	1	1	-	-
<b>PC15.</b> identify common myths (e.g., skipping meals leads to weight loss, obesity is only caused by overeating)	1	1	-	-
<b>NOS Total</b>	<b>40</b>	<b>60</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	BWS/N3204
<b>NOS Name</b>	Understanding Obesity: Prevalence, Causes, and Risks
<b>Sector</b>	Beauty & Wellness
<b>Sub-Sector</b>	
<b>Occupation</b>	Weight Management Services
<b>NSQF Level</b>	5
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Next Review Date</b>	NA

## **BWS/N3203: Conduct Basic Health and Lifestyle Assessments**

### **Description**

This NOS focuses on equipping the individual with the knowledge and skills to conduct basic health screenings and lifestyle assessments of clients in order to provide informed weight management counselling and referrals.

### **Scope**

The scope covers the following :

- conduct basic health and lifestyle assessments
- assess dietary habits and physical activity
- screen for lifestyle and behavioral factors

### **Elements and Performance Criteria**

#### *conduct basic health and lifestyle assessments*

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

- PC1.** accurately measure height, weight, and calculate Body Mass Index (BMI)
- PC2.** measure waist and hip circumference and calculate Waist-Hip Ratio (WHR)
- PC3.** use basic body composition tools (e.g., skinfold calipers, BIA device) to estimate fat percentage, where available
- PC4.** record and interpret results based on standard guidelines (ICMR, WHO)

#### *assess dietary habits and physical activity*

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

- PC5.** maintain client confidentiality and dignity during assessments
- PC6.** obtain informed consent before initiating any screening
- PC7.** record findings accurately and securely
- PC8.** refer clients to medical professionals if high-risk indicators are observed
- PC9.** collect information using 24-hour diet recall, food frequency questionnaires, or meal logs
- PC10.** identify patterns of unhealthy eating (e.g., skipping meals, high junk food intake, sugar-sweetened beverages)
- PC11.** evaluate hydration habits and water intake
- PC12.** provide basic feedback on dietary gaps
- PC13.** assess activity patterns using simple activity recall tools or validated questionnaires
- PC14.** identify sedentary behaviors, screen time, and lack of movement
- PC15.** compare activity levels with recommended physical activity guidelines (ICMR/WHO)

#### *screen for lifestyle and behavioral factors*

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

- PC16.** assess sleep duration and quality using simple checklists
- PC17.** ask about stress levels and coping strategies
- PC18.** identify substance use (smoking, alcohol) if relevant

**PC19.** determine readiness for lifestyle change using simple behaviour change models

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

The individual on the job needs to know and understand:

- KU1.** principles of anthropometry and body composition
- KU2.** recommended dietary guidelines and common nutrition deficiencies
- KU3.** WHO/ICMR physical activity and health screening standards
- KU4.** importance of sleep, hydration, and stress on metabolic health
- KU5.** basics of motivational interviewing and lifestyle counselling
- KU6.** ethics and boundaries in health data collection

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

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

- GS1.** empathetic and respectful communication
- GS2.** observation and listening skills
- GS3.** attention to detail and record-keeping
- GS4.** ability to maintain confidentiality

