



QUALIFICATION FILE

Elderly Caretaker (Non-Clinical)

Short Term Training (STT) Long Term Training (LTT) Apprenticeship

Upskilling Dual/Flexi Qualification For ToT For ToA

General Multi-skill (MS) Cross Sectoral (CS) Future Skills OEM

NCrF/NSQF Level: **NSQF Level 3**

Submitted By:

Domestic Worker Sector Skill Council (DWSSC)

A-15, FIEE Complex, Okhla Industrial Area, Phase-II, New Delhi-110020

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Section 1: Basic Details

| 1. | Qualification Name | Elderly Caretaker (Non-Clinical) | | | | | | | | | | | | | | | | |
|--------|--|---|---|--------|--|---|---|-----------------------------|--|---|----------------|------------------------------|---|---|---------------------------------|---|---|-------------------------------|
| 2. | Sector/s | Domestic Workers Sector Skill Council | | | | | | | | | | | | | | | | |
| 3. | Type of Qualification: <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM | NQR Code & version of existing/previous qualification: <i>(change to previous, once approved)</i> QG-03-TH-00556-2023-V1.1-DWSSC | Qualification Name of existing/previous version: Elderly Caretaker (Non-Clinical) – V3.0 | | | | | | | | | | | | | | | |
| 4. | a. OEM Name b. Qualification Name <i>(Wherever applicable)</i> | NA | | | | | | | | | | | | | | | | |
| 5. | National Qualification Register (NQR) Code &Version <i>(Will be issued after NSQC approval)</i> | QG-03-HC-02554-2024-V2-DWSSC | 6. NCrf/NSQF Level: <i>NSQF Level 3</i> | | | | | | | | | | | | | | | |
| 7. | Award (Certificate/Diploma/Advance Diploma/ Any Other <i>(Wherever applicable specify multiple entry/exits also & provide details in annexure)</i>) | Certificate | | | | | | | | | | | | | | | | |
| 8. | Brief Description of the Qualification | This is a short-term qualification to increase awareness on Elderly Caretaker (Non-Clinical) | | | | | | | | | | | | | | | | |
| 9. | Eligibility Criteria for Entry for Student/Trainee/Learner/Employee | <p>a. Entry Qualification & Relevant Experience:</p> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>10th Grade Pass</td> <td></td> </tr> <tr> <td>2</td> <td>9th Grade pass</td> <td>1.5 year relevant experience</td> </tr> <tr> <td>3</td> <td>Previous relevant Qualification of NSQF Level 2.5</td> <td>1.5 Year of relevant experience</td> </tr> <tr> <td>4</td> <td>Previous relevant Qualification of NSQF Level 2</td> <td>3 Year of relevant experience</td> </tr> </tbody> </table> <p>b. Age: 18years</p> | | S. No. | Academic/Skill Qualification (with Specialization - if applicable) | Required Experience (with Specialization - if applicable) | 1 | 10 th Grade Pass | | 2 | 9th Grade pass | 1.5 year relevant experience | 3 | Previous relevant Qualification of NSQF Level 2.5 | 1.5 Year of relevant experience | 4 | Previous relevant Qualification of NSQF Level 2 | 3 Year of relevant experience |
| S. No. | Academic/Skill Qualification (with Specialization - if applicable) | Required Experience (with Specialization - if applicable) | | | | | | | | | | | | | | | | |
| 1 | 10 th Grade Pass | | | | | | | | | | | | | | | | | |
| 2 | 9th Grade pass | 1.5 year relevant experience | | | | | | | | | | | | | | | | |
| 3 | Previous relevant Qualification of NSQF Level 2.5 | 1.5 Year of relevant experience | | | | | | | | | | | | | | | | |
| 4 | Previous relevant Qualification of NSQF Level 2 | 3 Year of relevant experience | | | | | | | | | | | | | | | | |
| 10. | Credits Assigned to this Qualification, Subject to Assessment <i>(as per National Credit Framework (NCrF))</i> | 12 | 11. Common Cost Norm Category (I/II/III) <i>(wherever applicable): II</i> | | | | | | | | | | | | | | | |
| 12. | Any Licensing requirements for Undertaking Training on This Qualification <i>(wherever applicable)</i> | NA | | | | | | | | | | | | | | | | |

