

Qualification Pack



Client Engagement Associate

QP Code: MEP/Q0301

Version: 1.0

NSQF Level: 3

Management & Entrepreneurship and Professional Skills Council || Management & Entrepreneurship and Professional Skills Council (MEPSC), 20th Floor, Amba Deep, 14 Kasturba Gandhi Marg
New Delhi - 110001. || email: Ichadha@mepsc.in

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MEP/Q0301: Client Engagement Associate

Brief Job Description

The Client Engagement Associate uses the 21st century life and employability skills to provide services and/ or products to the company's customers. They are responsible for optimizing the last mile delivery of the company's products and/ or services and enhancing the happiness quotient of its customers. They must ensure that all quality and safety parameters of their job role are adhered to. They must strive to create a positive work environment by working with teams, being adaptable and imbibing a growth mindset.

Personal Attributes

Good communications, Social and emotional skill, Supportive, Patience, Understanding, Helpful, Detailed

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [MEP/N0301: Social and emotional proficiency at the workplace](#)
2. [MEP/N0302: Basic workplace cognitive and metacognitive abilities](#)
3. [MEP/N0303: Career readiness and personal finance](#)
4. [MEP/N9903: Apply health and safety practices at the workplace](#)
5. [DGT/VSQ/N0101: Employability Skills \(30 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Management
Sub-Sector	Office Management
Occupation	Customer Service
Country	India
NSQF Level	3
Credits	11
Aligned to NCO/ISCO/ISIC Code	NCO- 2015/5242.0201

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Minimum Educational Qualification & Experience	10th grade pass OR Previous relevant Qualification of NSQF Level (of 2.5) with 1.5 years of experience of relevant experience
Minimum Level of Education for Training in School	10th Class
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	NA
Next Review Date	27/08/2027
NSQC Approval Date	27/08/2024
Version	1.0
Reference code on NQR	QG-03-OA-02868-2024-V1-MEPSC
NQR Version	1

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MEP/N0301: Social and emotional proficiency at the workplace

Description

This unit describes about developing one's social and emotional proficiencies at the workplace.

Scope

The scope covers the following :

- Self-Awareness and Self-Regulation
- Workplace Communication and Language Essentials/ Proficiency
- Interpersonal Skills
- Collaboration and Teamwork

Elements and Performance Criteria

Self-Awareness and Self-Regulation

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

PC1. Practice mindfulness techniques to increase awareness of present emotions and their triggers.

PC2. Demonstrate personal strengths and weaknesses to perform the job better.

PC3. Use feedback as a tool for personal and professional growth, integrating it into daily practices and behaviors.

PC4. Employ stress management techniques, such as deep breathing, mindfulness, or taking short breaks, to regulate emotions and remain calm under stressful situations.

PC5. Maintain composure and a positive attitude to stay focused and productive during periods of increased pressure or intensity.

PC6. Embrace changes at the workplace with a positive attitude and willingness to learn.

Workplace Communication and Language Essentials/ Proficiency

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

PC7. Express thoughts, ideas, and information clearly and concisely using appropriate language and tone.

PC8. Engage in active listening during conversations, providing verbal cues to show understanding and empathy.

PC9.

- Use gestures and body language effectively to enhance verbal communication and convey emotions or intent.
- .

PC10. Respond thoughtfully to questions or inquiries, considering the context and audience for a meaningful response

PC11. Adapt communication style to different situations or individuals, ensuring clarity and understanding.

PC12. Utilize appropriate nonverbal cues such as facial expressions, eye contact, and posture to convey empathy and understanding.

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- PC13.** Demonstrate awareness of cultural differences in nonverbal communication, adjusting gestures and signs accordingly.
- PC14.** Use nonverbal cues to reinforce verbal messages and create a positive communication environment.
- PC15.** Interpret others' nonverbal cues accurately, showing sensitivity and empathy in interactions.
- PC16.** Maintain open and welcoming body language to encourage effective communication and collaboration.
- PC17.** Draft clear and concise written messages.
- PC18.** Demonstrate proficient email etiquette.
- PC19.** Listen attentively to others without interrupting, allowing them to fully express their thoughts and feelings.
- PC20.** Use verbal cues such as paraphrasing or summarizing to confirm understanding and show active listening.
- PC21.** Maintain eye contact and focus on the speaker, demonstrating genuine interest in their message.
- PC22.** Ask clarifying questions to ensure comprehension and show engagement in the conversation.
- PC23.** Provide feedback or responses that reflect active listening, demonstrating understanding and empathy.
- PC24.** Identify areas of improvement and work towards enhancing language skills.
- PC25.** Interact with customers or clients proficiently in English/ Hindi/Regional Languages.
- PC26.** Address customer queries and assist in their preferred language.
- PC27.** Understand and use common phrases, idioms, and expressions in the regional language.
- PC28.** Communicate effectively with colleagues and stakeholders in the local language.
- PC29.** Accurately interpret and follow instructions from leadership or senior team members, ensuring understanding through active listening and clarification.

