

Qualification Pack



Elderly Caretaker (Non Clinical)

QP Code: DWC/Q0801

Version: 4.0

NSQF Level: 3

Home Management and Care Givers Sector Skill Council || A-2/19, 2nd Floor, Safdarjung Enclave
New Delhi -110029 || email:content@dwsscindia.com



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DWC/Q0801: Elderly Caretaker (Non Clinical)

Brief Job Description

An Elderly Caretaker (Non-Clinical) in the plays one of the most crucial operational roles in the care giving worker/domestic worker segment where the caretaker would be providing care to an elderly person who may or may not have any disability. The primary role of the elderly caretaker is to assist elderly person in day to day activities such as walking eating, dressing, toileting, grooming and in running errands. She/ he would also assist the elderly with in cooking and housekeeping duties. Creation and maintenance of a hygienic and pleasant environment for the elderly would also be a part of her/ his duties

Personal Attributes

This job requires the individual to be fit and energetic. The person should be attentive, empathetic, dedicated and trust worthy. The person should possess effective and compassionate communication with client, family, and co-workers. The individual should have enthusiasm for the work they do and those in his/her care. They should be calm, composed and patient to enable to take care of the elders effectively.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

- [1. DWC/N0805: Assisting elderly persons with activities of daily life \(ADL\), personal hygiene and recreational/ health activities](#)
- [2. DWC/N0804: Building effective communication and relation with the elderly person, their social network and healthcare people](#)
- [3. DWC/N9902: Maintain service standards and communicate effectively](#)
- [4. DWC/N9903: Maintain health, hygiene and safety standards](#)
- [5. DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)
- [6. DWC/N0803: Cleaning activities, tidying up of the room and establish a safe and hygienic environment for the elders](#)

Qualification Pack (QP) Parameters

Sector	Domestic Workers
Sub-Sector	Care Giving (Non Clinical)



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Occupation	Elderly Care (Non - Clinical), Elderly Care (Non - Clinical), Cleaning, Cooking
Country	India
NSQF Level	3
Credits	12
Aligned to NCO/ISCO/ISIC Code	NCO-2015/5322.9900
Minimum Educational Qualification & Experience	10th grade pass with NA of experience OR 9th grade pass with 1.5 years of experience relevant Experience OR Previous relevant Qualification of NSQF Level (2.5) with 1.5 years of experience relevant experience OR Previous relevant Qualification of NSQF Level (2) with 3 Years of experience 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	15/03/2027
NSQC Approval Date	15/03/2024
Version	4.0
Reference code on NQR	QG-03-HC-02554-2024-V2-DWSSC
NQR Version	2

Remarks:

None



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DWC/N0805: Assisting elderly persons with activities of daily life (ADL), personal hygiene and recreational/ health activities

Description

This unit is about providing support and care to the elderly person with their activities of daily living, personal hygiene and other activities.

Scope

The scope covers the following :

- Assisting the elderly persons with their Activities of Daily Living (ADL)
- Assisting the elderly persons with recreational and health activities

Elements and Performance Criteria

Assisting the Elderly Person with their Personal Hygiene and Activities of Daily Living (ADL).

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

- PC1.** prepare a daily care routine for the elderly after discussing with their family
- PC2.** assist the elderly person in their ADL as required or scheduled
- PC3.** perform ADL of the elders where their mobility is limited, such as washing, toileting (including on the bed if required) oral care, bathing and changing diapers, etc., while ensuring the privacy of the individuals
- PC4.** prepare food for the elders as per the instructions and the diet/ meal plan provided by family/ guardian/ nutritionist, as well as keeping the preferences of the elders in view
- PC5.** assist the elderly persons by serving/ feeding elderly persons with meals/ beverages/ health drink
- PC6.** pack and store the food for the elderly person appropriately
- PC7.** observe and report any unusual conditions related to the elders and communicate the same to the family/ guardian

Assisting the elderly persons with recreational and health activities

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

- PC8.** arrange to fulfill elderly person's recreational/ physical exercise needs, in conjunction with elderly person's family/ friends.
- PC9.** accompany the elderly person to parks, markets, and outdoor events or while taking a stroll/ walk
- PC10.** remind/ support the elders for daily medication and routine checkups
- PC11.** assist the elderly persons, based on their mobility and degree of ability to perform recreational activities/ physical exercises as per their choice
- PC12.** act as a companion or a friend to provide emotional support

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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- KU1.** the basic culture, tradition and lifestyle of the family, and routine for the elder one
- KU2.** roles and responsibilities and relationship with other employees in the family/ organisation
- KU3.** methods to provide oral and denture care, basic care and trimming and care of nails of the fingers and toes, and face/ skin
- KU4.** method of providing a shave to the elderly men, and trimming extra hair on face/ limbs etc.
- KU5.** how to transfer and lift an elderly person with limited/ no mobility.
- KU6.** methods to assist elders with toileting, to include use of bedpans and urine pots. bathing and washing including washing hands
- KU7.** ways of helping an elderly person with constipation and irregularities.
- KU8.** basics of cooking and cooking methods for the elders, based on suggested nutrition
- KU9.** based on the condition, prepare and feed the type of food suggested by professionals such as porridge, khichdi, soup and vegetables/ preparations which facilitate ease of swallowing, digestion and energy
- KU10.** how to interact with the elderly person and the family
- KU11.** techniques for the prevention of physical injury and stress
- KU12.** situations, which commonly cause the falls and injury to the elders, such as slipping in the bathrooms, on staircases, while changing pants while standing and so on
- KU13.** effects on physical and mental faculties due to ageing, and consequently the challenges faced by the elders
- KU14.** communication techniques aimed at: reassuring, enhancing participation, encouraging food acceptance, obtaining cooperation
- KU15.** concepts of physical, mental, and social needs, health, illness/distress, dependence in daily life activities
- KU16.** concepts of health, illness/ distress, dependence of care related aspects