| | | | | | | | |
|-----|--|--|----------------|-------------------|---------------------------------|-------------------------|-----------------|
| 13. | Training Duration by Modes of Training Delivery (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification) | <input type="checkbox"/> Offline <input type="checkbox"/> Online <input checked="" type="checkbox"/> Blended | | | | | |
| | | Training Delivery Modes | Theory (Hours) | Practical (Hours) | OJT Mandatory (Hours) | OJT Recommended (Hours) | Total (Hours) |
| | | Classroom (offline) | 90 | 150 | 120 | | 360 (Min & Max) |
| | Online | | | | | | |
| | | (Refer Blended Learning Annexure for details) | | | | | |
| 14. | Aligned to NCO/ISCO Code/s (if no code is available mention the same) | NCO-2015 /5322.9900 | | | | | |
| 15. | Progression path after attaining the qualification (Please show Professional and Academic progression) | Elderly Care Companion | | | | | |
| 16. | Other Indian languages in which the Qualification & Model Curriculum are being submitted | Will be translated in Hindi | | | | | |
| 17. | Is similar Qualification(s) available on NQR-if yes, justification for this qualification | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications: | | | | | |
| 18. | Is the Job Role Amenable to Persons with Disability | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If "Yes", specify applicable type of Disability: | | | | | |
| 19. | How Participation of Women will be Encouraged | | | | | | |
| 20. | Are Greening/ Environment Sustainability Aspects Covered (Specify the NOS/Module which covers it) | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | | | | |
| 21. | Is Qualification Suitable to be Offered in Schools/Colleges | Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | | | | |
| 22. | Name and Contact Details of Submitting / Awarding Body SPOC (In case of CS or MS, provide details of both Lead AB & Supporting ABs) | Name: Ms. Mona Gupta Position in the organisation: CEO Address : Domestic Worker Sector Skill Council (DWSSC) A-15, FIEE Complex, Okhla Industrial Area, Phase-II, New Delhi-110020 Tel number(s): 011-42831823 E-mail address: info@dwsscindia.com | | | | | |
| 23. | Final Approval Date by NSQC: 15/03/2024 | 24. Validity Duration: 3 years | | | 25. Next Review Date 15/03/2027 | | |

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer curriculum document.

Th.-Theory Pr.-Practical OJT-On the Job Man.-Mandatory Training Rec.-Recommended Proj.-Project

| S. No | NOS/Module Name | NOS/Module Code & Version (if applicable) | Core/ Non-Core | NCrF/NS QF Level | Credits as per NCrF | Training Duration (Hours) | | | | | Assessment Marks | | | | | |
|-------|---|---|----------------|------------------|---------------------|---------------------------|-----|----------|----------|-------|------------------|-----|-------|------|-------|-------------------------------|
| | | | | | | Th. | Pr. | OJT-Man. | OJT-Rec. | Total | Th. | Pr. | Proj. | Viva | Total | Weightage (%) (if applicable) |
| 1. | Assisting elderly persons with activities of daily living (ADL), personal hygiene and recreational/ health activities | DWC/N0805, V 2.0 | Core | 3 | 2.5 | 14 | 31 | 30 | | 75 | 22 | 32 | | | 54 | 20 |
| 2. | Cleaning activities, tidying up of the room and establish safe and hygienic environment for the elders | DWC/N0803, V2.0 | Core | 3 | 2 | 12 | 18 | 30 | | 60 | 24 | 40 | | | 64 | 20 |
| 3. | Building effective communication and relations with the elderly persons, their social network, and healthcare people | DWC/N0804, V2.0 | Core | 3 | 2.5 | 12 | 33 | 30 | | 75 | 19 | 33 | | | 52 | 20 |
| 4. | Maintain service standards and communicate effectively | DWC/N9902, V5.0 | Non-Core | 3 | 1.5 | 12 | 18 | 15 | | 45 | 40 | 40 | | 20 | 100 | 15 |
| 5. | Maintain health, hygiene and safety standards | DWC/N 9903, V 4.0 | Non-Core | 3 | 1.5 | 10 | 20 | 15 | | 45 | 40 | 40 | | 20 | 100 | 15 |

| S. No | NOS/Module Name | NOS/Module Code & Version (if applicable) | Core/ Non-Core | NCrF/NS QF Level | Credits as per NCrF | Training Duration (Hours) | | | | | Assessment Marks | | | | | | | |
|--|----------------------|---|----------------|------------------|---------------------|---------------------------|-----|----------|----------|-------|------------------|-----|-------|------|-------|-------------------------------|-----|-----|
| | | | | | | Th. | Pr. | OJT-Man. | OJT-Rec. | Total | Th. | Pr. | Proj. | Viva | Total | Weightage (%) (if applicable) | | |
| 6. | Employability skills | DGT/VSQ/NO 102 | Non-Core | 3 | 2 | 30 | 30 | | | 60 | 20 | 30 | | | 50 | 10 | | |
| Duration (in Hours) / Total Marks | | | | | | | 12 | 90 | 150 | 120 | | 360 | 215 | 209 | 0 | 40 | 420 | 100 |

Elective NOS/s:

| S. No | NOS/Module Name | NOS/Module Code & Version (if applicable) | Core/ Non-Core | NCrF/NS QF Level | Credits as per NCrF | Training Duration (Hours) | | | | | Assessment Marks | | | | | | |
|--|-----------------|---|----------------|------------------|---------------------|---------------------------|-----|----------|----------|-------|------------------|-----|-------|------|-------|-------------------------------|--|
| | | | | | | Th. | Pr. | OJT-Man. | OJT-Rec. | Total | Th. | Pr. | Proj. | Viva | Total | Weightage (%) (if applicable) | |
| 1. | | | | | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | | | | | |
| Duration (in Hours) / Total Marks | | | | | | | | | | | | | | | | | |