Interpersonal Skills

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

- PC30.** Demonstrate understanding and sensitivity to others' perspectives, feelings, and experiences.
- PC31.** Acknowledge and validate emotions expressed by others through empathetic responses.
- PC32.** Use empathetic language and tone to convey support, care, and understanding.
- PC33.** Consider the impact of words and actions on others, showing respect and empathy in all communications.
- PC34.** Respond to emotional cues with empathy and compassion, fostering trust and rapport.
- PC35.** Practice fairness, empathy, and professionalism with others, regardless of differences in background or perspective.

Collaboration and Teamwork

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

- PC36.** Working collaboratively with team members, sharing ideas, and contributing to team goals.
- PC37.** Handle conflicts with colleagues constructively and positively.
- PC38.** Valuing diversity, understanding cultural differences, and adapting communication and behavior accordingly.
- PC39.** Responding to others' ideas and feedback with consideration and thoughtfulness.

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PC40. Working effectively as part of a team, contributing towards common goals, and supporting team members.

PC41. Building and maintaining professional relationships, both within and outside the organization, for mutual benefit and growth.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. Understanding the principles of self-awareness, including recognizing personal strengths, weaknesses, and emotional responses in workplace interactions.

KU2. Knowledge of self-regulation techniques, such as managing stress, maintaining composure, and adjusting emotional responses in challenging situations.

KU3. Awareness of effective communication methods, including verbal, non-verbal, and written communication, and the impact of these on workplace relationships.

KU4. Understanding the essentials of workplace language proficiency, including clarity, tone, and appropriate communication styles for different audiences.

KU5. Knowledge of interpersonal skills necessary for building rapport, resolving conflicts, and fostering positive relationships in the workplace.

KU6. Understanding the importance of collaboration and teamwork, including the ability to work with diverse teams, share ideas, and contribute to collective goals.

Generic Skills (GS)

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

GS1. Effective communication skills, including active listening, clear articulation of ideas, and appropriate use of tone and body language in workplace settings.

GS2. Emotional intelligence skills, including empathy, self-awareness, and emotional control when dealing with colleagues and clients.

GS3. Conflict resolution and problem-solving skills for managing interpersonal issues and maintaining a positive work environment.

GS4. Teamwork and collaboration skills, including the ability to work cooperatively with others, share responsibilities, and support team objectives.

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Self-Awareness and Self-Regulation</i>	5	15	-	-
PC1. Practice mindfulness techniques to increase awareness of present emotions and their triggers.	-	-	-	-
PC2. Demonstrate personal strengths and weaknesses to perform the job better.	-	-	-	-
PC3. Use feedback as a tool for personal and professional growth, integrating it into daily practices and behaviors.	-	-	-	-
PC4. Employ stress management techniques, such as deep breathing, mindfulness, or taking short breaks, to regulate emotions and remain calm under stressful situations.	-	-	-	-
PC5. Maintain composure and a positive attitude to stay focused and productive during periods of increased pressure or intensity.	-	-	-	-
PC6. Embrace changes at the workplace with a positive attitude and willingness to learn.	-	-	-	-
<i>Workplace Communication and Language Essentials/ Proficiency</i>	15	25	-	-
PC7. Express thoughts, ideas, and information clearly and concisely using appropriate language and tone.	-	-	-	-
PC8. Engage in active listening during conversations, providing verbal cues to show understanding and empathy.	-	-	-	-
PC9. <ul style="list-style-type: none"> Use gestures and body language effectively to enhance verbal communication and convey emotions or intent. . 	-	-	-	-
PC10. Respond thoughtfully to questions or inquiries, considering the context and audience for a meaningful response	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. Adapt communication style to different situations or individuals, ensuring clarity and understanding.	-	-	-	-
PC12. Utilize appropriate nonverbal cues such as facial expressions, eye contact, and posture to convey empathy and understanding.	-	-	-	-
PC13. Demonstrate awareness of cultural differences in nonverbal communication, adjusting gestures and signs accordingly.	-	-	-	-
PC14. Use nonverbal cues to reinforce verbal messages and create a positive communication environment.	-	-	-	-
PC15. Interpret others' nonverbal cues accurately, showing sensitivity and empathy in interactions.	-	-	-	-
PC16. Maintain open and welcoming body language to encourage effective communication and collaboration.	-	-	-	-
PC17. Draft clear and concise written messages.	-	-	-	-
PC18. Demonstrate proficient email etiquette.	-	-	-	-
PC19. Listen attentively to others without interrupting, allowing them to fully express their thoughts and feelings.	-	-	-	-
PC20. Use verbal cues such as paraphrasing or summarizing to confirm understanding and show active listening.	-	-	-	-
PC21. Maintain eye contact and focus on the speaker, demonstrating genuine interest in their message.	-	-	-	-
PC22. Ask clarifying questions to ensure comprehension and show engagement in the conversation.	-	-	-	-
PC23. Provide feedback or responses that reflect active listening, demonstrating understanding and empathy.	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC24. Identify areas of improvement and work towards enhancing language skills.	-	-	-	-
PC25. Interact with customers or clients proficiently in English/ Hindi/Regional Languages.	-	-	-	-
PC26. Address customer queries and assist in their preferred language.	-	-	-	-
PC27. Understand and use common phrases, idioms, and expressions in the regional language.	-	-	-	-
PC28. Communicate effectively with colleagues and stakeholders in the local language.	-	-	-	-
PC29. Accurately interpret and follow instructions from leadership or senior team members, ensuring understanding through active listening and clarification.	-	-	-	-
<i>Interpersonal Skills</i>	5	15	-	-
PC30. Demonstrate understanding and sensitivity to others' perspectives, feelings, and experiences.	-	-	-	-
PC31. Acknowledge and validate emotions expressed by others through empathetic responses.	-	-	-	-
PC32. Use empathetic language and tone to convey support, care, and understanding.	-	-	-	-
PC33. Consider the impact of words and actions on others, showing respect and empathy in all communications.	-	-	-	-
PC34. Respond to emotional cues with empathy and compassion, fostering trust and rapport.	-	-	-	-
PC35. Practice fairness, empathy, and professionalism with others, regardless of differences in background or perspective.	-	-	-	-
<i>Collaboration and Teamwork</i>	5	15	-	-
PC36. Working collaboratively with team members, sharing ideas, and contributing to team goals.	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC37. Handle conflicts with colleagues constructively and positively.	-	-	-	-
PC38. Valuing diversity, understanding cultural differences, and adapting communication and behavior accordingly.	-	-	-	-
PC39. Responding to others' ideas and feedback with consideration and thoughtfulness.	-	-	-	-
PC40. Working effectively as part of a team, contributing towards common goals, and supporting team members.	-	-	-	-
PC41. Building and maintaining professional relationships, both within and outside the organization, for mutual benefit and growth.	-	-	-	-
NOS Total	30	70	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	MEP/N0301
NOS Name	Social and emotional proficiency at the workplace
Sector	Management
Sub-Sector	
Occupation	Customer Service
NSQF Level	3
Credits	4
Version	1.0
Last Reviewed Date	27/08/2024
Next Review Date	27/08/2027
NSQC Clearance Date	27/08/2024