Generic Skills (GS)

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

- GS1.** make list of tasks and record the completion of the task with relevant details
- GS2.** note the unusual symptoms or any observation made during the task and inform the appropriate person/ family/ guardian
- GS3.** record and report the output quantity in response / behavior
- GS4.** discuss with household members appropriately in order to understand the instructions for the elders
- GS5.** read labels, images, symbols and simple guidelines and instructions
- GS6.** keep house members informed about progress of tasks
- GS7.** build rapport with family/ guardian and work to meet their expectations
- GS8.** methods to make the elderly person feel comfortable
- GS9.** take decisions pertaining to the concerned work
- GS10.** organise things around the place to enable carrying out the tasks in efficient and timely manner



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- GS11.** act objectively, rather than impulsively or emotionally when faced with difficult/stressful or emotional situations
- GS12.** work in disciplined manner, remain punctual and avoid absenteeism
- GS13.** deliberate through a problem, evaluate the possible solution(s) and do the best in case if the family of the elderly person is not around
- GS14.** identify immediate or temporary solutions to resolve problem and implement the same
- GS15.** take initiative to enhance/learn skills and be open to things differently
- GS16.** have the capacity to envisage and articulate personal goals
- GS17.** assess the situation and follow direction to deal with emergency situations
- GS18.** analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action
- GS19.** communication techniques aimed at: reassuring, enhancing participation, encouraging food acceptance, obtaining cooperation and emotional management
- GS20.** reading, writing, numeracy and listening skills

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Assisting the Elderly Person with their Personal Hygiene and Activities of Daily Living (ADL).</i>	12	20	-	-
PC1. prepare a daily care routine for the elderly after discussing with their family	2	3	-	-
PC2. assist the elderly person in their ADL as required or scheduled	2	4	-	-
PC3. perform ADL of the elders where their mobility is limited, such as washing, toileting (including on the bed if required) oral care, bathing and changing diapers, etc., while ensuring the privacy of the individuals	2	4	-	-
PC4. prepare food for the elders as per the instructions and the diet/ meal plan provided by family/ guardian/ nutritionist, as well as keeping the preferences of the elders in view	2	3	-	-
PC5. assist the elderly persons by serving/ feeding elderly persons with meals/ beverages/ health drink	1	2	-	-
PC6. pack and store the food for the elderly person appropriately	1	1	-	-
PC7. observe and report any unusual conditions related to the elders and communicate the same to the family/ guardian	2	3	-	-
<i>Assisting the elderly persons with recreational and health activities</i>	10	12	-	-
PC8. arrange to fulfill elderly person's recreational/ physical exercise needs, in conjunction with elderly person's family/ friends.	2	3	-	-
PC9. accompany the elderly person to parks, markets, and outdoor events or while taking a stroll/ walk	1	2	-	-
PC10. remind/ support the elders for daily medication and routine checkups	2	1	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. assist the elderly persons, based on their mobility and degree of ability to perform recreational activities/ physical exercises as per their choice	2	3	-	-
PC12. act as a companion or a friend to provide emotional support	3	3	-	-
NOS Total	22	32	-	-



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National Occupational Standards (NOS) Parameters

NOS Code	DWC/N0805
NOS Name	Assisting elderly persons with activities of daily life (ADL), personal hygiene and recreational/ health activities
Sector	Domestic Workers
Sub-Sector	Caregiving (Non Clinical)(Caretaking)
Occupation	Elderly Care (Non - Clinical), Elderly Care (Non - Clinical), Cleaning, Cooking
NSQF Level	3
Credits	2.5
Version	4.0
Last Reviewed Date	15/03/2024
Next Review Date	15/03/2027
NSQF Clearance Date	15/03/2024



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DWC/N0804: Building effective communication and relation with the elderly person, their social network and healthcare people

Description

This unit is about maintaining adequate relations with the elderly person, having regular positive interactions with the family and friends, and being involved in several social networks.

Scope

The scope covers the following :

- Assist in social interaction, pursuing hobbies and interest and to prevent isolation

Elements and Performance Criteria

Assist in social interaction, pursuing hobbies and interest and to prevent isolation

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

- PC1.** use appropriate communication approach towards the elder
- PC2.** use relevant communication and integration approach as per the elderly persons psychological profile
- PC3.** interact with the elderly person's family/ guardian and other relevant persons to get the update on their health and well-being
- PC4.** respond to the elderly person's rightful demands, meet relational needs and avert the elderly persons isolation
- PC5.** interact with the elderly person in such a way as to stimulate their mnemonic (aid-memory) skills
- PC6.** support the elderly person in socializing at different occasions by helping and fostering their participation in social initiatives
- PC7.** recognize and cope with emotions arising from his/her relationship with the elderly person as well as with the stress resulting from the relationship
- PC8.** take keen interest in encouraging the elderly person to pursue hobbies and interests
- PC9.** use appropriate communication approach as per the elderly person's psychological profile