Optional NOS/s:

| S. No | NOS/Module Name | NOS/Module Code & Version (if applicable) | Core/ Non-Core | NCrF/NS QF Level | Credits as per NCrF | Training Duration (Hours) | | | | | Assessment Marks | | | | | | |
|--|-----------------|---|----------------|------------------|---------------------|---------------------------|-----|----------|----------|-------|------------------|-----|-------|------|-------|-------------------------------|--|
| | | | | | | Th. | Pr. | OJT-Man. | OJT-Rec. | Total | Th. | Pr. | Proj. | Viva | Total | Weightage (%) (if applicable) | |
| 1. | | | | | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | | | | | |
| Duration (in Hours) / Total Marks | | | | | | | | | | | | | | | | | |

Assessment - Minimum Qualifying Percentage

Please specify **any one** of the following:

Minimum Pass Percentage – Aggregate at qualification level: 50 % (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

Minimum Pass Percentage – NOS/Module-wise: 50 % (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

Section 3: Training Related

| | | |
|----|--|---|
| 1. | Trainer’s Qualification and experience in the relevant sector (in years) (as per NCVET guidelines) | <ul style="list-style-type: none"> • Diploma Nursing with 3 years of experience and 1 year of training & teaching in related course in any professional setup • Graduation/ Post Graduation in Child Development/ Human Development/ Nursing Psychology/ Occupational Therapy/ Physiotherapy or Equivalent or Relevant Education with 2 years of experience and 1 year of training & teaching in related course in any professional setup |
| 2. | Master Trainer’s Qualification and experience in the relevant sector (in years) (as per NCVET guidelines) | <ul style="list-style-type: none"> • Graduation/ Post Graduation in Child Development/ Human Development/ Nursing/ Home Science/ Psychology/ Occupational Therapy/ Physiotherapy or Equivalent or Relevant Education with 5 years of experience and Minimum 1 year of work experience in teaching/training or working experience in children shelter homes/ Old Age Homes. |
| 3. | Tools and Equipment Required for Training | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If “Yes”, details to be provided in Annexure) |
| 4. | In Case of Revised Qualification, Details of Any Up skilling Required for Trainer | Master Trainer (VET and Skills) MEP/Q2602,v2 |

Section 4: Assessment Related

| | | |
|----|---|---|
| 1. | Assessor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines) | <ul style="list-style-type: none"> • Graduation in Child Development/ Human Development/ Nursing/ Psychology/ Occupational Therapy/ Physiotherapy or Equivalent or Relevant Education with 5 years of experience and Minimum 2 years of work experience in teaching/training in nursing school/ hospitals children ward, children shelter homes/ Old Age Homes. • Post Graduation in Child Development/ Human Development/ Nursing/ Psychology/ Occupational Therapy/ Physiotherapy or Equivalent or Relevant Education with 2 years of experience and Minimum 1 year of work experience in teaching/training or working experience nursing school/ hospitals children ward, children shelter homes/ Old Age Homes. |
| 2. | Proctor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines) | |
| 3. | Lead Assessor’s/Proctor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines) | |

| | | |
|----|---|--|
| 4. | Assessment Mode <i>(Specify the assessment mode)</i> | Offline & Online both |
| 5. | Tools and Equipment Required for Assessment | <input checked="" type="checkbox"/> Same as for training <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>(details to be provided in Annexure-if it is different for Assessment)</i> |

Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

| | |
|----|--|
| 1. | Latest Skill Gap Study (not older than 2 years) (Yes/No): No |
| 2. | Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): NO |
| 3. | Government /Industry initiatives/ requirement (Yes/No): YES |
| 4. | Number of Industry validation provided: 7 |
| 5. | Estimated nos. of persons to be trained and employed: 3700 |
| 6. | Evidence of Concurrence/Consultation with Line Ministry/State Departments: <i>Line Ministry Concurrence is awaited</i> If "No", why: |

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

| | | |
|----|---|-------------------------|
| 1. | Annexure: NCrf/NSQF level justification based on NCrf level/NSQF descriptors <i>(Mandatory)</i> | <i>Annexure 1</i> |
| 2. | Annexure: List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i> | <i>Annexure 2</i> |
| 3. | Annexure: Detailed Assessment Criteria <i>(Mandatory)</i> | <i>Annexure 6</i> |
| 4. | Annexure: Assessment Strategy <i>(Mandatory)</i> | <i>Annexure 7</i> |
| 5. | Annexure: Blended Learning <i>(Mandatory, in case selected Mode of delivery is "Blended Learning")</i> | <i>Annexure 5</i> |
| 6. | Annexure: Multiple Entry-Exit Details <i>(Mandatory, in case qualification has multiple Entry-Exit)</i> | |
| 7. | Annexure: Acronym and Glossary <i>(Optional)</i> | <i>Annexure 8</i> |
| 8. | Supporting Document: Model Curriculum <i>(Mandatory – Public view)</i> | <i>Model Curriculum</i> |

| | | |
|-----|---|--|
| 9. | Supporting Document: Career Progression (<i>Mandatory - Public view</i>) | <i>Career Progression and Occupational Map</i> |
| 10. | Supporting Document: Occupational Map (<i>Mandatory</i>) | |
| 11. | Supporting Document: Assessment SOP (<i>Mandatory</i>) | |
| 12. | Any other document you wish to submit: | |