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MEP/N0302: Basic workplace cognitive and metacognitive abilities

Description

This unit describes about the cognitive and metacognitive abilities required at the workplace

Scope

The scope covers the following :

- Adaptability
- Creativity, critical thinking and problem solving
- Attention, memory and planning

Elements and Performance Criteria

Adaptability

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

PC1. Display the ability to bounce back from setbacks or failures.

PC2. Being flexible and adaptable in various situations, adjusting to changes and new environments.

PC3. Being aware of social cues, norms, and dynamics in different situations and contexts.

PC4. Effectively negotiating and reaching agreements that benefit all parties involved.

PC5. Develop a growth mindset

PC6. Demonstrate flexibility and adaptability in response to changing work environments, tasks, and priorities, adjusting efficiently to new circumstances and challenges.

Creativity, critical thinking and problem solving

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

PC7. Recognize and define issues or challenges within the scope of work responsibilities.

PC8. Evaluate information, data, and factors contributing to the identified problems or challenges.

PC9. Generate innovative and effective solutions to address problems, drawing from diverse perspectives and resources.

PC10. Assess the feasibility and implications of proposed solutions, considering potential risks and benefits.

PC11. Actively apply chosen solutions, monitor their effectiveness, and make adjustments as necessary to achieve desired outcomes.

PC12. Assess various alternatives and their potential outcomes, considering associated risks and benefits.

PC13. Choose informed and timely decisions based on the analysis of the problem.

PC14. Utilize available information, data, and critical analysis to make well-informed and timely decisions aligned with organizational goals and policies.

PC15. Apply reflective thinking in diverse situations.

Attention, memory and planning

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

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- PC16.** Retrieve and utilize relevant information from memory to complete tasks effectively and efficiently.
- PC17.** Notice and accurately interpret specific aspects of tasks or information, ensuring precision and quality in work.
- PC18.** Break down tasks into manageable steps, set goals, and create a plan of action to achieve objectives efficiently.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Understanding the concept of adaptability, including the ability to adjust to changing work environments, roles, and tasks.
- KU2.** Knowledge of creative thinking techniques, such as brainstorming and lateral thinking, and their application in problem-solving and innovation at the workplace.
- KU3.** Awareness of critical thinking principles, including evaluating information, identifying biases, and making reasoned decisions.
- KU4.** Understanding of effective problem-solving methodologies, such as root cause analysis and decision-making frameworks, and their application in resolving workplace challenges.
- KU5.** Knowledge of strategies for improving attention and focus, including time management and task prioritization, to enhance workplace productivity.
- KU6.** Understanding of cognitive functions related to memory and planning, including techniques for organizing tasks, setting goals, and retaining critical work-related information