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>conduct basic health and lifestyle assessments</i>	<b>10</b>	<b>19</b>	-	-
<b>PC1.</b> accurately measure height, weight, and calculate Body Mass Index (BMI)	2	5	-	-
<b>PC2.</b> measure waist and hip circumference and calculate Waist-Hip Ratio (WHR)	3	4	-	-
<b>PC3.</b> use basic body composition tools (e.g., skinfold calipers, BIA device) to estimate fat percentage, where available	3	5	-	-
<b>PC4.</b> record and interpret results based on standard guidelines (ICMR, WHO)	2	5	-	-
<i>assess dietary habits and physical activity</i>	<b>21</b>	<b>21</b>	-	-
<b>PC5.</b> maintain client confidentiality and dignity during assessments	2	2	-	-
<b>PC6.</b> obtain informed consent before initiating any screening	2	2	-	-
<b>PC7.</b> record findings accurately and securely	2	2	-	-
<b>PC8.</b> refer clients to medical professionals if high-risk indicators are observed	2	2	-	-
<b>PC9.</b> collect information using 24-hour diet recall, food frequency questionnaires, or meal logs	2	2	-	-
<b>PC10.</b> identify patterns of unhealthy eating (e.g., skipping meals, high junk food intake, sugar-sweetened beverages)	2	2	-	-
<b>PC11.</b> evaluate hydration habits and water intake	2	2	-	-
<b>PC12.</b> provide basic feedback on dietary gaps	1	1	-	-
<b>PC13.</b> assess activity patterns using simple activity recall tools or validated questionnaires	2	2	-	-
<b>PC14.</b> identify sedentary behaviors, screen time, and lack of movement	2	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC15.</b> compare activity levels with recommended physical activity guidelines (ICMR/WHO)	2	2	-	-
<i>screen for lifestyle and behavioral factors</i>	<b>14</b>	<b>15</b>	-	-
<b>PC16.</b> assess sleep duration and quality using simple checklists	4	4	-	-
<b>PC17.</b> ask about stress levels and coping strategies	3	3	-	-
<b>PC18.</b> identify substance use (smoking, alcohol) if relevant	4	4	-	-
<b>PC19.</b> determine readiness for lifestyle change using simple behaviour change models	3	4	-	-
<b>NOS Total</b>	<b>45</b>	<b>55</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	BWS/N3203
<b>NOS Name</b>	Conduct Basic Health and Lifestyle Assessments
<b>Sector</b>	Beauty & Wellness
<b>Sub-Sector</b>	
<b>Occupation</b>	Weight Management Services
<b>NSQF Level</b>	5
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Next Review Date</b>	NA

## **BWS/N3205: Prepare personalized weight management plan**

### **Description**

This unit covers the knowledge and skills required to assess client needs and prepare a tailored weight management plan. The focus is on aligning dietary, physical activity, and behavioral strategies with individual goals, lifestyle patterns, and health status.

### **Scope**

The scope covers the following :

- nutritional information
- design a personalized plan

### **Elements and Performance Criteria**

#### *nutritional information*

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

- PC1.** • understanding the role of macronutrients (proteins, carbohydrates, fats) and micronutrients (vitamins, minerals) in the body.
- PC2.** explain the fundamentals of meal planning
- PC3.** • knowledge of different dietary guidelines and recommendations (e.g., RDAs, DRIs, and MyPlate).
- PC4.** • familiarity with the impact of various food types on health, including potential allergens, additives, and preservatives.
- PC5.** understand the principles of nutrition for managing specific health conditions (e.g., Malnutrition, diabetes, hypertension, heart disease, digestive disorders).
- PC6.** • identify foods and nutrients that help manage and alleviate symptoms of various health conditions.

#### *design a personalized plan*

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

- PC7.** • assess client profile and goals.  
• Collect information on age, gender, medical history, current weight, BMI, body composition, lifestyle habits, and client-specific goals.
- PC8.** identify key factors affecting weight, such as stress, sleep, physical activity, and dietary intake.
- PC9.** create a balanced dietary plan considering calorie needs, macronutrient distribution, and cultural preferences.
- PC10.** integrate physical activity guidelines tailored to the client's capacity and schedule.
- PC11.** incorporate behavioral strategies like mindful eating, journaling, and meal planning.
- PC12.** account for resting energy expenditure and thermogenic effect of food while setting caloric targets.
- PC13.** • collaborate with healthcare professionals to ensure the nutrition plan is appropriate and safe  
• for clients with chronic conditions.
- PC14.** ensure plan feasibility and client understanding

**PC15.** discuss plan details with the client using simple language and visuals

**PC16.** ensure the plan is realistic, sustainable, and aligned with client motivation and readiness.

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** basic principles of human nutrition and metabolism