Annexure 1: Evidence of Level

| NCrF/NSQF Level Descriptors | Key requirements of the job role/ outcome of the qualification | How the job role/ outcomes relate to the NCrF/NSQF level descriptor | NCrF/NSQF Level |
|---|---|--|-----------------|
| Process | <ul style="list-style-type: none"> The main role of the Elderly Caretaker (Non-Clinical) is to assist client in day to day activities such as ambulation, preparing food for the client and consuming food and drink, dressing, toileting, grooming and in running errands, assist in sanitation and housekeeping duties of client’s room. He/she creates and maintains hygienic, safe and pleasant work environment and in the process fosters adequate relation with client, client’s social networks, and the medical/nursing staff, in order to provide a conducive environment for effective delivery of services. | <p>The jobs, which have limited range of activities, are routine and predictable. As such they align with the level 3 predictable.”</p> | 3 |
| Professional and Technical Skills/ Expertise/ Professional Knowledge | <ul style="list-style-type: none"> The elderly caretaker possesses the knowledge of techniques used to support the client in personal hygiene, bodily functions and leverage effective communication and conflict management skills, which are aimed at reassuring, enhancing participation, encouraging food acceptance, obtaining cooperation, emotion management. He/she must have the basic understanding of the concepts related to physical, mental, and social needs of older people, health, illness/distress, care-related ethical issues, thorough understanding of personal hygiene, dressing/ undressing techniques and basic knowledge of diseases and their symptoms | <p>Knowledge of facts, principles, processes and general concepts, in a field of work or study.</p> | 3 |
| Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill | <ul style="list-style-type: none"> The elderly caretaker has professional skills to assist the client with personal hygiene tasks including dressing/ undressing, running errands, tracking client’s food and drink intake as per what is prescribed, cleaning, maintaining hygienic and safe environment and also in the process develop effective communication with both the client and his/her family To supervise procedures for accidents, injuries, illnesses and other emergencies. | <p>These tasks require limited service skills and are repetitive in narrow range of application, as such aligned to level 3 in professional skills</p> | 3 |

| | | | |
|--|---|---|----------|
| <p>Broad Learning Outcomes/Core Skill</p> | <ul style="list-style-type: none"> • The elderly caretaker is able to record the completion of the tasks with relevant details, note unusual observations or any observations made during the task and inform the appropriate person. • He/she is able to read and understand labels, images, symbols, manuals etc. He/ she is able to comprehend health and safety instructions and interpret the same correctly and cross check for clarity • Employability skills | <p>Receive and transmit written and oral messages, basic calculation knowledge, understanding hygiene and environment and work place safety, as such required the core skills as required of a level 3 employee in caregiving sub-sector.</p> | <p>3</p> |
| <p>Responsibility</p> | <ul style="list-style-type: none"> • The responsibilities of an elderly caretaker include ambulation, preparing food for the client and assisting in consuming food and drink, dressing, toileting, grooming and in running errands, assisting in sanitation and housekeeping duties • He/ She plans, prepares and monitors meals. Most importantly, elderly caretakers provide companionship for elderly individuals. | <p>The job is being carried out under supervision of the family/ guardian. Besides, he/ she is also expected to carry out a lot of work independently, such as cleaning, washing, supporting in ADL and feeding. As such is aligned to level 3 under responsibility as described in descriptors</p> | <p>3</p> |

Annexure 2: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 30

| S.No | Equipment Name | Minimum number of Equipment required (per batch of 30 trainees) | Unit Type | Is this a mandatory Equipment to be available at the Training Center (Yes/No) |
|------|------------------------------------|---|-----------|---|
| 1 | Bathroom Curtains | 1 | piece | Yes |
| 2 | Dust Pan | 1 | piece | Yes |
| 3 | Detergent Powder | 1 | piece | Yes |
| 4 | Disposable Tableware | 4 | unit | Yes |
| 5 | Room Freshner | 2 | piece | Yes |
| 6 | Clothespins | 12 | piece | Yes |
| 7 | Bath Towels | 2 | piece | Yes |
| 8 | Air Conditioner | 1 | piece | No |
| 9 | Insect Killer Spray | 2 | piece | Yes |
| 10 | Paper Napkins | 5 | piece | Yes |
| 11 | Dust Bin | 4 | piece | Yes |
| 12 | Cloth Drying Stand | 1 | piece | Yes |
| 13 | Bed | 1 | piece | Yes |
| 14 | Food Storage Containers For Fridge | 6 | piece | Yes |
| 15 | Rugs | 1 | piece | Yes |
| 16 | Otg | 1 | piece | No |
| 17 | Washing Machine | 1 | piece | Yes |
| 18 | Grocery Storage Containers | 6 | piece | Yes |
| 19 | Hard Broom (Tili Jhadu) | 3 | piece | Yes |
| 20 | Cutlery Set | 1 | set | Yes |
| 21 | Almirah | 1 | piece | Yes |
| 22 | Fire Extenguisher | 1 | piece | Yes |
| 23 | Bucket (10 Ltr.) | 2 | piece | Yes |