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** basic culture, tradition and lifestyle of the family
- KU2.** effective ways of communicating with elders as per their communication preferences
- KU3.** how to overcome possible resistance during the process of caretaking, and managing conflicts
- KU4.** own role and responsibilities, whom to report, and roles/ responsibilities of the others working in the home/ organisation
- KU5.** how to protect fundamental rights and confidentiality the family/ client/ elders

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- KU6.** ways to establish appropriate relations with the elderly person's family/ guardian
- KU7.** how to give affection and be respectful with a view to maintain esteem and morale of elders
- KU8.** methods to stimulate elderly person's mnemonic skills
- KU9.** how to communicate so as to cater to the ebbing intensity of the senses (hearing, sight, smell, taste and touch)
- KU10.** ways to develop positive relationship with the elderly person and their family, and healthcare people

Generic Skills (GS)

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

- GS1.** make list of tasks and record the completion of the task with relevant details
- GS2.** perform assigned tasks efficiently by setting priority as per instructions from the employer/ as required
- GS3.** note unusual observations about the elders, and inform the appropriate person/ family/ guardian
- GS4.** discuss with household members with a view to clarify instructions for the elders
- GS5.** read, write, and use numeracy and listening skills
- GS6.** read labels, images symbols, and equipment, health safety/ security instructions etc
- GS7.** build rapport with elderly person and their family/ guardian with a view to make them comfortable
- GS8.** take decisions pertaining to the concerned work
- GS9.** organise things around the place to enable carrying out the tasks in efficient, effective and timely manner
- GS10.** keep members of the family informed about progress of tasks
- GS11.** act objectively when faced with difficult/ stressful or emotional situations
- GS12.** identify and deal with emergency situations as per existing process
- GS13.** deliberate through a problem, evaluate the possible solution(s) and apply the selected solution in the absence of the family/ guardian
- GS14.** take initiative to enhance/learn skills and be open to do things differently
- GS15.** communicate in order to reassure, enhance participation, obtain cooperation, encourage food acceptance, and manage emotions
- GS16.** work in disciplined manner, remain punctual and avoid absenteeism

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Assist in social interaction, pursuing hobbies and interest and to prevent isolation</i>	40	40	-	20
PC1. use appropriate communication approach towards the elder	-	-	-	-
PC2. use relevant communication and integration approach as per the elderly persons psychological profile	-	-	-	-
PC3. interact with the elderly person's family/ guardian and other relevant persons to get the update on their health and well-being	-	-	-	-
PC4. respond to the elderly person's rightful demands, meet relational needs and avert the elderly persons isolation	-	-	-	-
PC5. interact with the elderly person in such a way as to stimulate their mnemonic (aid-memory) skills	-	-	-	-
PC6. support the elderly person in socializing at different occasions by helping and fostering their participation in social initiatives	-	-	-	-
PC7. recognize and cope with emotions arising from his/her relationship with the elderly person as well as with the stress resulting from the relationship	-	-	-	-
PC8. take keen interest in encouraging the elderly person to pursue hobbies and interests	-	-	-	-
PC9. use appropriate communication approach as per the elderly person's psychological profile	-	-	-	-
NOS Total	40	40	-	20



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National Occupational Standards (NOS) Parameters

NOS Code	DWC/N0804
NOS Name	Building effective communication and relation with the elderly person, their social network and healthcare people
Sector	Domestic Workers
Sub-Sector	Caregiving (Non Clinical)(Caretaking)
Occupation	Elderly Care (Non - Clinical), Generic, Elderly Care (Non - Clinical)
NSQF Level	3
Credits	2.5
Version	4.0
Last Reviewed Date	15/03/2024
Next Review Date	15/03/2027
NSQC Clearance Date	15/03/2024



Qualification Pack

DWC/N9902: Maintain service standards and communicate effectively

Description

This OS unit is about the maintaining behavioural etiquette, maintaining professional manner at work, and giving specific services as per the residents' requirements.

Scope

The scope covers the following :

- Maintain behavioural etiquette
- Maintain professional manner at work
- Give specific services as per the residents' requirements

Elements and Performance Criteria

Maintain behavioural etiquette

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

- PC1.** greet the residents promptly and appropriately in accordance with the procedure
- PC2.** interact with all residents in a polite and professional manner
- PC3.** make requirements clear by asking appropriate questions
- PC4.** respond effectively to residents' dissatisfactions and complaints
- PC5.** create and maintain an effective but impersonal relationship with residents
- PC6.** notify residents in advance of any issues or problems, as well as any developments that may affect them
- PC7.** seek feedback from the residents and incorporate them to improve their experience
- PC8.** avoid arguing with the residents
- PC9.** report any workplace issues to the residents/employers immediately
- PC10.** ensure appropriate personal behaviour and conduct taking gender into consideration
- PC11.** follow good manners in household/ workplace with a view to maintaining hygiene and sanitation, such as while coughing, not spitting, belching, etc.
- PC12.** recognise, acknowledge and overcome inherent biases regarding disabilities
- PC13.** carry out tasks in a timely and disciplined manner

Maintain professional manner at work

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

- PC14.** report to work on time
- PC15.** behave appropriately when communicating with coworkers and others
- PC16.** keep proper attire and a presentable demeanour
- PC17.** maintain personal hygiene
- PC18.** respect privacy of others at the workplace