Generic Skills (GS)

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

- GS1.** Adaptability and flexibility skills, including the ability to embrace change, learn new technologies, and pivot quickly when priorities shift.
- GS2.** Creative problem-solving skills, enabling individuals to approach workplace challenges with innovative solutions and new ideas.
- GS3.** Critical thinking skills, allowing for the assessment of information, logical reasoning, and the ability to make sound decisions under pressure.
- GS4.** Planning and organizational skills, including effective time management, task scheduling, and the ability to handle multiple priorities simultaneously.

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Adaptability</i>	10	25	-	-
PC1. Display the ability to bounce back from setbacks or failures.	-	-	-	-
PC2. Being flexible and adaptable in various situations, adjusting to changes and new environments.	-	-	-	-
PC3. Being aware of social cues, norms, and dynamics in different situations and contexts.	-	-	-	-
PC4. Effectively negotiating and reaching agreements that benefit all parties involved.	-	-	-	-
PC5. Develop a growth mindset	-	-	-	-
PC6. Demonstrate flexibility and adaptability in response to changing work environments, tasks, and priorities, adjusting efficiently to new circumstances and challenges.	-	-	-	-
<i>Creativity, critical thinking and problem solving</i>	15	35	-	-
PC7. Recognize and define issues or challenges within the scope of work responsibilities.	-	-	-	-
PC8. Evaluate information, data, and factors contributing to the identified problems or challenges.	-	-	-	-
PC9. Generate innovative and effective solutions to address problems, drawing from diverse perspectives and resources.	-	-	-	-
PC10. Assess the feasibility and implications of proposed solutions, considering potential risks and benefits.	-	-	-	-
PC11. PC11. Actively apply chosen solutions, monitor their effectiveness, and make adjustments as necessary to achieve desired outcomes.	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. Assess various alternatives and their potential outcomes, considering associated risks and benefits.	-	-	-	-
PC13. Choose informed and timely decisions based on the analysis of the problem.	-	-	-	-
PC14. Utilize available information, data, and critical analysis to make well-informed and timely decisions aligned with organizational goals and policies.	-	-	-	-
PC15. Apply reflective thinking in diverse situations.	-	-	-	-
<i>Attention, memory and planning</i>	5	10	-	-
PC16. Retrieve and utilize relevant information from memory to complete tasks effectively and efficiently.	-	-	-	-
PC17. Notice and accurately interpret specific aspects of tasks or information, ensuring precision and quality in work.	-	-	-	-
PC18. Break down tasks into manageable steps, set goals, and create a plan of action to achieve objectives efficiently.	-	-	-	-
NOS Total	30	70	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	MEP/N0302
NOS Name	Basic workplace cognitive and metacognitive abilities
Sector	Management
Sub-Sector	
Occupation	Customer Service
NSQF Level	3
Credits	3
Version	1.0
Last Reviewed Date	27/08/2024
Next Review Date	27/08/2027
NSQC Clearance Date	27/08/2024

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MEP/N0303: Career readiness and personal finance

Description

This unit describes about managing career and personal finance

Scope

The scope covers the following :

- Managing Personal Finance
- Basic Digital Skills
- Customer Centricity
- Integrate Green Practices

Elements and Performance Criteria

Managing Personal Finance

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

- PC1.** Create and maintain a personal budget based on income and expenses.
- PC2.** Track daily expenses and categorize them for better financial awareness.
- PC3.** Utilize budgeting tools or apps to monitor spending habits and identify areas for savings.
- PC4.**
 - Open and manage a personal bank account, including understanding account types (savings, checking) and associated fees.
 - .
- PC5.** Perform basic banking transactions such as deposits, withdrawals, and fund transfers
- PC6.** Monitor account balances and reconcile statements to ensure accuracy.
- PC7.** Explain the concept of credit and debt, including types of credit (credit cards, loans) and associated risks.
- PC8.** Manage credit responsibly by making timely payments and avoiding excessive debt.
- PC9.** Check and understand credit reports to monitor credit history and identify errors.
- PC10.** Set short-term and long-term financial goals, such as emergency savings, retirement, or major purchases.
- PC11.** Develop a savings plan to achieve financial goals, including automatic transfers to savings accounts.
- PC12.** Understand the concept of interest and its impact on savings and investments.
- PC13.** Identify common consumer rights and protections related to financial products and services.
- PC14.** Compare and evaluate financial products (e.g., bank accounts, credit cards) to make informed decisions.
- PC15.** Recognize and report potential scams or fraudulent activities to protect personal finances.
- PC16.** Follow effective safety and security measures and guidelines for financial transactions on online websites and apps.