| | | | | |
|----|------------------------------|----|-------|-----|
| 24 | Iron And Iron Board | 1 | piece | Yes |
| 25 | Mop (Indian/Western) | 1 | piece | Yes |
| 26 | Cooking Utensils | 1 | set | Yes |
| 27 | Wheel Chair | 1 | piece | Yes |
| 28 | Floor Cleaner Liquid | 1 | piece | Yes |
| 29 | Bucket (20 Ltr.) | 1 | piece | Yes |
| 30 | Feather Duster - Big & Small | 1 | piece | Yes |
| 31 | Soft Broom (Indian) | 3 | piece | Yes |
| 32 | Microwave | 1 | piece | Yes |
| 33 | Cushions | 3 | piece | Yes |
| 34 | Aprons | 30 | piece | Yes |
| 35 | Door Mats | 2 | piece | Yes |
| 36 | Exhaust Fan | 1 | piece | Yes |
| 37 | Rubber Hand Gloves | 5 | piece | Yes |
| 38 | Zip Lock Bags | 1 | unit | Yes |
| 39 | Bedpans | 2 | piece | Yes |
| 40 | Cleaning Easy Wipes | 1 | set | Yes |
| 41 | Garbage Bags Black | 1 | unit | Yes |
| 42 | Air Freshner | 2 | piece | Yes |
| 43 | Hand Wash | 2 | piece | Yes |
| 44 | Grocery & Food Items | 10 | K.G. | Yes |
| 45 | Bed Sheets | 2 | piece | Yes |
| 46 | Urobags | 10 | piece | Yes |
| 47 | Wiper | 2 | piece | Yes |
| 48 | Liquid Detergent | 1 | piece | Yes |
| 49 | Liquid Fabric Whitner | 1 | piece | Yes |
| 50 | Hand Sanitizer | 2 | piece | Yes |
| 51 | Spatula Set | 1 | piece | Yes |
| 52 | Strainer | 1 | piece | Yes |
| 53 | Needle And Thread | 1 | set | Yes |

| | | | | |
|----|---------------------------------------|----|-------|-----|
| 54 | Cloth Stain Remover/ Bleach | 1 | piece | Yes |
| 55 | Liquid Antiseptic | 1 | piece | Yes |
| 56 | Cushion Covers | 3 | piece | Yes |
| 57 | Hand Towels | 6 | piece | Yes |
| 58 | Plastic Baskets | 3 | piece | Yes |
| 59 | Laundry Basket | 1 | piece | Yes |
| 60 | Clothes Cleaning Brush | 1 | piece | Yes |
| 61 | Dining Table & Chairs | 1 | piece | No |
| 62 | Dinner Set | 1 | set | Yes |
| 63 | Fruit & Vegetables | 10 | K.G. | Yes |
| 64 | Cloth Hangers And Clips | 1 | piece | Yes |
| 65 | Utensils Cleaner Liquid & Bar | 1 | piece | Yes |
| 66 | First Aid Box | 2 | piece | Yes |
| 67 | Scrubber | 5 | piece | Yes |
| 68 | Waste News Paper | 10 | piece | Yes |
| 69 | Various Clothes For Different Seasons | 10 | piece | Yes |
| 70 | Knife Set | 3 | piece | Yes |
| 71 | Tiles Cleaner Liquid | 1 | piece | Yes |
| 72 | Grocery Items | 10 | K.G. | Yes |
| 73 | Sponge | 6 | piece | Yes |
| 74 | Manniquiene (Adult) | 2 | piece | Yes |
| 75 | Spider Web Cleaner | 1 | piece | Yes |
| 76 | Tea Set | 6 | piece | Yes |
| 77 | Serving Tray Set | 1 | piece | Yes |
| 78 | Glass Cleaning Liquid | 1 | piece | Yes |
| 79 | Thermometre | 1 | piece | Yes |
| 80 | Utensils Steel Stand | 1 | piece | Yes |
| 81 | Kitchen Counter Cleaner Liquid | 1 | piece | Yes |
| 82 | Pakad | 1 | piece | Yes |

| | | | | |
|-----|--------------------------------|---|--------|-----|
| 83 | Baking Dishes | 2 | piece | Yes |
| 84 | Metal Tongs | 1 | piece | Yes |
| 85 | Window Curtains | 2 | piece | Yes |
| 86 | Glassware | 6 | piece | Yes |
| 87 | Sofa Set | 1 | piece | Yes |
| 88 | Suction Cup Drainage Opener | 1 | piece | Yes |
| 89 | Artefacts | 2 | piece | Yes |
| 90 | Fabric Starch | 1 | packet | Yes |
| 91 | Drain Cleaner Powder | 1 | piece | Yes |
| 92 | Toilet Roll | 5 | unit | Yes |
| 93 | Mattress | 1 | piece | Yes |
| 94 | Naptheleen balls | 1 | packet | Yes |
| 95 | Cooking Range | 1 | piece | Yes |
| 96 | Medical Bed 6*4 Feet | 1 | piece | No |
| 97 | Blanket & Quilt | 1 | piece | Yes |
| 98 | Cupboards | 1 | piece | Yes |
| 99 | Mirror | 1 | piece | Yes |
| 100 | Crutchus | 1 | piece | Yes |
| 101 | Plastic Bowls Of Various Sizes | 6 | piece | Yes |
| 102 | Multi Stain Remover Liquid | 1 | piece | Yes |
| 103 | Pillow Covers | 2 | piece | Yes |
| 104 | Juicer-Mixer-Grinder | 1 | piece | Yes |
| 105 | Ceiling Fan | 1 | piece | Yes |
| 106 | Dishwasher | 1 | piece | No |
| 107 | Pillows | 2 | piece | Yes |
| 108 | Tableware | 1 | piece | Yes |
| 109 | Toilet Cleaner | 1 | piece | Yes |
| 110 | Refrigerator | 1 | piece | Yes |
| 111 | Toilet Brush | 1 | piece | Yes |
| 112 | Carpet | 1 | piece | Yes |