Give specific services as per the residents' requirements

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



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- PC19.** provide services and maintain the quality of facilities to cater to specific needs of every individual, across all gender and age groups as per standards
- PC20.** assist people with disabilities when necessary
- PC21.** follow gender and age-sensitive service practices at all times
- PC22.** identifies and reports workplace harassment and discrimination based on gender, disability, caste, religion, color, sexual orientation, and culture
- PC23.** maintain social distance in social situations/at work
- PC24.** inform the employer of any personal health issues related to injury or infectious diseases

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** communication fundamentals and active listening
- KU2.** professional behavioural etiquette
- KU3.** gender-sensitive workplace service practises
- KU4.** quality of service standards
- KU5.** how to maintain personal hygiene
- KU6.** procedure of positively giving and receiving feedback
- KU7.** gender specific requirements
- KU8.** the specific needs of different age groups of residents
- KU9.** age and gender specific etiquette
- KU10.** how to behave with persons with specific needs

Generic Skills (GS)

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

- GS1.** communicate (read, write, and speak) in the language used at work
- GS2.** discuss the tasks list, schedules, and workload (if any) with residents'
- GS3.** manage relationships with employers
- GS4.** adhere to basic work ethics such as punctuality, discipline, and consistency
- GS5.** make decisions concerning the relevant area of work

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Maintain behavioural etiquette</i>	20	20	-	10
PC1. greet the residents promptly and appropriately in accordance with the procedure	-	-	-	-
PC2. interact with all residents in a polite and professional manner	-	-	-	-
PC3. make requirements clear by asking appropriate questions	-	-	-	-
PC4. respond effectively to residents' dissatisfactions and complaints	-	-	-	-
PC5. create and maintain an effective but impersonal relationship with residents	-	-	-	-
PC6. notify residents in advance of any issues or problems, as well as any developments that may affect them	-	-	-	-
PC7. seek feedback from the residents and incorporate them to improve their experience	-	-	-	-
PC8. avoid arguing with the residents	-	-	-	-
PC9. report any workplace issues to the residents/employers immediately	-	-	-	-
PC10. ensure appropriate personal behaviour and conduct taking gender into consideration	-	-	-	-
PC11. follow good manners in household/ workplace with a view to maintaining hygiene and sanitation, such as while coughing, not spitting, belching, etc.	-	-	-	-
PC12. recognise, acknowledge and overcome inherent biases regarding disabilities	-	-	-	-
PC13. carry out tasks in a timely and disciplined manner	-	-	-	-
<i>Maintain professional manner at work</i>	10	10	-	5
PC14. report to work on time	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC15. behave appropriately when communicating with coworkers and others	-	-	-	-
PC16. keep proper attire and a presentable demeanour	-	-	-	-
PC17. maintain personal hygiene	-	-	-	-
PC18. respect privacy of others at the workplace	-	-	-	-
<i>Give specific services as per the residents' requirements</i>	10	10	-	5
PC19. provide services and maintain the quality of facilities to cater to specific needs of every individual, across all gender and age groups as per standards	-	-	-	-
PC20. assist people with disabilities when necessary	-	-	-	-
PC21. follow gender and age-sensitive service practices at all times	-	-	-	-
PC22. identifies and reports workplace harassment and discrimination based on gender, disability, caste, religion, color, sexual orientation, and culture	-	-	-	-
PC23. maintain social distance in social situations/at work	-	-	-	-
PC24. inform the employer of any personal health issues related to injury or infectious diseases	-	-	-	-
NOS Total	40	40	-	20



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National Occupational Standards (NOS) Parameters

NOS Code	DWC/N9902
NOS Name	Maintain service standards and communicate effectively
Sector	Domestic Workers
Sub-Sector	Generic
Occupation	Generic
NSQF Level	4
Credits	1
Version	5.0
Last Reviewed Date	25/02/2026
Next Review Date	25/02/2029
NSQF Clearance Date	25/02/2026



Qualification Pack

DWC/N9903: Maintain health, hygiene and safety standards

Description

This unit is about the following personal and workplace hygiene, following workplace practices to promote wellbeing and managing waste at workplace.

Scope

The scope covers the following :

- Follow personal and workplace hygiene
- Follow workplace practices to promote wellbeing
- Manage waste at workplace

Elements and Performance Criteria

Follow personal and workplace hygiene

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

- PC1.** wash and sanitize hands at regular intervals with hand soap and alcohol-based sanitizers
- PC2.** keep the home or workplace free of germs, insects, and bugs by utilizing the proper environmentally friendly solutions or cleaning chemicals
- PC3.** wash the dishes and other items in accordance with the set requirements
- PC4.** sanitize all tools, equipment, and appliances with touch points on a regular basis
- PC5.** make sure that the garbage cans are frequently cleared in accordance with the timetable for cleanliness and maintenance
- PC6.** place trash in designated bins or the proper trash container
- PC7.** wear appropriate PPE like hair net, protective aprons, footwear, respirators, masks, etc. at work
- PC8.** maintain personal hygiene by brushing teeth frequently, bathing daily, dressing well, eating healthfully, etc.
- PC9.** avoid consumption of tobacco, paan, alcohol, smoking cigarettes, etc. at the workplace