Basic Digital Skills

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

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- PC17.** Utilize Microsoft Word and/ or Google Docs to create, edit, and format documents for various purposes such as reports, letters, and memos.
- PC18.** Insert and format tables, images, and hyperlinks in MS Word documents.
- PC19.** Use Microsoft Excel and/or Google Sheets for basic spreadsheet tasks including data entry, formatting, creating charts and graphs, and basic formulas for calculations.
- PC20.** Create and customize simple and professional presentations using Microsoft PowerPoint (PPT) or Google Slides.
- PC21.** Create and customize forms in Google Forms for data collection, surveys, and feedback.
- PC22.** Create a personal email account and perform required actions for sending, receiving, and managing emails effectively.
- PC23.** Navigate and utilize email interfaces proficiently to compose, format, organize, and manage emails.
- PC24.** Search internet for information safely and download materials
- PC25.** Send file attachments through e-mail or upload materials to cloud or common drives for sharing with team members
- PC26.** Follow effective safety and security measures and guidelines for information sharing on digital devices.
- PC27.** Demonstrate the ability to type at a speed of at least 40 words per minute (WPM) with a minimum accuracy rate of 95%, utilizing proper typing ergonomics and techniques.
- PC28.** Efficiently use a standard keyboard layout, including function keys, numeric keypad, special characters, and keyboard shortcuts, to enhance productivity across various software applications.

Customer Centricity

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

- PC29.** Develop a customer-centric approach at the workplace.
- PC30.** Understand or anticipate customer needs, concerns, and preferences and offer proactive assistance or recommendations.
- PC31.** Provide timely and accurate information to customers regarding products, services, and policies.
- PC32.** Actively listen to customer inquiries, feedback, and complaints to provide satisfactory solutions.
- PC33.** Adapt communication style to meet the needs of diverse customers
- PC34.** Handle different types of customers efficiently
- PC35.** Negotiate effectively with clients/customers to ensure mutually beneficial agreement.
- PC36.** Address customer complaints and conflicts professionally
- PC37.** Collaborate with team members to meet customer expectations
- PC38.** Stay updated on product knowledge and company offerings to provide accurate and relevant information to customers.
- PC39.** Maintain strict adherence to quality and safety protocols when handling products/services while dealing with customers.
- PC40.** Build positive and long-term relationships with customers to enhance satisfaction and loyalty
- PC41.** Guide customers in filling out survey forms effectively.
- PC42.** Request feedback from customers using appropriate language and channels.

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Integrate Green Practices

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

- PC43.** Optimize resource use by reducing waste generation, conserving energy, and minimizing water consumption.
- PC44.** Practice using environment-friendly products and materials.
- PC45.**
 - Practice proper waste segregation.
 -
- PC46.** Apply the 3Rs (Reduce, Reuse and Recycle) for Waste Management.
- PC47.** Encourage sustainable transportation options to reduce carbon emissions.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Understanding of personal finance management, including budgeting, saving, investments, and debt management principles.
- KU2.** Knowledge of basic digital skills, such as using productivity tools (e.g., spreadsheets), managing online banking, and leveraging digital platforms for personal finance management.
- KU3.** Awareness of customer-centric practices, including understanding customer needs, delivering high-quality service, and ensuring customer satisfaction in a professional setting.
- KU4.** Knowledge of green practices and sustainability principles, including resource conservation, waste reduction, and energy-efficient practices in the workplace.
- KU5.** Understanding the importance of integrating sustainable practices in both personal and professional settings, and the role of green practices in enhancing career readiness.
- KU6.** Knowledge of how financial literacy and responsible financial behavior can impact personal and professional success.

Generic Skills (GS)

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

- GS1.** Personal finance management skills, including the ability to create and monitor budgets, manage expenses, and make informed financial decisions.
- GS2.** Basic digital literacy skills, such as navigating online platforms, managing digital tools for work, and using technology effectively for personal and professional purposes.
- GS3.** Customer service skills, including active listening, problem-solving, and maintaining a customer-first attitude in all interactions.
- GS4.** Ability to integrate green practices into everyday work, such as energy-saving measures, eco-friendly solutions, and promoting sustainability in both personal and professional life.

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Managing Personal Finance</i>	10	15	-	-
PC1. Create and maintain a personal budget based on income and expenses.	-	-	-	-
PC2. Track daily expenses and categorize them for better financial awareness.	-	-	-	-
PC3. Utilize budgeting tools or apps to monitor spending habits and identify areas for savings.	-	-	-	-
PC4. <ul style="list-style-type: none"> Open and manage a personal bank account, including understanding account types (savings, checking) and associated fees. ... 	-	-	-	-
PC5. Perform basic banking transactions such as deposits, withdrawals, and fund transfers	-	-	-	-
PC6. Monitor account balances and reconcile statements to ensure accuracy.	-	-	-	-
PC7. Explain the concept of credit and debt, including types of credit (credit cards, loans) and associated risks.	-	-	-	-
PC8. Manage credit responsibly by making timely payments and avoiding excessive debt.	-	-	-	-
PC9. Check and understand credit reports to monitor credit history and identify errors.	-	-	-	-
PC10. Set short-term and long-term financial goals, such as emergency savings, retirement, or major purchases.	-	-	-	-
PC11. Develop a savings plan to achieve financial goals, including automatic transfers to savings accounts.	-	-	-	-
PC12. Understand the concept of interest and its impact on savings and investments.	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. Identify common consumer rights and protections related to financial products and services.	-	-	-	-
PC14. Compare and evaluate financial products (e.g., bank accounts, credit cards) to make informed decisions.	-	-	-	-
PC15. Recognize and report potential scams or fraudulent activities to protect personal finances.	-	-	-	-
PC16. Follow effective safety and security measures and guidelines for financial transactions on online websites and apps.	-	-	-	-
<i>Basic Digital Skills</i>	5	25	-	-
PC17. Utilize Microsoft Word and/ or Google Docs to create, edit, and format documents for various purposes such as reports, letters, and memos.	-	-	-	-
PC18. Insert and format tables, images, and hyperlinks in MS Word documents.	-	-	-	-
PC19. Use Microsoft Excel and/or Google Sheets for basic spreadsheet tasks including data entry, formatting, creating charts and graphs, and basic formulas for calculations.	-	-	-	-
PC20. Create and customize simple and professional presentations using Microsoft PowerPoint (PPT) or Google Slides.	-	-	-	-
PC21. Create and customize forms in Google Forms for data collection, surveys, and feedback.	-	-	-	-
PC22. Create a personal email account and perform required actions for sending, receiving, and managing emails effectively.	-	-	-	-
PC23. Navigate and utilize email interfaces proficiently to compose, format, organize, and manage emails.	-	-	-	-
PC24. Search internet for information safely and download materials	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC25. Send file attachments through e-mail or upload materials to cloud or common drives for sharing with team members	-	-	-	-
PC26. Follow effective safety and security measures and guidelines for information sharing on digital devices.	-	-	-	-
PC27. Demonstrate the ability to type at a speed of at least 40 words per minute (WPM) with a minimum accuracy rate of 95%, utilizing proper ergonomics and techniques.	-	-	-	-
PC28. Efficiently use a standard keyboard layout, including function keys, numeric keypad, special characters, and keyboard shortcuts, to enhance productivity across various software applications.	-	-	-	-
<i>Customer Centricity</i>	10	20	-	-
PC29. Develop a customer-centric approach at the workplace.	-	-	-	-
PC30. Understand or anticipate customer needs, concerns, and preferences and offer proactive assistance or recommendations.	-	-	-	-
PC31. Provide timely and accurate information to customers regarding products, services, and policies.	-	-	-	-
PC32. Actively listen to customer inquiries, feedback, and complaints to provide satisfactory solutions.	-	-	-	-
PC33. Adapt communication style to meet the needs of diverse customers	-	-	-	-
PC34. Handle different types of customers efficiently	-	-	-	-
PC35. Negotiate effectively with clients/customers to ensure mutually beneficial agreement.	-	-	-	-
PC36. Address customer complaints and conflicts professionally	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC37. Collaborate with team members to meet customer expectations	-	-	-	-
PC38. Stay updated on product knowledge and company offerings to provide accurate and relevant information to customers.	-	-	-	-
PC39. Maintain strict adherence to quality and safety protocols when handling products/services while dealing with customers.	-	-	-	-
PC40. Build positive and long-term relationships with customers to enhance satisfaction and loyalty	-	-	-	-
PC41. Guide customers in filling out survey forms effectively.	-	-	-	-
PC42. Request feedback from customers using appropriate language and channels.	-	-	-	-
<i>Integrate Green Practices</i>	5	10	-	-
PC43. Optimize resource use by reducing waste generation, conserving energy, and minimizing water consumption.	-	-	-	-
PC44. Practice using environment-friendly products and materials.	-	-	-	-
PC45. • Practice proper waste segregation. •	-	-	-	-
PC46. Apply the 3Rs (Reduce, Reuse and Recycle) for Waste Management.	-	-	-	-
PC47. Encourage sustainable transportation options to reduce carbon emissions.	-	-	-	-
NOS Total	30	70	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N0303
NOS Name	Career readiness and personal finance
Sector	Management
Sub-Sector	
Occupation	Customer Service
NSQF Level	3
Credits	2
Version	1.0
Last Reviewed Date	27/08/2024
Next Review Date	27/08/2027
NSQC Clearance Date	27/08/2024

Qualification Pack

MEP/N9903: Apply health and safety practices at the workplace

Description

This unit deals in detail with application of health and safety practices in the workplace

Scope

The scope covers the following :

- Apply relevant health and safety practices at the workplace
- Maintain a healthy and hygienic environment
- Deal with emergency situations
- Follow fire safety requirements

Elements and Performance Criteria

Apply relevant health and safety practices at the workplace

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

PC1. identify, control and report health and safety issues relating to immediate work environment according to procedures

PC2. follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies

PC3. document and report all hazards, accidents and near-miss incidents as per set process

PC4. document safety records according to organisational policies

Maintain a healthy and hygienic environment

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

PC5. maintain the work area in a clean and tidy condition

PC6. ensure that the work area is sanitised as and when required

PC7. maintain personal hygiene

PC8. use appropriate personal protective equipment (PPE) where required

PC9. wash hands using soap and water or alcohol based sanitiser

PC10. report hygiene related concerns promptly to the relevant authority

Emergencies, rescue and first-aid procedures

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

PC11. administer appropriate first aid to victims wherever required e.g. in case of bleeding, burns, choking, electric shock, poisoning etc.

PC12. respond promptly and appropriately to an accident situation or medical emergency in real or simulated environments

PC13. perform rescue activity during an accident if applicable (e.g. if moving victim is advisable)

Follow fire safety requirements

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

PC14. follow fire safety practices

PC15. identify the type of fire and its stage

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PC16. use the various appropriate fire extinguishers on different types of fires correctly

PC17. follow procedures to rescue victim of fire without endangering self

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Health Safety and Environment (HSE) practices
- KU2.** relevant Occupational Health and Safety (OHS) regulations
- KU3.** enterprise /site emergency procedures and techniques
- KU4.** waste and dangerous materials disposal procedures and practices
- KU5.** procedures for recording, reporting and maintenance of workplace safety and hygiene
- KU6.** meaning of hazards and risks
- KU7.** health and safety hazards commonly present in the work environment and related precautions
- KU8.** possible causes of risk, hazard or accident in the workplace
- KU9.** where to find all the general health and safety equipment in the workplace
- KU10.** various dangers associated with the use of electrical equipment
- KU11.** preventative and remedial actions to be taken in the case of exposure to toxic materials
- KU12.** importance of using protective clothing/equipment while working
- KU13.** precautionary activities to prevent the fire accident
- KU14.** various causes of fire
- KU15.** techniques of using the different fire extinguishers
- KU16.** different methods of extinguishing fire
- KU17.** different materials used for extinguishing fire
- KU18.** rescue techniques applied during a fire hazard
- KU19.** various types of safety signs and their meaning
- KU20.** appropriate basic first aid treatment relevant to the condition eg. shock, electrical shock, bleeding, breaks to bones, minor burns, resuscitation, poisoning, eye injuries
- KU21.** safe lifting and carrying practices

Generic Skills (GS)

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

- GS1.** write Health and safety compliance report
- GS2.** interpret general health and safety guidelines
- GS3.** communicate general health and safety guidelines to co workers
- GS4.** take decision about the corrective action to be taken in case of any potential hazards

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Apply relevant health and safety practices at the workplace</i>	13	16	-	-
PC1. identify, control and report health and safety issues relating to immediate work environment according to procedures	-	-	-	-
PC2. follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies	-	-	-	-
PC3. document and report all hazards, accidents and near-miss incidents as per set process	-	-	-	-
PC4. document safety records according to organisational policies	-	-	-	-
<i>Maintain a healthy and hygienic environment</i>	8	21	-	-
PC5. maintain the work area in a clean and tidy condition	-	-	-	-
PC6. ensure that the work area is sanitised as and when required	-	-	-	-
PC7. maintain personal hygiene	-	-	-	-
PC8. use appropriate personal protective equipment (PPE) where required	-	-	-	-
PC9. wash hands using soap and water or alcohol based sanitiser	-	-	-	-
PC10. report hygiene related concerns promptly to the relevant authority	-	-	-	-
<i>Emergencies, rescue and first-aid procedures</i>	6	9	-	-
PC11. administer appropriate first aid to victims wherever required e.g. in case of bleeding, burns, choking, electric shock, poisoning etc.	-	-	-	-
PC12. respond promptly and appropriately to an accident situation or medical emergency in real or simulated environments	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. perform rescue activity during an accident if applicable (e.g. if moving victim is advisable)	-	-	-	-
<i>Follow fire safety requirements</i>	13	14	-	-
PC14. follow fire safety practices	-	-	-	-
PC15. identify the type of fire and its stage	-	-	-	-
PC16. use the various appropriate fire extinguishers on different types of fires correctly	-	-	-	-
PC17. follow procedures to rescue victim of fire without endangering self	-	-	-	-
NOS Total	40	60	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N9903
NOS Name	Apply health and safety practices at the workplace
Sector	Management
Sub-Sector	Office Management & Professional Skills
Occupation	Generic
NSQF Level	4
Credits	1
Version	5.0
Last Reviewed Date	07/10/2025
Next Review Date	07/10/2028
NSQC Clearance Date	07/10/2025

Qualification Pack

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

Description

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

Scope

The scope covers the following :

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

Elements and Performance Criteria

Introduction to Employability Skills

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

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

Constitutional values - Citizenship

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

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

Becoming a Professional in the 21st Century

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

PC3. explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.

Basic English Skills

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

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

Communication Skills

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

PC5. follow good manners while communicating with others

PC6. work with others in a team

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Diversity & Inclusion

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

PC7. communicate and behave appropriately with all genders and PwD
PC8. report any issues related to sexual harassment

Financial and Legal Literacy

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

PC9. use various financial products and services safely and securely
PC10. calculate income, expenses, savings etc.
PC11. approach the concerned authorities for any exploitation as per legal rights and laws

Essential Digital Skills

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

PC12. operate digital devices and use its features and applications securely and safely
PC13. use internet and social media platforms securely and safely

Entrepreneurship

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

PC14. identify and assess opportunities for potential business
PC15. identify sources for arranging money and associated financial and legal challenges

Customer Service

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

PC16. identify different types of customers
PC17. identify customer needs and address them appropriately
PC18. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

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

PC19. create a basic biodata
PC20. search for suitable jobs and apply
PC21. identify and register apprenticeship opportunities as per requirement

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. need for employability skills
KU2. various constitutional and personal values
KU3. different environmentally sustainable practices and their importance
KU4. Twenty first (21st) century skills and their importance
KU5. how to use basic spoken English language
KU6. Do and dont of effective communication
KU7. inclusivity and its importance
KU8. different types of disabilities and appropriate communication and behaviour towards PwD
KU9. different types of financial products and services

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- KU10.** how to compute income and expenses
- KU11.** importance of maintaining safety and security in financial transactions
- KU12.** different legal rights and laws
- KU13.** how to operate digital devices and applications safely and securely
- KU14.** ways to identify business opportunities
- KU15.** types of customers and their needs
- KU16.** how to apply for a job and prepare for an interview
- KU17.** apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

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

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

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	1	1	-	-
PC1. understand the significance of employability skills in meeting the job requirements	-	-	-	-
<i>Constitutional values - Citizenship</i>	1	1	-	-
PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	1	3	-	-
PC3. explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.	-	-	-	-
<i>Basic English Skills</i>	2	3	-	-
PC4. speak with others using some basic English phrases or sentences	-	-	-	-
<i>Communication Skills</i>	1	1	-	-
PC5. follow good manners while communicating with others	-	-	-	-
PC6. work with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	1	-	-
PC7. communicate and behave appropriately with all genders and PWD	-	-	-	-
PC8. report any issues related to sexual harassment	-	-	-	-
<i>Financial and Legal Literacy</i>	3	4	-	-
PC9. use various financial products and services safely and securely	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. calculate income, expenses, savings etc.	-	-	-	-
PC11. approach the concerned authorities for any exploitation as per legal rights and laws	-	-	-	-
<i>Essential Digital Skills</i>	4	6	-	-
PC12. operate digital devices and use its features and applications securely and safely	-	-	-	-
PC13. use internet and social media platforms securely and safely	-	-	-	-
<i>Entrepreneurship</i>	3	5	-	-
PC14. identify and assess opportunities for potential business	-	-	-	-
PC15. identify sources for arranging money and associated financial and legal challenges	-	-	-	-
<i>Customer Service</i>	2	2	-	-
PC16. identify different types of customers	-	-	-	-
PC17. identify customer needs and address them appropriately	-	-	-	-
PC18. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	1	3	-	-
PC19. create a basic biodata	-	-	-	-
PC20. search for suitable jobs and apply	-	-	-	-
PC21. identify and register apprenticeship opportunities as per requirement	-	-	-	-
NOS Total	20	30	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0101
NOS Name	Employability Skills (30 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	2
Credits	1
Version	1.0
Last Reviewed Date	16/12/2025
Next Review Date	18/11/2028
NSQC Clearance Date	16/12/2025

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Element/ Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each Element/ 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 these criteria.
6. To pass the Qualification Pack assessment, every trainee should score the Recommended Pass % aggregate for the QP.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

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Minimum Aggregate Passing % at QP Level : 50

(**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
MEP/N0301.Social and emotional proficiency at the workplace	30	70	-	-	100	30
MEP/N0302.Basic workplace cognitive and metacognitive abilities	30	70	-	-	100	25
MEP/N0303.Career readiness and personal finance	30	70	-	-	100	25
MEP/N9903.Apply health and safety practices at the workplace	40	60	-	-	100	10
DGT/VSQ/N0101.Employability Skills (30 Hours)	20	30	-	-	50	10
Total	150	300	-	-	450	100

Qualification Pack

Acronyms

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

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Glossary

Sector	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.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	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.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	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.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	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.
Scope	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.

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Knowledge and Understanding (KU)	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.
Organisational Context	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.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	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.
Electives	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.
Options	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.