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Laptops
2. Whiteboards and markers
3. Projector
4. Screen
5. Chart paper
6. AV equipment
7. Stationery
8. Telephone connection

Annexure 3: Industry Validations Summary

Provide the summary information of all the industry validations in table. This is not required for OEM qualifications.

| Name of Organization | Name of SPOC & Designation | Designation | Address | Contact No. | E-mail ID | LinkedIn Profile (if available) |
|---|------------------------------------|---------------------|---|-------------|--|---------------------------------|
| Portea Medical (Healthvista India Limited) | Mr Sushil Rathor, HRBP North India | HRBP North India | FIEE Complex, A29, Block A, Okhla Phase II, New Delhi, 110020 | 8447756948 | sushil.rathor@porteamedical.com | |
| Prayas Juvenile Aid Centre Society | Manoj Kumar Sinha | Additional Director | 59, Institutional Area, Tughlakabad, Delhi - 110062 | 7488564912 | manojksinha@prayaschildren.org | |
| Bookmybai.com | Sonu Maurya | Accountant | 310, Gemstar Commercial Complex, Ramchandra Ln, Malad, Kanchpada, Malad West, Mumbai, Maharashtra, 400064 | 7045298634 | accounts@bookmybai.com | |
| Heritage Eldercare Services Private Limited | Pavithra Gangadharan | Director | Plot No. 8, 9 & 14, 15, Sai Ashwaraya Layout, Khajaguda, Hyderabad, Telangana 500089 | 9666641238 | pavithra.g@heritagehealthcareindia.com | |
| Pristine Consol | Sana'a Yousef Kazi | Proprietor | 117, Ruby Industrial Estate, Off. New Link Road, Chincholi Bunder, Malad West, Mumbai – 400064 | 9819311213 | Sanaa.kazi3@gmail.com | |

| | | | | | |
|--|----------------------------|----------|---|------------|---------------------------|
| Gadsing Healthcare and Education Private Limited | Dr Praveen Narayan Gadsing | Director | H 2-3, Suyojit Commercial Complex, Vishal Mega Mart, Nashik, 400009, Maharashtra | 7276616404 | praveengadsing1@gmail.com |
| VKRG Healthcare Private Limited | Dr Kailas Jagdish Rathi | Director | G 12-13, Suyojit Commercial Complex, Near Prakash Petrol Pump, Mumbai Naka, Nashik, 422011, Maharashtra | 7276616404 | vkrg.nsk.01@gmail.com |

Annexure 4: Training & Employment Details

Training and Employment Projections:

| Year | Total Candidates | | Women | | People with Disability | |
|---------|----------------------|------------------------------------|----------------------|------------------------------------|------------------------|------------------------------------|
| | Estimated Training # | Estimated Employment Opportunities | Estimated Training # | Estimated Employment Opportunities | Estimated Training # | Estimated Employment Opportunities |
| 2024-25 | 500 | 400 | 300 | 240 | | |
| 2025-26 | 600 | 480 | 400 | 320 | | |
| 2026-27 | 800 | 640 | 600 | 480 | | |

Data to be provided year-wise for next 3 years

Training, Assessment, Certification, and Placement Data for previous versions of qualifications:

| Qualification Version | Year | Total Candidates | | | | Women | | | | People with Disability | | | |
|----------------------------------|---------|------------------|----------|-----------|--------|---------|----------|-----------|--------|------------------------|----------|-----------|--------|
| | | Trained | Assessed | Certified | Placed | Trained | Assessed | Certified | Placed | Trained | Assessed | Certified | Placed |
| Elderly Caretaker (Non Clinical) | 2020-21 | 327 | 327 | 312 | | 327 | 327 | 312 | | | | | |
| Elderly Caretaker (Non Clinical) | 2021-22 | 198 | 198 | 198 | | 198 | 198 | 198 | | | | | |
| Elderly Caretaker (Non Clinical) | 2022-23 | 95 | 95 | 95 | | 95 | 95 | 95 | | | | | |

Applicable for revised qualifications only, data to be provided year-wise for past 3 years.