Follow workplace practices to promote wellbeing

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

- PC10.** adhere to safety protocols when using materials, tools, and equipment
- PC11.** follow guidelines and safety protocol while using electrical household gadgets
- PC12.** follow first aid instructions appropriately
- PC13.** recognize workplace risks and promptly inform anybody who should know about them
- PC14.** report to various emergency circumstances with prompt response and reporting
- PC15.** attend regular health check-ups
- PC16.** place medicines and hazardous chemicals away
- PC17.** keep sharp objects out of reach of child

Manage waste at workplace



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

- PC18.** identify and separate hazardous, recyclable, and non-recyclable waste at the workplace
- PC19.** manage wastages like food, water, etc., as directed
- PC20.** dispose of sanitary and other hazardous wastes appropriately
- PC21.** recycle waste wherever applicable
- PC22.** discard PPEs in plastic bags that are sealed and labeled "infectious waste"
- PC23.** conserve materials, natural resources, and energy at work
- PC24.** use eco-friendly methods at work to reduce pollution of the air, water, and earth

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** reporting and handling safety-related issues
- KU2.** process for maintaining hygienic standards at work
- KU3.** process on personal hygiene
- KU4.** the significance of housekeeping in maintaining a secure and safe workplace
- KU5.** chemical solutions used for cleaning
- KU6.** various emergency circumstances and how they are handled
- KU7.** importance of preventive health check-up and healthy living
- KU8.** procedure to report health issues
- KU9.** instructions for operating and handling equipment as per standard
- KU10.** purpose and usage of PPE
- KU11.** basic first-aid procedures
- KU12.** methods of the waste management
- KU13.** resource conservation methods

Generic Skills (GS)

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

- GS1.** note down instructions given by residents
- GS2.** communicate effectively with residents and others
- GS3.** report any issues at the workplace
- GS4.** analyze the impact of not adhering to the health and safety procedures

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Follow personal and workplace hygiene</i>	15	15	-	8
PC1. wash and sanitize hands at regular intervals with hand soap and alcohol-based sanitizers	-	-	-	-
PC2. keep the home or workplace free of germs, insects, and bugs by utilizing the proper environmentally friendly solutions or cleaning chemicals	-	-	-	-
PC3. wash the dishes and other items in accordance with the set requirements	-	-	-	-
PC4. sanitize all tools, equipment, and appliances with touch points on a regular basis	-	-	-	-
PC5. make sure that the garbage cans are frequently cleared in accordance with the timetable for cleanliness and maintenance	-	-	-	-
PC6. place trash in designated bins or the proper trash container	-	-	-	-
PC7. wear appropriate PPE like hair net, protective aprons, footwear, respirators, masks, etc. at work	-	-	-	-
PC8. maintain personal hygiene by brushing teeth frequently, bathing daily, dressing well, eating healthfully, etc.	-	-	-	-
PC9. avoid consumption of tobacco, paan, alcohol, smoking cigarettes, etc. at the workplace	-	-	-	-
<i>Follow workplace practices to promote wellbeing</i>	15	15	-	6
PC10. adhere to safety protocols when using materials, tools, and equipment	-	-	-	-
PC11. follow guidelines and safety protocol while using electrical household gadgets	-	-	-	-
PC12. follow first aid instructions appropriately	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. recognize workplace risks and promptly inform anybody who should know about them	-	-	-	-
PC14. report to various emergency circumstances with prompt response and reporting	-	-	-	-
PC15. attend regular health check-ups	-	-	-	-
PC16. place medicines and hazardous chemicals away	-	-	-	-
PC17. keep sharp objects out of reach of child	-	-	-	-
<i>Manage waste at workplace</i>	10	10	-	6
PC18. identify and separate hazardous, recyclable, and non-recyclable waste at the workplace	-	-	-	-
PC19. manage wastages like food, water, etc., as directed	-	-	-	-
PC20. dispose of sanitary and other hazardous wastes appropriately	-	-	-	-
PC21. recycle waste wherever applicable	-	-	-	-
PC22. discard PPEs in plastic bags that are sealed and labeled "infectious waste"	-	-	-	-
PC23. conserve materials, natural resources, and energy at work	-	-	-	-
PC24. use eco-friendly methods at work to reduce pollution of the air, water, and earth	-	-	-	-
NOS Total	40	40	-	20



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National Occupational Standards (NOS) Parameters

NOS Code	DWC/N9903
NOS Name	Maintain health, hygiene and safety standards
Sector	Domestic Workers
Sub-Sector	Generic
Occupation	Generic
NSQF Level	4
Credits	1
Version	4.0
Last Reviewed Date	18/02/2025
Next Review Date	18/02/2028
NSQC Clearance Date	18/02/2025



Qualification Pack

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:



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- 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.

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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



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- 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

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	1	1	-	-
PC1. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values - Citizenship</i>	1	1	-	-
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	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	2	4	-	-
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	-	-	-	-
<i>Basic English Skills</i>	2	3	-	-
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	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. understand the difference between job and career	-	-	-	-
PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	2	2	-	-
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC13. work collaboratively with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	2	-	-
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3	-	-
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	-	-	-	-
<i>Essential Digital Skills</i>	3	4	-	-
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	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Entrepreneurship</i>	2	3	-	-
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	-	-	-	-
<i>Customer Service</i>	1	2	-	-
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	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	2	3	-	-
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	-	-	-	-
NOS Total	20	30	-	-



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National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0102
NOS Name	Employability Skills (60 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	4
Credits	2
Version	1.0
Last Reviewed Date	25/02/2026
Next Review Date	25/02/2029
NSQC Clearance Date	25/02/2026

Qualification Pack

DWC/N0803: Cleaning activities, tidying up of the room and establish a safe and hygienic environment for the elders

Description

This OS Unit is about carrying out all the cleaning activities for the elderly persons, which includes tidying up of the living area, and creating/ maintaining a safe and hygienic environment for the elderly persons.