**KU2.** energy balance, BMR, and thermogenic effects

**KU3.** basic structure and function of the body system and associated component

**KU4.** goal setting and behavior change techniques

**KU5.** cultural and regional dietary considerations

**KU6.** communication and counselling techniques

**KU7.** ethical and client-centric planning approaches

### Generic Skills (GS)

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

**GS1.** empathetic and respectful communication

**GS2.** observation and listening skills

**GS3.** attention to detail and record-keeping

**GS4.** ability to maintain confidentiality

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>nutritional information</i>	<b>10</b>	<b>15</b>	-	-
<b>PC1.</b> • understanding the role of macronutrients (proteins, carbohydrates, fats) and micronutrients (vitamins, minerals) in the body.	1	2	-	-
<b>PC2.</b> explain the fundamentals of meal planning	1	2	-	-
<b>PC3.</b> • knowledge of different dietary guidelines and recommendations (e.g., RDAs, DRIs, and MyPlate).	2	3	-	-
<b>PC4.</b> • familiarity with the impact of various food types on health, including potential allergens, additives, and preservatives.	2	3	-	-
<b>PC5.</b> understand the principles of nutrition for managing specific health conditions (e.g., Malnutrition, diabetes, hypertension, heart disease, digestive disorders).	2	3	-	-
<b>PC6.</b> • identify foods and nutrients that help manage and alleviate symptoms of various health conditions.	2	2	-	-
<i>design a personalized plan</i>	<b>20</b>	<b>55</b>	-	-
<b>PC7.</b> • assess client profile and goals. • Collect information on age, gender, medical history, current weight, BMI, body composition, lifestyle habits, and client-specific goals.	2	5	-	-
<b>PC8.</b> identify key factors affecting weight, such as stress, sleep, physical activity, and dietary intake.	2	5	-	-
<b>PC9.</b> create a balanced dietary plan considering calorie needs, macronutrient distribution, and cultural preferences.	2	7	-	-
<b>PC10.</b> integrate physical activity guidelines tailored to the client's capacity and schedule.	2	5	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC11.</b> incorporate behavioral strategies like mindful eating, journaling, and meal planning.	2	5	-	-
<b>PC12.</b> account for resting energy expenditure and thermogenic effect of food while setting caloric targets.	2	5	-	-
<b>PC13.</b> <ul style="list-style-type: none"> <li>• collaborate with healthcare professionals to ensure the nutrition plan is appropriate and safe</li> <li>• for clients with chronic conditions.</li> </ul>	2	8	-	-
<b>PC14.</b> ensure plan feasibility and client understanding	2	5	-	-
<b>PC15.</b> discuss plan details with the client using simple language and visuals	2	5	-	-
<b>PC16.</b> ensure the plan is realistic, sustainable, and aligned with client motivation and readiness.	2	5	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	BWS/N3205
<b>NOS Name</b>	Prepare personalized weight management plan
<b>Sector</b>	Beauty & Wellness
<b>Sub-Sector</b>	
<b>Occupation</b>	Weight Management Services
<b>NSQF Level</b>	5
<b>Credits</b>	3
<b>Version</b>	1.0
<b>Next Review Date</b>	NA

## **BWS/N3202: Provide motivational counselling and monitor progress**

### **Description**

This NOS unit is about supporting individuals through motivational counselling and structured follow-up to help them stay on track with their personalized weight management goals. It includes assessing progress, addressing challenges, and fostering sustainable behavior change.

### **Scope**

The scope covers the following :

- rapport formation & client assessment
- weight management counselling and support
- track client progress

### **Elements and Performance Criteria**

#### *rapport formation & client assessment*

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

- PC1.** • build and establish a positive and trusting relationship with the client through active listening, empathy, and effective communication
- PC2.** assess client's health & lifestyle
- PC3.** apply basic principles of behavior change (e.g., SMART goals, reinforcement, self-efficacy).
- PC4.** • identify the client's food preferences, cultural factors, and any dietary restrictions to ensure the nutrition plan is realistic and tailored.
- PC5.** collaborate with the client to define their short- and long-term goals
- PC6.** encourage and support clients during plateaus, relapses, or loss of motivation.
- PC7.** use non-judgmental, empathetic communication to maintain client trust and confidence.
- PC8.** promote a positive self-image and healthy relationship with food and body.

#### *weight management counselling and support*

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

- PC9.** • educate clients on balanced eating, the role of nutrients, and how food choices affect health, providing them with the knowledge to make informed decisions.
- PC10.** • counsel the clients on practical eating strategies, including meal planning, portion control, understanding food labels, and mindful eating practices to support sustainable changes
- PC11.** • provide continuous guidance and encouragement to help clients integrate healthier eating habits into their daily life.
- PC12.** • help clients overcome challenges such as lack of motivation, time constraints, food preferences, or emotional eating that may hinder adherence to their nutrition plan

#### *track client progress*

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

- PC13.** evaluate the client's progress towards their goals by monitoring physical measurements (e.g., weight, BMI, BCA, WHR, BMR and medical reports) and dietary habits
- PC14.** identify deviations from the planned goals and assess possible reasons (e.g., lifestyle, adherence, barriers).