List Schemes in which the previous version of Qualification was implemented:

1. CSR/Fee Based
2. DDUGKY
3. NULM
4. PMKVY

Content availability for previous versions of qualifications:

Participant Handbook Facilitator Guide Digital Content Qualification Handbook Any Other:

Languages in which Content is available: English & Hindi

Annexure 5: Blended Learning

Blended Learning Estimated Ratio & Recommended Tools:

Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

| S. No. | Select the Components of the Qualification | List Recommended Tools – for all Selected Components | Offline : Online Ratio |
|--------|--|--|------------------------|
| 1 | <input checked="" type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge | LCD, Projector, Laptop, MSOffice Suite, Flipchart, whiteboard, Markers, wi-fi connectivity | 50:50 |
| 2 | <input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners | | |
| 3 | <input checked="" type="checkbox"/> Showing Practical Demonstrations to the learners | LCD, Projector, Laptop, MSOffice Suite, various tools and software, computer camera, computer speakers, wi-fi connectivity | 50:50 |
| 4 | <input checked="" type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training | Computer systems for all students, printers, wi-fi connectivity | 50:50 |
| 5 | <input checked="" type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice | Learning management system | 0:100 |
| 6 | <input checked="" type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations | Online assessment portals, tablet for each student | 0:100 |
| 7 | <input checked="" type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training | Access to industry partner in relevant field | 100:0 |

Annexure 6: Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

| DWC/N0805: Assisting elderly persons with activities of daily living (ADL), personal hygiene and recreational/ health activities | | | | |
|--|--------------|-----------------|---------------|------------|
| 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 | 0 | 0 |

| | | | | |
|--|-----------|-----------|----------|----------|
| 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 | - | - | - | - |
| <i>Assisting the elderly persons with recreational and health activities</i> | 10 | 12 | 0 | 0 |
| 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 astroll/ walk | - | - | - | - |
| PC10. remind/ support the elders for dailymedication and routine checkups | - | - | - | - |
| PC11. assist the elderly persons, based on their mobility and degree of ability to perform recreational activities/ physical exercises as pertheir choice | - | - | - | - |
| PC12. act as a companion or a friend to provideemotional support | - | - | - | - |
| NOS Total | 22 | 32 | 0 | 0 |

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

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <i>Assist in cleaning and maintaining the hygiene of anelderly's room</i> | 16 | 27 | 0 | 0 |
| 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 frequentlyused 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 | - | - | - | - |
| <i>Establishing and maintaining a safe, secure and hygienic environment for the elderly person</i> | 8 | 13 | 0 | 0 |
| 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 | - | - | - | - |
| NOS Total | 24 | 40 | 0 | 0 |
| | | | | |

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

| 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> | 19 | 33 | 0 | 0 |
| 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 away 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 personas 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 | 19 | 33 | 0 | 0 |

DWC/N9902: Maintain service standards and communicate effectively

| Assessment Criteria for Outcomes | TheoryMarks | PracticalMarks | ProjectMarks | Viva Marks |
|---|-------------|----------------|--------------|------------|
| <i>Maintain behavioural etiquette</i> | 20 | 20 | - | 10 |
| PC 1. greet the residents promptly and appropriately in accordance with the procedure | - | - | - | - |
| PC 2. interact with all residents in a polite and professional manner | - | - | - | - |

| | | | | |
|---|---|---|---|---|
| PC 3. make requirements clear by asking appropriate questions | - | - | - | - |
| PC 4. respond effectively to residents' dissatisfactions and complaints | - | - | - | - |
| PC 5. create and maintain an effective but impersonal relationship with residents | - | - | - | - |
| PC 6. notify residents in advance of any issues or problems, as well as any developments that may affect them | - | - | - | - |
| PC 7. seek feedback from the residents and incorporate them to improve their experience avoid arguing with the residents | - | - | - | - |
| PC 8. report any workplace issues to the residents/employers immediately | - | - | - | - |
| PC 9. ensure appropriate personal behaviour and conduct taking gender into consideration | - | - | - | - |
| PC 10. follow good manners in household/ workplace with a view to maintaining hygiene and sanitation, such as while coughing, not spitting, belching, etc. | - | - | - | - |
| PC 11. recognise, acknowledge and overcome inherent biases regarding disabilities | - | - | - | - |
| PC 12. carry out tasks in a timely and disciplined manner | - | - | - | - |
| PC 13. greet the residents promptly and appropriately in accordance with the procedure | - | - | - | - |

| | | | | |
|---|-----------|-----------|---|----------|
| <i>Maintain professional manner at work</i> | 10 | 10 | - | 5 |
| PC 14. report to work on time | - | - | - | - |
| PC 15. behave appropriately when communicating with coworkers and others | - | - | - | - |
| PC 16. keep proper attire and a presentable demeanour | - | - | - | - |
| PC 17. maintain personal hygiene | | | | - |
| PC 18. respect privacy of others at the workplace | - | - | - | - |
| <i>Give specific services as per the residents' requirements</i> | 10 | 10 | - | 5 |
| PC 19. 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 | - | - | - | - |
| PC 20. assist people with disabilities when necessary | - | - | - | - |
| PC 21. follow gender and age-sensitive service practices at all times | - | - | - | - |
| PC 22. identifies and reports workplace harassment and discrimination based on gender, disability, caste, religion, color, sexual orientation, and culture | - | - | - | - |
| PC 23. maintain social distance in social situations/at work | - | - | - | - |

| | | | | |
|--|-----------|-----------|----------|-----------|
| PC 24. inform the employer of any personal health issues related to injury or infectious diseases | - | - | - | - |
| NOS Total | 40 | 40 | - | 20 |