Scope

The scope covers the following :

- Assist in cleaning and maintaining the hygiene of an elderly's room,
- Establishing and maintaining a safe, secure and hygienic environment for the elderly person.

Elements and Performance Criteria

Assist in cleaning and maintaining the hygiene of an elderly's room

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

- PC1.** assist in cleaning/ Clean (dusting, sweeping, mopping) the living area to include kitchen and toilet used by the elderly person
- PC2.** sanitise the areas of the house frequently used by the elderly person
- PC3.** assist in washing/ drying/ ironing the clothes/ sheets/ covers regularly used by/ for the elderly person
- PC4.** remove smell/ stains/ spills, if any, from the sheets/ clothes/ undergarments of the elderly person and sanitise the same
- PC5.** empty garbage bins, transfer the waste to the disposal area and clean and sanitise the area
- PC6.** organise the wardrobe neatly in order to facilitate easy identification and retrieval of clothes
- PC7.** clean and maintain utensils/ kitchen equipment/ appliances
- PC8.** organise the objects in room of the elderly person keeping in mind the purpose, safety and hygiene
- PC9.** maintain the bed and change the bed/ pillow/ quilt covers regularly

Establishing and maintaining a safe, secure and hygienic environment for the elderly person

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

- PC10.** maintain a safe and hygienic environment with the support of family members
- PC11.** organize furniture appropriately and keep the floors dry to minimize the risk of falling, slipping and tripping by the elderly
- PC12.** prevent injury or accident of the elderly person by getting the safety equipment, such as railings and walking sticks to enhance mobility
- PC13.** record and report to appropriate person about any accident/ injury/ pain/ illness/ other emergencies and seek assistance when required
- PC14.** maintain record of relevant helplines and immediate family, doctor and neighbor's contact details



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Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** basic culture, tradition and lifestyle of the family
- KU2.** own role and responsibilities, whom to report, and roles/ responsibilities of the others working in the home/ organisation.
- KU3.** write, speak, and read Hindi, English and any other language being used by the elders, or the family/ guardian of the elders
- KU4.** Sterilising the relevant products/ clothes/ utensils and other objects related to elders being cared for and Preparation of sterilising solution.
- KU5.** procedures, equipment and expendables required for housekeeping, cleaning the kitchen utensils and equipment and for laundry/ washing clothes/ linen
- KU6.** identification and treatment of different fabric/ linen during washing, drying and ironing
- KU7.** bed making and changing the bed/ pillow/ quilt covers/ sheets etc. on regular basis
- KU8.** laying various objects safely in the room, and installation of support/ safety rails in order to enable the elders to get more mobile with safety
- KU9.** tidying up the elderly person's living environments (making beds, changing linen, tidying out the elderly person's personal belongings and wardrobes)
- KU10.** minimising the risk of tripping and slipping ensuring that the objects in room are safely placed to prevent obstruction and floors kept dry to prevent slipping
- KU11.** relevant provisions of the Maintenance and Welfare of Parents and Senior Citizens Act, 2007 and National Policy for Senior Citizens-2011
- KU12.** method of removing spills and stains from the clothing/ bed linen
- KU13.** removing foul smell/ stink of urine or faeces from the clothes/ bed linen
- KU14.** list of the emergency and other contact details including the family members/ guardian and neighbors
- KU16.** unsafe condition in the living area, and how to address the same

Generic Skills (GS)

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

- GS1.** make list of tasks and record the completion of the task with relevant details
- GS2.** note the unusual observations made during the task of care-giving and inform the appropriate person/ family/ guardian
- GS3.** discuss with household members appropriately in order to understand the instructions for the elders
- GS4.** read labels, images symbols, and safety instructions etc
- GS5.** build a rapport with elderly person and their family/ guardian with a view to make them comfortable
- GS6.** take decisions pertaining to the concerned work
- GS7.** organise things around the place to enable carrying out the tasks in efficient, effective and timely manner



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- GS8.** keep house members informed about progress of the tasks
- GS9.** act objectively when faced with difficult/ stressful or emotional situations
- GS10.** work in disciplined manner, remain punctual and avoid absenteeism
- GS11.** deliberate through a problem, evaluate the possible solution(s) and do the best in case if the family of the elderly person is not around
- GS12.** take initiative to enhance/learn skills and be open to do things differently
- GS13.** identify and deal with emergency situations
- GS14.** communicate, in order to reassure, enhance participation, encourage food acceptance, obtain cooperation and emotional management
- GS15.** read, write, and use numeracy and listening skills
- GS16.** perform assigned tasks efficiently by setting priority as per instructions from the employer/ as required

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Assist in cleaning and maintaining the hygiene of an elderly's room</i>	16	27	-	-
PC1. assist in cleaning/ Clean (dusting, sweeping, mopping) the living area to include kitchen and toilet used by the elderly person	2	4	-	-
PC2. sanitise the areas of the house frequently used by the elderly person	2	3	-	-
PC3. assist in washing/ drying/ ironing the clothes/ sheets/ covers regularly used by/ for the elderly person	2	3	-	-
PC4. remove smell/ stains/ spills, if any, from the sheets/ clothes/ undergarments of the elderly person and sanitise the same	2	3	-	-
PC5. empty garbage bins, transfer the waste to the disposal area and clean and sanitise the area	1	2	-	-
PC6. organise the wardrobe neatly in order to facilitate easy identification and retrieval of clothes	1	2	-	-
PC7. clean and maintain utensils/ kitchen equipment/ appliances	2	4	-	-
PC8. organise the objects in room of the elderly person keeping in mind the purpose, safety and hygiene	2	3	-	-
PC9. maintain the bed and change the bed/ pillow/ quilt covers regularly	2	3	-	-
<i>Establishing and maintaining a safe, secure and hygienic environment for the elderly person</i>	8	13	-	-
PC10. maintain a safe and hygienic environment with the support of family members	2	3	-	-
PC11. organize furniture appropriately and keep the floors dry to minimize the risk of falling, slipping and tripping by the elderly	2	3	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. prevent injury or accident of the elderly person by getting the safety equipment, such as railings and walking sticks to enhance mobility	1	2	-	-
PC13. record and report to appropriate person about any accident/ injury/ pain/ illness/ other emergencies and seek assistance when required	2	3	-	-
PC14. maintain record of relevant helplines and immediate family, doctor and neighbor's contact details	1	2	-	-
NOS Total	24	40	-	-



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National Occupational Standards (NOS) Parameters

NOS Code	DWC/N0803
NOS Name	Cleaning activities, tidying up of the room and establish a safe and hygienic environment for the elders
Sector	Domestic Workers
Sub-Sector	Care Giving (Non Clinical)
Occupation	Elderly Care (Non - Clinical), Elderly Care (Non - Clinical), Housekeeping, Cooking, Cleaning
NSQF Level	3
Credits	2
Version	4.0
Last Reviewed Date	15/03/2024
Next Review Date	15/03/2027
NSQC Clearance Date	15/03/2024

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each 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.

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

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
DWC/N0805.Assisting elderly persons with activities of daily life (ADL), personal hygiene and recreational/ health activities	22	32	0	0	54	20
DWC/N0804.Building effective communication and relation with the elderly person, their social network and healthcare people	40	40	0	20	100	20
DWC/N9902.Maintain service standards and communicate effectively	40	40	-	20	100	15
DWC/N9903.Maintain health, hygiene and safety standards	40	40	-	20	100	15
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
DWC/N0803.Cleaning activities, tidying up of the room and establish a safe and hygienic environment for the elders	24	40	0	0	64	20
Total	186	222	-	60	468	100

Qualification Pack

Acronyms

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training
ADL	Activities of Daily Living
PwD	Persons/ People with Disabilities
PPE	Personal protective equipment
ADL	Activities of Daily Living
PwD	Persons/ People with Disabilities
ADL	Activities of Daily Living
PwD	Persons/ people with disabilities
ADL	Activities of Daily Living
PwD	Persons/ people with disabilities
ADL	Activities of Daily Living
PwD	Persons/ People with Disabilities
ADL	Activities of Daily Living
PwD	Persons/ people with disabilities
ADL	Activities of Daily Living
PwD	Persons/ people with disabilities
ADL	Activities of Daily Living
PwD	Persons/ People with Disabilities
ADL	Activities of Daily Living
PwD	Persons/ People with Disabilities
ADL	Activities of Daily Living



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PwD	Persons/ people with disabilities
ADL	Activities of Daily Living
PwD	Persons/ people with disabilities
ADL	Activities of Daily Living
PwD	Persons/ people with disabilities
ADL	Activities of Daily Living
PwD	Persons/ people with disabilities
ADL	Activities of Daily Living
PwD	Persons/ People with Disabilities
ADL	Activities of Daily Living
PwD	Persons/ people with disabilities
ADL	Activities of Daily Living
PwD	Persons/ people with disabilities

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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.
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.

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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.
Green Jobs	Green jobs are decent jobs that contribute to preserve or restore the environment, be they in traditional sectors such as manufacturing and construction, or in new, emerging green sectors such as renewable energy and energy efficiency.
PwD sensitivity	PwD sensitivity and inclusion covers instilling empathy, etiquette and inclusion practices for individuals, companies and organisations to interact and work with individuals, who have a disability, which could be sensory, physical and/ or intellectual.
Gender sensitivity	Gender sensitising is about changing behaviour and instilling empathy into the views that we hold about our own and the other genders. It helps people in examining their personal attitudes and beliefs and questioning the realities they know.
Ageing process	Aging is associated with changes in biological, physiological, environmental, psychological, behavioral, and social processes. Apart from the benign changes, such as graying hair, others result in decline in function of the senses and activities of daily life, increased susceptibility to and frequency of disease, frailty, or disability.
Green Jobs	Green jobs are decent jobs that contribute to preserve or restore the environment, be they in traditional sectors such as manufacturing and construction, or in new, emerging green sectors such as renewable energy and energy efficiency.

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PwD sensitivity	PwD sensitivity and inclusion covers instilling empathy, etiquette and inclusion practices for individuals, companies and organisations to interact and work with individuals, who have a disability, which could be sensory, physical and/ or intellectual.
Gender sensitivity	Gender sensitising is about changing behaviour and instilling empathy into the views that we hold about our own and the other genders. It helps people in examining their personal attitudes and beliefs and questioning the realities they know.
Ageing process	Ageing is associated with changes in biological, physiological, environmental, psychological, behavioral, and social processes. Apart from the benign changes, such as graying hair, others result in decline in function of the senses and activities of daily life, increased susceptibility to and frequency of disease, frailty, or disability.
Green Jobs	Green jobs are decent jobs that contribute to preserve or restore the environment, be they in traditional sectors such as manufacturing and construction, or in new, emerging green sectors such as renewable energy and energy efficiency.
PwD Sensitivity	PwD sensitivity and inclusion covers instilling empathy, etiquette and inclusion practices for individuals, companies and organisations to interact and work with individuals, who have a disability, which could be sensory, physical and/ or intellectual.
Gender Sensitivity	Gender sensitising is about changing behaviour and instilling empathy into the views that we hold about our own and the other genders. It helps people in examining their personal attitudes and beliefs and questioning the realities they know.
Ageing Process	Ageing is associated with changes in biological, physiological, environmental, psychological, behavioral, and social processes. Apart from the benign changes, such as graying hair, others result in decline in function of the senses and activities of daily life, increased susceptibility to and frequency of disease, frailty, or disability.
Ageing Process	Ageing is associated with changes in biological, physiological, environmental, psychological, behavioral, and social processes. Apart from the benign changes, such as graying hair, others result in decline in function of the senses and activities of daily life, increased susceptibility to and frequency of disease, frailty, or disability.
Green Jobs	Green jobs are decent jobs that contribute to preserve or restore the environment, be they in traditional sectors such as manufacturing and construction, or in new, emerging green sectors such as renewable energy and energy efficiency.

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PwD sensitivity	PwD sensitivity and inclusion covers instilling empathy, etiquette and inclusion practices for individuals, companies and organisations to interact and work with individuals, who have a disability, which could be sensory, physical and/ or intellectual.
Gender sensitivity	Gender sensitising is about changing behaviour and instilling empathy into the views that we hold about our own and the other genders. It helps people in examining their personal attitudes and beliefs and questioning the realities they know.
Ageing process	Aging is associated with changes in biological, physiological, environmental, psychological, behavioral, and social processes. Apart from the benign changes, such as graying hair, others result in decline in function of the senses and activities of daily life, increased susceptibility to and frequency of disease, frailty, or disability.
Green Jobs	Green jobs are decent jobs that contribute to preserve or restore the environment, be they in traditional sectors such as manufacturing and construction, or in new, emerging green sectors such as renewable energy and energy efficiency.
PwD Sensitivity	PwD sensitivity and inclusion covers instilling empathy, etiquette and inclusion practices for individuals, companies and organisations to interact and work with individuals, who have a disability, which could be sensory, physical and/ or intellectual.
Gender Sensitivity	Gender sensitising is about changing behaviour and instilling empathy into the views that we hold about our own and the other genders. It helps people in examining their personal attitudes and beliefs and questioning the realities they know.
Ageing Process	Aging is associated with changes in biological, physiological, environmental, psychological, behavioral, and social processes. Apart from the benign changes, such as graying hair, others result in decline in function of the senses and activities of daily life, increased susceptibility to and frequency of disease, frailty, or disability.
Ageing Process	Aging is associated with changes in biological, physiological, environmental, psychological, behavioral, and social processes. Apart from the benign changes, such as graying hair, others result in decline in function of the senses and activities of daily life, increased susceptibility to and frequency of disease, frailty, or disability.
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.

Qualification Pack

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 Standard	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 code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
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.
Knowledge and Understanding	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.

Qualification Pack

Core skills or Generic Skills	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. 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.
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.
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Qualification Pack

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Green Jobs	Green jobs are decent jobs that contribute to preserve or restore the environment, be they in traditional sectors such as manufacturing and construction, or in new, emerging green sectors such as renewable energy and energy efficiency.
PwD sensitivity	PwD sensitivity and inclusion covers instilling empathy, etiquette and inclusion practices for individuals, companies and organisations to interact and work with individuals, who have a disability, which could be sensory, physical and/ or intellectual.
Gender sensitivity	Gender sensitising is about changing behaviour and instilling empathy into the views that we hold about our own and the other genders. It helps people in examining their personal attitudes and beliefs and questioning the realities they know.

Qualification Pack

Ageing process	Aging is associated with changes in biological, physiological, environmental, psychological, behavioral, and social processes. Apart from the benign changes, such as graying hair, others result in decline in function of the senses and activities of daily life, increased susceptibility to and frequency of disease, frailty, or disability.
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Gender sensitivity	Gender sensitising is about changing behaviour and instilling empathy into the views that we hold about our own and the other genders. It helps people in examining their personal attitudes and beliefs and questioning the realities they know.
Ageing process	Aging is associated with changes in biological, physiological, environmental, psychological, behavioral, and social processes. Apart from the benign changes, such as graying hair, others result in decline in function of the senses and activities of daily life, increased susceptibility to and frequency of disease, frailty, or disability.
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Gender Sensitivity	Gender sensitising is about changing behaviour and instilling empathy into the views that we hold about our own and the other genders. It helps people in examining their personal attitudes and beliefs and questioning the realities they know.
Ageing Process	Aging is associated with changes in biological, physiological, environmental, psychological, behavioral, and social processes. Apart from the benign changes, such as graying hair, others result in decline in function of the senses and activities of daily life, increased susceptibility to and frequency of disease, frailty, or disability.

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Qualification Pack

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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Qualification Pack

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