- PC15.** review the impact of the nutrition plan on health, energy levels, weight management, overall wellness and other client-specific goals.
- PC16.** adjust the plan based on measurable outcomes and client feedback.
- PC17.** reinforce small achievements to build motivation and momentum.
- PC18.** offer constructive feedback on progress, celebrate achievements, and motivate clients to stay on track.
- PC19.** maintain accurate and confidential records of counselling sessions and progress updates.

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

The individual on the job needs to know and understand:

- KU1.** relevant protocols, good practices, standards, policies, and procedures related to diet selection and planning
- KU2.** recognize the moral, legal, and ethical responsibility towards the organization
- KU3.** physical health evaluation- weight, height, and possibly lab work (e.g., blood tests)
- KU4.** effective communication and collaboration
- KU5.** list key nutrition concepts, such as macronutrients, micronutrients, hydration, food groups and how food choices affect physical and mental health.
- KU6.** different food preferences and culture
- KU7.** food pyramids, plate models, apps, or cooking demonstrations
- KU8.** importance of family history, medical records, blood investigations, family dietary habits etc related to client lifestyle and health information
- KU9.** the importance of identifying and respecting gender differences and diversity
- KU10.** the importance of utilizing appropriate Information, Education and Communication (IEC) material such as visual aids, slides, electronic presentation, hand-outs while taking information from the client
- KU11.** the ways to gather insights and input on the nutrition program's effectiveness

## **Generic Skills (GS)**

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

- GS1.** read and write effectively
- GS2.** interpret work related documents
- GS3.** communicate effectively with the client to maintain the comfort, wellbeing and privacy
- GS4.** build rapport and use customer centric approach
- GS5.** be sensitive to the non-verbal communication of the client and relatives
- GS6.** tailor communication to be sensitive to gender, cultural, and religious differences.
- GS7.** ensure the confidentiality of the client is always maintained
- GS8.** respect the client's personal space, address conflicts, and handle them in a constructive manner.
- GS9.**
  - avoid using jargon, slang, or acronyms when communicating with clients or others, unless
  - absolutely necessary.

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>rapport formation &amp; client assessment</i>	<b>10</b>	<b>15</b>	-	-
<b>PC1.</b> • build and establish a positive and trusting relationship with the client through active • listening, empathy, and effective communication	1	1	-	-
<b>PC2.</b> assess client's health & lifestyle	1	2	-	-
<b>PC3.</b> apply basic principles of behavior change (e.g., SMART goals, reinforcement, self-efficacy).	2	2	-	-
<b>PC4.</b> • identify the client's food preferences, cultural factors, and any dietary restrictions to ensure • the nutrition plan is realistic and tailored.	1	2	-	-
<b>PC5.</b> collaborate with the client to define their short- and long-term goals	2	2	-	-
<b>PC6.</b> encourage and support clients during plateaus, relapses, or loss of motivation.	1	2	-	-
<b>PC7.</b> use non-judgmental, empathetic communication to maintain client trust and confidence.	1	2	-	-
<b>PC8.</b> promote a positive self-image and healthy relationship with food and body.	1	2	-	-
<i>weight management counselling and support</i>	<b>15</b>	<b>30</b>	-	-
<b>PC9.</b> • educate clients on balanced eating, the role of nutrients, and how food choices affect health, • providing them with the knowledge to make informed decisions.	2	5	-	-
<b>PC10.</b> • counsel the clients on practical eating strategies, including meal planning, portion control, • understanding food labels, and mindful eating practices to support sustainable changes	3	5	-	-
<b>PC11.</b> • provide continuous guidance and encouragement to help clients integrate healthier eating • habits into their daily life.	5	10	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC12.</b> • help clients overcome challenges such as lack of motivation, time constraints, food preferences, or emotional eating that may hinder adherence to their nutrition plan	5	10	-	-
<i>track client progress</i>	<b>10</b>	<b>20</b>	-	-
<b>PC13.</b> evaluate the client’s progress towards their goals by monitoring physical measurements (e.g., weight, BMI, BCA, WHR, BMR and medical reports) and dietary habits	2	4	-	-
<b>PC14.</b> identify deviations from the planned goals and assess possible reasons (e.g., lifestyle, adherence, barriers).	2	4	-	-
<b>PC15.</b> review the impact of the nutrition plan on health, energy levels, weight management, overall wellness and other client-specific goals.	1	2	-	-
<b>PC16.</b> adjust the plan based on measurable outcomes and client feedback.	2	4	-	-
<b>PC17.</b> reinforce small achievements to build motivation and momentum.	1	2	-	-
<b>PC18.</b> offer constructive feedback on progress, celebrate achievements, and motivate clients to stay on track.	1	2	-	-
<b>PC19.</b> maintain accurate and confidential records of counselling sessions and progress updates.	1	2	-	-
<b>NOS Total</b>	<b>35</b>	<b>65</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	BWS/N3202
<b>NOS Name</b>	Provide motivational counselling and monitor progress
<b>Sector</b>	Beauty & Wellness
<b>Sub-Sector</b>	
<b>Occupation</b>	Weight Management Services
<b>NSQF Level</b>	5
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Next Review Date</b>	NA

## **BWS/N9002: Maintain health and safety at the workplace**

### **Description**

This unit describes maintaining a safe and hygienic environment at the work area.

### **Scope**

The scope covers the following :

- This unit/ task covers the following:
- 1. Maintain health and safety at the workplace

### **Elements and Performance Criteria**

#### *Maintain health and safety at the workplace*

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

- PC1.** ensure proper supply of Personal Protective Equipment such as tissues, antibacterial soaps, alcohol-based hand cleansers, triple layered surgical face masks, gloves, etc. for the employees and clientele
- PC2.** ensure maintaining basic hygiene and keep proper distance between the clientele to avoid any kind of cross infection, basic hygiene such as wearing disposable N-95/ triple layered surgical face mask, gloves, apron, washing/ sanitizing hands & taking bath at regular intervals, etc.
- PC3.** set up and position oneself, equipment, chemicals, products and tools in the work area to meet legal, hygiene and safety requirements
- PC4.** clean and sterilize all tools and equipment before and after use
- PC5.** maintain one's posture and position to minimize fatigue, risk of injury and chances of cross infection
- PC6.** dispose waste materials in accordance to the industry accepted standards
- PC7.** maintain first aid kit and keep oneself updated on the first aid procedures
- PC8.** identify and document potential risks and hazards in the workplace
- PC9.** accurately maintain accident reports
- PC10.** report health and safety risks/ hazards to concerned personnel
- PC11.** use tools, equipment, chemicals and products in accordance with the guidelines and manufacturers' instructions

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

The individual on the job needs to know and understand:

- KU1.** organizations policies and procedures to address risks and hazards
- KU2.** health and safety requirements in the organization
- KU3.** contra-indications related to various treatment
- KU4.** process and products to sterilize and disinfect equipment/ tools
- KU5.** manufacturers instructions related to equipment and product use and cleaning

**KU6.** Knowledge of applicable legislation relating to the workplace (for example health and safety, workplace regulations, use of work equipment, control of substances hazardous to health, handling/storage/ disposal/ cautions in the use of products, fire precautions, occurrences, hygiene practice, disposal of waste, environmental protection)

## **Generic Skills (GS)**

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

- GS1.** read about new products and services with reference to the organization and also from external forums such as websites and blogs
- GS2.** keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets
- GS3.** reading and writing comprehension to understand, communicate and maintain processes, techniques, records, policies and procedures
- GS4.** maintain accurate records of client, treatments, operating and closing checklists, product stock status
- GS5.** reading and writing comprehension to understand, communicate and maintain processes, techniques, records, policies and procedures
- GS6.** discuss task lists, schedules, and work-loads with co-workers
- GS7.** question customers/ clients appropriately in order to understand the nature of the problem and make a diagnosis
- GS8.** give clear instructions to customers/ clients
- GS9.** keep customers/ clients informed about progress
- GS10.** avoid using jargon, slang or acronyms when communicating with a customer/ client, unless it is required
- GS11.** manner and tone, professional, supportive, respectful, sensitive to client
- GS12.** speak clearly and precisely in a courteous manner and develop a professional relationship with the client
- GS13.** understand the directives passed down by supervisors
- GS14.** ability to listen and understand the local language in dealing with clients and maintain client confidentiality
- GS15.** make decisions pertaining to the concerned area of work
- GS16.** plan and organize service feedback files/documents
- GS17.** plan and manage work routine based on salon procedure
- GS18.** understand the client scheduling and bookings and maintain the work area, equipment and product stocks to meet the schedule
- GS19.** maintain accurate records of clients, treatments and product stock levels
- GS20.** accept feedback in a positive manner and develop on the shortcomings
- GS21.** committed to service excellence, courteous, pleasant personality
- GS22.** manage relationships with customers who may be stressed, frustrated, confused, or angry
- GS23.** build customer relationships and use customer centric approach
- GS24.** clean, sporting the professional uniform, neat combed hair, closed-in footwear, personal hygiene and cleanliness (shower/bath), oral hygiene (clean teeth, fresh breath)

- GS25.** maintain a hygienic work area adhering to the salon and applicable legal health and safety standards
- GS26.** sanitize the hands and clean all working surfaces, use disposable products and sterilized tools
- GS27.** manage the storage/ disposal/ cautions of use of products, fire precautions, occurrences, hygiene practice, disposal of waste and environmental protection
- GS28.** handle, use and store products, tools and equipment safely to meet with the manufacturers instructions
- GS29.** think through the problem, evaluate the possible solution(s) and suggest an optimum/best possible solution(s)
- GS30.** deal with clients lacking the technical background to solve the problem on their own
- GS31.** identify immediate or temporary solutions to resolve delays
- GS32.** use the existing data to arrive at specific data points
- GS33.** use the existing data points to generate required reports for business
- GS34.** apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action
- GS35.** participate in self-developmental training activities to enhance ones knowledge of salon performance standards and applicable health and

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Maintain health and safety at the workplace</i>	<b>33</b>	<b>67</b>	-	-
<b>PC1.</b> ensure proper supply of Personal Protective Equipment such as tissues, antibacterial soaps, alcohol-based hand cleansers, triple layered surgical face masks, gloves, etc. for the employees and clientele	3	7	-	-
<b>PC2.</b> ensure maintaining basic hygiene and keep proper distance between the clientele to avoid any kind of cross infection, basic hygiene such as wearing disposable N-95/ triple layered surgical face mask, gloves, apron, washing/ sanitizing hands & taking bath at regular intervals, etc.	3	6	-	-
<b>PC3.</b> set up and position oneself, equipment, chemicals, products and tools in the work area to meet legal, hygiene and safety requirements	3	6	-	-
<b>PC4.</b> clean and sterilize all tools and equipment before and after use	3	6	-	-
<b>PC5.</b> maintain one's posture and position to minimize fatigue, risk of injury and chances of cross infection	3	6	-	-
<b>PC6.</b> dispose waste materials in accordance to the industry accepted standards	3	6	-	-
<b>PC7.</b> maintain first aid kit and keep oneself updated on the first aid procedures	3	6	-	-
<b>PC8.</b> identify and document potential risks and hazards in the workplace	3	6	-	-
<b>PC9.</b> accurately maintain accident reports	3	6	-	-
<b>PC10.</b> report health and safety risks/ hazards to concerned personnel	3	6	-	-
<b>PC11.</b> use tools, equipment, chemicals and products in accordance with the guidelines and manufacturers' instructions	3	6	-	-
<b>NOS Total</b>	<b>33</b>	<b>67</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	BWS/N9002
<b>NOS Name</b>	Maintain health and safety at the workplace
<b>Sector</b>	Beauty & Wellness
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Generic
<b>NSQF Level</b>	3
<b>Credits</b>	1
<b>Version</b>	4.0
<b>Last Reviewed Date</b>	12/03/2026
<b>Next Review Date</b>	12/03/2029
<b>NSQC Clearance Date</b>	12/03/2026

## **BWS/N9003: Create a positive impression at the workplace**

### **Description**

This unit provides Performance Criteria, Knowledge & Understanding and Skills & Ability for individuals to meet the personal grooming and behavior requirements, execute tasks as per the organizations standards and communicate/record information in order to create a positive impression at the workplace

### **Scope**

The scope covers the following :

- The unit/ task covers the following:
  - 1. Appearance and behavior
  - 2. Task execution as per organisation's standards
  - 3. Communication and information record

### **Elements and Performance Criteria**

#### *Appearance and Behavior*

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

- PC1.** ensure maintaining good health and personal hygiene such as sanitized hands, neatly tied and covered hair, clean nails, etc.
- PC2.** meet the organization's standards of grooming (courtesy, behavior and efficiency) such as engaging with clients with no gender stereotyping, positioning self and client in a manner, to ensure privacy, comfort and well-being of all the genders throughout the services, etc.
- PC3.** stay free from intoxicants while on duty
- PC4.** wear and carry organization's uniform and accessories correctly and smartly by sanitizing it in hot water with detergent and bleach

#### *Task execution as per organization's standards*

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

- PC5.** take appropriate and approved actions in line with instructions and guidelines
- PC6.** participate in workplace activities as a part of the larger team
- PC7.** report to supervisor immediately in case there are any work issues
- PC8.** use appropriate language, tone and gestures while interacting with guests from different cultural and religious backgrounds, age, disabilities and gender
- PC9.** improve upon existing techniques of services by updating skills, such as, learning about digital technologies (by using digital platform for booking an appointment, making bills & payments, collecting feedback); financial literacy (opening savings bank accounts, linking Aadhaar card to bank account, using various e-commerce platforms); self-ownership, etc.

#### *Communication and Information record*

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

- PC10.** communicate procedure related information to guests based on the sectors code of practices and organisations procedures/ guidelines
- PC11.** communicate role related information to stakeholders in a polite manner and resolve queries, if any

- PC12.** assist and guide guests to services or products based on their needs
- PC13.** report and record instances of aggressive/ unruly behavior and seek assistance
- PC14.** use communication equipment (phone, email etc.) as mandated by the organization
- PC15.** carry out routine documentation (such as recording details related to employee's tasks, services taken and feedback given by clients) legibly and accurately in the desired format
- PC16.** maintain confidentiality of information, as required, in the role
- PC17.** communicate the internalization of gender & its concepts at work place
- PC18.** conduct various workshops for the employees at workplace; using range of technologies that aid PwDs at the workplace, etc.

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

The individual on the job needs to know and understand:

- KU1.** importance of personal health and hygiene
- KU2.** salon's standards of grooming and personal behavior
- KU3.** salon's standards related to courtesy, behavior and efficiency
- KU4.** ill-effects of intoxicants and potential actions at workplace
- KU5.** items of uniform & accessories and correct method of wearing/ carrying them
- KU6.** reporting/ recording formats and protocol for documentation
- KU7.** kinds of work issues that may arise and reporting structure
- KU8.** code of practices and guidelines relating to communication with people
- KU9.** salon's requirements for recording and retaining information
- KU10.** ability to speak, read and write in the local vernacular language and English
- KU11.** appropriate verbal and non-verbal cues while dealing with clients from different cultural, religious backgrounds, age, disabilities and gender
- KU12.** different formats on which information is to be recorded
- KU13.** importance to maintain security and confidentiality of information
- KU14.** kinds of communication equipment (email, phone etc) available and their effective use
- KU15.** selling/ influencing techniques to provide additional services/products to clients

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

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

- GS1.** read about new products and services with reference to the organization and also from external forums such as websites and blogs
- GS2.** keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets
- GS3.** reading and writing comprehension to understand, communicate and maintain processes, techniques, records, policies and procedures
- GS4.** maintain accurate records of client, treatments, operating and closing checklists, product stock status

- GS5.** reading and writing comprehension to understand, communicate and maintain processes, techniques, records, policies and procedures
- GS6.** discuss task lists, schedules, and work-loads with co-workers
- GS7.** question customers/ clients appropriately in order to understand the nature of the problem and make a diagnosis
- GS8.** give clear instructions to customers/ clients
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- GS10.** avoid using jargon, slang or acronyms when communicating with a customer/ client, unless it is required
- GS11.** manner and tone, professional, supportive, respectful, sensitive to client
- GS12.** speak clearly and precisely in a courteous manner and develop a professional relationship with the client
- GS13.** understand the directives passed down by supervisors
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- GS19.** maintain accurate records of clients, treatments and product stock levels
- GS20.** accept feedback in a positive manner and develop on the shortcomings
- GS21.** committed to service excellence, courteous, pleasant personality
- GS22.** manage relationships with customers who may be stressed, frustrated, confused, or angry
- GS23.** build customer relationships and use customer centric approach
- GS24.** clean, sporting the professional uniform, neat combed hair, closed-in footwear, personal hygiene and cleanliness (shower/bath), oral hygiene (clean teeth, fresh breath)
- GS25.** maintain a hygienic work area adhering to the salon and applicable legal health and safety standards
- GS26.** sanitize the hands and clean all working surfaces, use disposable products and sterilized tools
- GS27.** manage the storage/ disposal/ cautions of use of products, fire precautions, occurrences, hygiene practice, disposal of waste and environmental protection
- GS28.** handle, use and store products, tools and equipment safely to meet with the manufacturers instructions
- GS29.** think through the problem, evaluate the possible solution(s) and suggest an optimum/best possible solution(s)
- GS30.** deal with clients lacking the technical background to solve the problem on their own
- GS31.** identify immediate or temporary solutions to resolve delays
- GS32.** use the existing data to arrive at specific data points
- GS33.** use the existing data points to generate required reports for business
- GS34.** apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

- GS35.** participate in self-developmental training activities to enhance ones knowledge of salon performance standards and applicable health and

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Appearance and Behavior</i>	<b>8</b>	<b>14</b>	-	-
<b>PC1.</b> ensure maintaining good health and personal hygiene such as sanitized hands, neatly tied and covered hair, clean nails, etc.	2	4	-	-
<b>PC2.</b> meet the organization's standards of grooming (courtesy, behavior and efficiency) such as engaging with clients with no gender stereotyping, positioning self and client in a manner, to ensure privacy, comfort and well-being of all the genders throughout the services, etc.	2	4	-	-
<b>PC3.</b> stay free from intoxicants while on duty	2	2	-	-
<b>PC4.</b> wear and carry organization's uniform and accessories correctly and smartly by sanitizing it in hot water with detergent and bleach	2	4	-	-
<i>Task execution as per organization's standards</i>	<b>10</b>	<b>18</b>	-	-
<b>PC5.</b> take appropriate and approved actions in line with instructions and guidelines	2	3	-	-
<b>PC6.</b> participate in workplace activities as a part of the larger team	2	4	-	-
<b>PC7.</b> report to supervisor immediately in case there are any work issues	2	3	-	-
<b>PC8.</b> use appropriate language, tone and gestures while interacting with guests from different cultural and religious backgrounds, age, disabilities and gender	2	4	-	-
<b>PC9.</b> improve upon existing techniques of services by updating skills, such as, learning about digital technologies (by using digital platform for booking an appointment, making bills & payments, collecting feedback); financial literacy (opening savings bank accounts, linking Aadhaar card to bank account, using various e-commerce platforms); self-ownership, etc.	2	4	-	-
<i>Communication and Information record</i>	<b>18</b>	<b>32</b>	-	-

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC10.</b> communicate procedure related information to guests based on the sectors code of practices and organisations procedures/ guidelines	2	4	-	-
<b>PC11.</b> communicate role related information to stakeholders in a polite manner and resolve queries, if any	2	3	-	-
<b>PC12.</b> assist and guide guests to services or products based on their needs	2	4	-	-
<b>PC13.</b> report and record instances of aggressive/ unruly behavior and seek assistance	2	3	-	-
<b>PC14.</b> use communication equipment (phone, email etc.) as mandated by the organization	2	3	-	-
<b>PC15.</b> carry out routine documentation (such as recording details related to employee's tasks, services taken and feedback given by clients) legibly and accurately in the desired format	2	3	-	-
<b>PC16.</b> maintain confidentiality of information, as required, in the role	2	4	-	-
<b>PC17.</b> communicate the internalization of gender & its concepts at work place	2	4	-	-
<b>PC18.</b> conduct various workshops for the employees at workplace; using range of technologies that aid PwDs at the workplace, etc.	2	4	-	-
<b>NOS Total</b>	<b>36</b>	<b>64</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	BWS/N9003
<b>NOS Name</b>	Create a positive impression at the workplace
<b>Sector</b>	Beauty & Wellness
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Generic
<b>NSQF Level</b>	3
<b>Credits</b>	1
<b>Version</b>	4.0
<b>Last Reviewed Date</b>	12/03/2026
<b>Next Review Date</b>	12/03/2029
<b>NSQC Clearance Date</b>	12/03/2026

## **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>	-	-

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<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>	31/08/2023
<b>Next Review Date</b>	31/08/2026
<b>NSQC Clearance Date</b>	31/08/2023

## 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. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on this criterion
6. To pass the Qualification Pack, every trainee should score a minimum of 70% in aggregate
7. 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
BWS/N3204.Understanding Obesity: Prevalence, Causes, and Risks	40	60	0	0	100	15
BWS/N3203.Conduct Basic Health and Lifestyle Assessments	45	55	0	0	100	20
BWS/N3205.Prepare personalized weight management plan	30	70	0	0	100	20
BWS/N3202.Provide motivational counselling and monitor progress	35	65	0	0	100	20
BWS/N9002.Maintain health and safety at the workplace	33	67	-	-	100	10
BWS/N9003.Create a positive impression at the workplace	36	64	-	-	100	10
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	5
<b>Total</b>	<b>239</b>	<b>411</b>	<b>0</b>	<b>0</b>	<b>650</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.