DWC/N9903: Maintain a clean and secure working environment

| Assessment Criteria for Outcomes | TheoryMarks | PracticalMarks | ProjectMarks | Viva Marks |
|---|-------------|----------------|--------------|------------|
| <i>Maintain behavioural etiquette</i> | 15 | 15 | - | 8 |
| PC 1. wash and sanitize hands at regular intervals with hand soap and alcohol-based sanitizers | - | - | - | - |
| PC 2. keep the home or workplace free of germs, insects, and bugs by utilizing the proper environmentally friendly solutions or cleaning chemicals | - | - | - | - |
| PC 3. wash the dishes and other items in accordance with the set requirements | - | - | - | - |
| PC 4. sanitize all tools, equipment, and appliances with touch points on a regular basis | - | - | - | - |
| PC 5. make sure that the garbage cans are frequently cleared in accordance with the timetable for cleanliness and maintenance | - | - | - | - |
| PC 6. place trash in designated bins or the proper trash container | - | - | - | - |
| PC 7. wear appropriate PPE like hair net, protective aprons, footwear, respirators, masks, etc. at work | - | - | - | - |

| | | | | |
|---|-----------|-----------|---|----------|
| PC 8. maintain personal hygiene by brushing teeth frequently, bathing daily, dressing well, eating healthfully, etc. | - | - | - | - |
| PC 9. avoid consumption of tobacco, paan, alcohol, smoking cigarettes, etc. at the workplace | - | - | - | - |
| <i>Follow workplace practices to promote wellbeing</i> | | | | |
| PC 10. adhere to safety protocols when using materials, tools, and equipment | - | - | - | - |
| PC 11. follow guidelines and safety protocol while using electrical household gadgets | | | | |
| PC 12. follow first aid instructions appropriately | - | - | - | - |
| PC 13. recognize workplace risks and promptly inform anybody who should know about them | - | - | - | - |
| PC 14. report to various emergency circumstances with prompt response and reporting | - | - | - | - |
| PC 15. attend regular health check-ups | - | - | - | - |
| PC 16. place medicines and hazardous chemicals away | - | - | - | - |
| PC 17. keep sharp objects out of reach of child | - | - | - | - |
| <i>Manage waste at workplace</i> | 10 | 10 | - | 6 |

15

| | | | | |
|---|-----------|-----------|----------|-----------|
| PC 18. identify and separate hazardous, recyclable, and non-recyclable waste at the workplace | | | | |
| PC 19. manage wastages like food, water, etc., as directed | - | - | - | - |
| PC 20. dispose of sanitary and other hazardous wastes appropriately | - | - | - | - |
| PC 21. Recycle waste wherever applicable | - | - | - | - |
| PC22. discard PPEs in plastic bags that are sealed and labeled "infectious waste" | - | - | - | - |
| PC 23. 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 |

DGT/VSQ/N0102: Employability Skills (60 Hours)

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| Introduction to Employability Skills | 1 | 1 | - | - |
| PC1. identify employability skills required for jobs in various industries | - | - | - | 0 |
| PC2. identify and explore learning and employability portals | - | - | - | - |
| <i>Constitutional values – Citizenship</i> | 1 | 1 | - | 0 |

| | | | | |
|--|---|---|---|---|
| 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 | - | - | - | 0 |
| <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 | - | - |
| 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 | - | 0 |
| 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 | | | | - |
| <i>Entrepreneurship</i> | 2 | 3 | - | 0 |
| 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 | - | |

Annexure 7: Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the Candidate on the required competencies of the program.

Mention the detailed assessment strategy in the provided template.

1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

2. Testing Environment:

- Check the Assessment location, date and time
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.

3. Assessment Quality Assurance levels/Framework:

- Question bank is created by the Subject Matter Experts (SME) are verified by the other SME
- Questions are mapped to the specified assessment criteria
- Assessor must be ToA certified & trainer must be ToT Certified

4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding

5. Method of verification or validation:

- Surprise visit to the assessment location

6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored

On the Job:

1. Each module (which covers the job profile of Automotive Service Assistant Technician) will be assessed separately.
2. The candidate must score 60% in each module to successfully complete the OJT.
3. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
 - Videos of Trainees during OJT
 -
4. Assessment of each Module will ensure that the candidate is able to:
 - Effective engagement with the customers
 - Understand the working of various tools and equipment
 ->

Annexure 8: Acronym and Glossary

Acronym

| Acronym | Description |
|---------|--|
| AA | Assessment Agency |
| AB | Awarding Body |
| ISCO | International Standard Classification of Occupations |
| NCO | National Classification of Occupations |
| NCrF | National Credit Framework |
| NOS | National Occupational Standard(s) |
| NQR | National Qualification Register |
| NSQF | National Skills Qualifications Framework |
| OJT | On the Job Training |

Glossary

| Term | Description |
|--|--|
| National Occupational Standards (NOS) | NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do. |
| Qualification | A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards |
| Qualification File | A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification. |
| Sector | A grouping of professional activities on the basis of their main economic function, product, service or technology. |
| Long Term Training | Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf |