

NSQF QUALIFICATION FILE

Approved in 23rd NSQC - NCVET meeting, dated: 29th September 2022

CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE

Name and address of submitting body

NCVET Code

2022/TH/DWSSC/06427

Domestic Worker Sector Skill Council (DWSSC)

A-2/19, 2nd floor, Safdarjung Enclave, New Delhi- 110029

Name and contact details of individual dealing with the submission

Name: Ms Mona Gupta

Position in the organisation: CEO

Address if different from above:

Tel number(s): 011-42831823

E-mail address: info@dwsscindia.in

List of documents submitted in support of the Qualifications File

1. Annexure 1 - Occupational Map of the Sector
2. Annexure 2 - Qualification Pack (Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes))
3. Annexure 3 - Model Curriculum
4. Annexure 4 - About the Sector Study
5. Annexure 5 - Labour Market Clarity Report
6. Annexure 6 - Industry Validation
7. Annexure 7 - Industry Validation Summary
8. Annexure 8 – DWSSC Affiliation and Accreditation Strategy

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SUMMARY

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|---|---|
| Qualification Title: | Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes) |
| Qualification Code, if any | DWC/Q0203 |
| NCO code and occupation | NCO-2022/5311.0400 |
| Nature and purpose of the qualification (Please specify whether qualification is short term or long term) | <p>The main purpose of the qualification and the target learners is to get unemployed people into work and to upgrade the skills of people already in work.</p> <p>It is a short-term course.</p> |
| Body/bodies which will award the qualification | Domestic Worker Sector Skill Council (DWSSC) |
| Body which will accredit providers to offer courses leading to the qualification | Domestic Worker Sector Skill Council (DWSSC) |
| Whether accreditation/affiliation norms are already in place or not, if applicable (if yes, attach a copy) | Yes, as per Centre Accreditation and Affiliation Guidelines Smart Guidelines – NSDC Portal |
| Occupation(s) to which the qualification gives access | Caregiving (Non Clinical) |
| Job description of the occupation | The individual at work is responsible for taking care of the physical, emotional, and social well-being of mother and newborn/infant baby as along with providing them with a safe environment. |
| Licensing requirements | NA |
| Statutory and Regulatory requirement of the relevant sector (documentary evidence to be provided) | NA |
| Level of the qualification in the NSQF | Level 3 |

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| Anticipated volume of training/learning required to complete the qualification | 390 hours |
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| Indicative list of training tools required to deliver this qualification | Training kit (Trainer guide, Presentations), White board, Marker, Projector screen, Power Point Presentation, Laptop with charger, Participant Handbook and Related Standard Operating Procedures, 2.1 Laptop External Speakers, Pregnancy report, healthy and nutritious meals, medicines etc., Required baby bed, Massage oil, bath tub, baby towel, diaper, Sanitize first aid kit etc., Sample feedback form, Sample report format to report health and other issues etc., Cleaners, Broom, Wiper, PPE, Ladder, Different Colour Dustbins As Per Waste Categorisation, Different Types Of Waste, Water, Household gadgets and appliances, Coal, Wood, Matchstick, First Aid Kit, Garbage Bags, etc., Sample feeding plan, Ingredients, vegetables, fruits, raw material etc. for preparing food, Various beverages like tea, coffee, juice, shakes, and smoothies etc. Cleaners, Broom, Wiper, PPE, Ladder, Different Colour Dustbins As Per Waste Categorisation, Different Types Of Waste, |
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| | Water, Household gadgets and appliances, Coal, Wood, Matchstick, First Aid Kit, Garbage Bags, Etc. |
| Entry requirements and/or recommendations and minimum age | <p>Entry requirements: Ability to read and write with 5 years of relevant experience</p> <p>OR</p> <p>5th Class Pass with 3 years of relevant experience</p> <p>OR</p> <p>8th Class pass with 1 year of relevant experience</p> <p>OR</p> <p>8th Class Pass + ITI (1year after class 8th)</p> <p>OR</p> <p>10th Class pass</p> <p>For Women Only</p> <p>Minimum age: 18 years</p> |
| Progression from the qualification (Please show Professional and academic progression) | <p>Vertical</p> <p>Supervisor - Day care/ Old Age Home/ Persons with Disabilities Care Home</p> <p>Horizontal</p> <p>Baby Caregiver Non Clinical (Household & Care homes)</p> |
| Arrangements for the Recognition of Prior learning (RPL) | RPL arrangements and policies as laid out by MSDE |
| International comparability where known (research evidence to be provided) | NA |
| Date of planned review of the qualification | 29/03/2023 |
| Formal structure of the qualification | |

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| Mandatory components | | | |
|-----------------------------|--|--|--------------|
| S.No | Title of component and identification code/NOSs/Learning outcomes | Estimated size (learning hours) | Level |
| 1. | DWC/N0216: Attend to the basic needs of mother | 120 | 3 |
| 2. | DWC/N0218: Attend to the basic needs of newborn/infant | 120 | 3 |
| 3. | DWC/N9902: Maintain service standards and communicate effectively | 30 | 4 |
| 4. | DWC/N9903: Maintain health, hygiene and safety standards | 30 | 4 |
| 5. | DWC/N9901: Prepare basic food as per dietary requirements | 30 | 4 |
| 6. | DGT/VSQ/N0102: Employability Skills (60 Hours) | 60 | 4 |
| | Sub Total (A) | 390 hours | |
| (B) | OJT (Recommended) | 120 hours | |

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SECTION 1

ASSESSMENT

Body/Bodies which will carry out assessment:

- Aspiring Minds Assessment Pvt. Ltd.
- C K Skills Research & Development Private Limited
- Cocubes Technologies Pvt. Ltd.
- Federation of Indian Chambers of Commerce and Industry
- Federation Of Indian Women Entrepreneurs
- India Skills Pvt. Ltd.
- Inspire Youth Development Pvt. Ltd.
- Khwaspuria Advisory Pvt Ltd
- Mettl Mercer
- MSAG Skill India Ltd
- Navriti Technologies Pvt Ltd
- Parasmani Skills Private Limited
- Skill Mantra Edutech Consulting India Pvt. Ltd.
- The Assessor Guild
- Trendsetters Skill Assessors Pvt Ltd
- Virtual Education Trust

How will RPL assessment be managed and who will carry it out?

Yes, the assessment body shall be responsible for RPL assessment.

In RPL, the candidate has acquired the skills and knowledge while working and requires assessment and certification only. RPL is the acknowledgement of skills and knowledge obtained through:

- formal training
- work experience
- life experiences

The focus of RPL is the competence gained from these experiences; not how, when or where the learning occurred.

Process or steps in RPL assessments

1. Offering RPL to potential candidates
2. Providing information to the candidate
3. Self-assessment

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4. Evidence Collation
5. Assessment and making the decision
6. Feedback to the candidate
7. Documentation of outcomes

Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fair and show that these are in line with the requirements of the NSQF.

Assessment strategy, methodology and process are as per NSDC guidelines.

Guidelines for Assessment:

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on this criterion
5. To pass the Qualification Pack, every trainee should score a minimum of 50% in every NOS
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.
7. Minimum Pass marks- 50%

Please attach any documents giving further information about assessment and/or RPL.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

http://pmkvyofficial.org/App_Documents/News/RPLGuideline-Final21stSep-withAddendum2.0.pdf;

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ASSESSMENT EVIDENCE

Title of Component: Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes)

CRITERIA FOR ASSESSMENT OF TRAINEES

Job Role: Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes)

Qualification Pack: Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes)

Sector Skill Council: Domestic Worker Sector Skill Council (DWSSC)

| DWC/N0216: Attend to the basic needs of mother | | | | |
|---|---------------------|------------------------|----------------------|-------------------|
| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
| <i>Provide assistance during pregnancy</i> | 20 | 20 | 0 | 10 |
| PC1. collect information regarding the pregnancy details of the expectant mother and complexities if any | - | - | - | - |
| PC2. provide information and guidance regarding high quality, culturally sensitive health education to promote healthy, helpful family life, and positive parenting | - | - | - | - |
| PC3. resolve the concerns and questions of the expectant mother | - | - | - | - |
| PC4. provide physical support to the expectant mother in daily chores | - | - | - | - |
| PC5. make routine observations like temperature, pulse, blood pressure, breathing, etc. | - | - | - | - |
| PC6. maintain record of the daily observations and identify problems, if any | - | - | - | - |

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| PC7. counsel the pregnant woman on prenatal self-care including nutrition, hygiene, breastfeeding, and danger signs in pregnancy and childbirth | - | - | - | - |
| PC8. provide companionship to the expectant mother if she feels emotionally low | - | - | - | - |
| PC9. assist the pregnant woman with personal care, health, and hygiene | - | - | - | - |
| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
| PC10. make sure the expectant mother takes prescribed meals and medication on time | - | - | - | - |
| PC11. assist mother in doing regular exercise as recommended by a medical professional | - | - | - | - |
| PC12. act quickly and responsibly in case of emergency | - | - | - | - |
| PC13. provide support to the expectant mother to pack the hospital bag | - | - | - | - |
| PC14. update maternal diary with LMP (Last Month Period), EDD, any issues, weight gain, and doctor's contact | - | - | - | - |
| <i>Provide care to new mother</i> | 20 | 20 | 0 | 10 |
| PC15. assist the mother with positioning in the bed, lifting, bending, etc. post-delivery | - | - | - | - |
| PC16. provide guidance to the new mother on all aspects of recovery and infant care, like breastfeeding, massaging, bathing, picking up in lap, etc. | - | - | - | - |
| PC17. clean the space around the mother to create a calm and safe environment like picking up discarded items, dusting surfaces, etc. | - | - | - | - |
| PC18. ensure the mother gets healthy and nutritious meals as suggested by the doctor | - | - | - | - |
| PC19. assist the new mother with positioning for breastfeeding the child | - | - | - | - |
| PC20. help in dealing with common problems such as breast enlargement, | - | - | - | - |

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| inverted / Cract nipples, encourage breast feeding instead of formula feed, etc. | | | | |
| PC21. assist in genital wound care as instructed by the doctor | - | - | - | - |
| PC22. make sure the mother takes all medication, as directed | - | - | - | - |
| PC23. advise mother to take proper rest and care of themselves as they recover from labor and birth | - | - | - | - |
| PC24. identify signs of postpartum depression and provide support | - | - | - | - |
| PC25. ensure to give massage to new mother as soon as possible and can continue up to 2 - 3 months and can be avoided for those with surgery | - | - | - | - |
| NOS Total | 40 | 40 | 0 | 20 |
| DWC/N0218: Attend to the basic needs of newborn/infant | | | | |
| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
| <i>Provide routine care to newborn/infant</i> | 30 | 30 | - | 15 |
| PC1. wash and sanitize the hands before handling the baby | - | - | - | - |
| PC2. massage the new-born as per standard techniques | - | - | - | - |
| PC3. arrange water at the appropriate temperature (100 – 105 degree Fahrenheit and other bathing equipment and supplies for the baby | - | - | - | - |
| PC4. bathe the new-born appropriately, using proper methods to hold the baby | - | - | - | - |
| PC5. dry and wrap the baby immediately after bath | - | - | - | - |
| PC6. change the diapers of the baby at regular intervals or as required | - | - | - | - |
| PC7. clean the sensitive parts of the baby properly after nappy change | - | - | - | - |
| PC8. ensure the daily required feeds are taken by the infant | - | - | - | - |

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| PC9. help the baby burp after every feed | - | - | - | - |
| PC10. clean up any messes made by the infant especially after meals | - | - | - | - |
| PC11. clean and sterilize baby's utensils and products on a regular basis | - | - | - | - |
| PC12. keep an accurate record of the infant's daily activities for reporting to the parents | - | - | - | - |
| PC13. rock and verbally comfort the infant when they are agitated | - | - | - | - |
| PC14. make bed for the baby and put the baby to bed | - | - | - | - |
| PC15. ensure that there is a constant supply of diapers and other baby products | - | - | - | - |
| PC16. communicate with parents or guardians regarding infants' progress or problems | - | - | - | - |
| PC17. observe and report any significant behavioral patterns to the parents | - | - | - | - |
| PC18. maintain a safe and healthy environment in the home | - | - | - | - |
| PC19. monitor growth milestones and health of the newborn/infant | - | - | - | - |
| PC20. avoid use of social media | - | - | - | - |
| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
| <i>Provide care during illnesses</i> | 10 | 10 | - | 5 |
| PC21. monitor baby on regular basis | - | - | - | - |
| PC22. check and report the baby's physical signs of illness, if any | - | - | - | - |
| PC23. assist mother and family in seeking medical assistance | - | - | - | - |
| PC24. administer prescribed medication if the need arises inform mother and family in case of any immediate requirement | - | - | - | - |
| PC25. perform emergency procedures such as First Aid and CPR in the event of an emergency | - | - | - | - |
| NOS Total | 40 | 40 | 0 | 20 |

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| DWC/N9902: Maintain service standards and communicate effectively | | | | |
|---|---------------------|------------------------|----------------------|-------------------|
| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
| <i>Maintain behavioural etiquette</i> | 20 | 20 | 0 | 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. | - | - | - | - |
| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
| PC12. recognise, acknowledge and overcome inherent biases regarding disabilities | | | | |
| PC13. carry out tasks in a timely and disciplined manner | | | | |

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| <i>Maintain professional manner at work</i> | 10 | 10 | - | 5 |
| 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 | - | - | - | - |
| <i>Give specific services as per the residents' requirements</i> | 10 | 10 | 0 | 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, colour, 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 | 0 | 20 |
| DWC/N9903: Maintain health, hygiene and safety standards | | | | |
| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |

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| <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 | - | - | - | - |
| PC13. recognize workplace risks and promptly inform anybody who should know about them | - | - | - | - |
| PC14. report to various emergency circumstances with prompt response and reporting | - | - | - | - |

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| PC15. attend regular health check-ups | - | - | - | - |
| PC16. place medicines and hazardous chemicals away | - | - | - | - |
| PC17. keep sharp objects out of reach of child | - | - | - | - |
| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
| <i>Manage waste at workplace</i> | 10 | 10 | 0 | 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 | 0 | 20 |
| DWC/N9901: Prepare basic food as per dietary requirements | | | | |
| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
| <i>Carry out pre-cooking activities</i> | 20 | 20 | 0 | 10 |
| PC1. communicate daily with residents/employers regarding dietary requirements | - | - | - | - |
| PC2. create a feeding plan based on the conversation | - | - | - | - |
| PC3. check the availability of all | - | - | - | - |

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| ingredients as per the regular dietary requirements | | | | |
| PC4. shop or order groceries and supplies, if required | - | - | - | - |
| PC5. wash the kitchen surfaces, utensils, and meal preparation area | - | - | - | - |
| PC6. ensure that the ingredients and raw materials needed to prepare the food are available | - | - | - | - |
| PC7. check and verify the ingredients' purity and freshness | - | - | - | - |
| PC8. organize, measure, and clean the ingredients for the food that will be cooked | - | - | - | - |
| PC9. prepare ingredients for cooking by washing, cutting, and peeling things like vegetables and fruits | - | - | - | - |
| PC10. arrange the tools and equipment needed to prepare the food | - | - | - | - |
| PC11. perform basic preparation tasks, such as combining or chopping items, as directed | - | - | - | - |
| <i>Prepare basic meals for mother/infant/toddler</i> | 20 | 20 | 0 | 10 |
| PC12. use prescribed vegetables and other food items | - | - | - | - |
| PC13. prepare basic food items for the meal preparation | - | - | - | - |
| PC14. follow provided basic meal diet chart | - | - | - | - |
| PC15. prepare meals for mother/infant/toddler such as breakfast, lunch, dinner, etc. as required | - | - | - | - |
| PC16. cook meals for the mother/infant/toddler using minimally processed foods, whole grains, fresh fruits, vegetables, and proteins, as directed | - | - | - | - |
| PC17. verify the food's uniformity in flavour, colour, taste, and quality, as per the requirement | - | - | - | - |
| PC18. make dietary adjustments based on the specific needs | - | - | - | - |

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| PC19. prepare a variety of drinks, such as tea, coffee, juice, shakes, and smoothies, using proper tools and equipment | - | - | - | - |
|--|---------------------|------------------------|----------------------|-------------------|
| PC20. serve the prepared meal to the mother/ feed the infant/toddler | - | - | - | - |
| NOS Total | 40 | 40 | 0 | 20 |
| DGT/VSQ/N0102: Employability Skills (60 Hours) | | | | |
| 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. | - | - | - | - |
| follow environmentally sustainable practices | - | - | - | - |
| <i>Becoming a Professional in the 21st Century</i> | 2 | 4 | - | - |
| PC4. recognize the significance of 21st Century Skills for employment | - | - | - | - |
| PC5. 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 | - | - |
| PC6. use basic English for everyday conversation in different contexts, in person and over the telephone | - | - | - | - |

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| PC7. read and understand routine information, notes, instructions, mails, letters etc. written in English | - | - | - | - |
| PC8. write short messages, notes, letters, e-mails etc. in English | - | - | - | - |
| <i>Career Development & Goal Setting</i> | 1 | 2 | - | - |
| PC9. understand the difference between job and career | - | - | - | - |
| PC10. prepare a career development plan with short- and long-term goals, based on aptitude | - | - | - | - |
| <i>Communication Skills</i> | 2 | 2 | - | - |
| PC11. follow verbal and non-verbal communication etiquette and active listening techniques in various settings | - | - | - | - |
| PC12. work collaboratively with others in a team | - | - | - | - |
| <i>Diversity & Inclusion</i> | 1 | 2 | - | - |
| PC13. communicate and behave appropriately with all genders and PwD | - | - | - | - |
| PC14. escalate any issues related to sexual harassment at workplace according to POSH Act | - | - | - | - |
| <i>Financial and Legal Literacy</i> | 2 | 3 | - | - |
| PC15. select financial institutions, products and services as per requirement | - | - | - | - |
| PC16. carry out offline and online financial transactions, safely and securely | - | - | - | - |
| PC17. identify common components of salary and compute income, expenses, taxes, investments etc | - | - | - | - |
| identify relevant rights and laws and use legal aids to fight against legal exploitation | - | - | - | - |
| <i>Essential Digital Skills</i> | 3 | 4 | - | - |
| PC18. operate digital devices and carry out basic internet operations securely and safely | - | - | - | - |
| PC19. use e- mail and social media platforms and virtual collaboration tools to work effectively | - | - | - | - |

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|---|-----------|-----------|---|---|
| PC20. use basic features of word processor, spreadsheets, and presentations | - | - | - | - |
| <i>Entrepreneurship</i> | 2 | 3 | - | - |
| PC21. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research | - | - | - | - |
| PC22. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion | - | - | - | - |
| PC23. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity | - | - | - | - |
| <i>Customer Service</i> | 1 | 2 | - | - |
| PC24. identify different types of customers | - | - | - | - |
| PC25. identify and respond to customer requests and needs in a professional manner. | - | - | - | - |
| PC26. follow appropriate hygiene and grooming standards | - | - | - | - |
| <i>Getting ready for apprenticeship & Jobs</i> | 2 | 3 | - | - |
| PC27. create a professional Curriculum vitae (Résumé) | - | - | - | - |
| PC28. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively | - | - | - | - |
| PC29. apply to identified job openings using offline/online methods as per requirement | - | - | - | - |
| PC30. | | | | |
| PC31. answer questions politely, with clarity and confidence, during recruitment and selection | - | - | - | - |
| PC32. identify apprenticeship opportunities and register for it as per guidelines and requirements | - | - | - | - |
| NOS Total | 20 | 30 | - | - |

NSQF QUALIFICATION FILE

Approved in 23rd NSQC - NCVET meeting, dated: 29th September 2022

Means of assessment 1

The assessment comprises of:

- Written Assessment
- Viva

Practical assessment

Pass/ Fail

Total passing mark is 50%.

NSQC Approved

NSQF QUALIFICATION FILE

SECTION 2

EVIDENCE OF LEVEL

| Title/Name of qualification/component: Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes) | | | |
|---|---|---|-------------------|
| Level: 3 | | | |
| NSQF Domain | Outcomes of the Qualification/Component | How the outcomes relate to the NSQF level descriptors | NSQF Level |
| Process | <p>Work in familiar, predictable, routine, situation of clear choice.</p> <ul style="list-style-type: none"> • Attend to the basic needs of mother • Attend to the basic needs of newborn/infant • Maintain service standards and communicate effectively • Maintain health, hygiene and safety standards • Prepare basic food as per dietary requirements • Employability Skills (60 Hours) | <ul style="list-style-type: none"> • A Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes) is responsible for attend to the basic needs of mother and basic needs of newborn/infant. These people work in a familiar predictable, routine work and situation are of clear choice. • Hence Level 3 | 3 |
| Professional knowledge | <p>Factual knowledge of field of knowledge or study.</p> <ul style="list-style-type: none"> • Basics of pregnancy and its requirements • Precautions to be taken during pregnancy • Best practices to ensure healthy | <ul style="list-style-type: none"> • A Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes) should be well acquainted with the factual of field of knowledge or study in his field which processes basic like basics of | 3 |

NSQF QUALIFICATION FILE

| Title/Name of qualification/component: Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes) | | | |
|---|--|---|-------------------|
| Level: 3 | | | |
| NSQF Domain | Outcomes of the Qualification/Component | How the outcomes relate to the NSQF level descriptors | NSQF Level |
| | delivery <ul style="list-style-type: none"> • Physical and emotional requirements of an expectant mother • Procedure to conduct routine health check-ups like temperature, BP, pulse, etc. • Counselling techniques for pregnant and new mothers • Types of exercises recommended for expectant as well as a new mother • Types of emergencies and ways to deal with them during a pregnancy • How to pack bag for delivery at the hospital • Correct postures, positioning and other activities to be performed by a new mother, both in case of normal as well as c-section delivery • Breastfeeding techniques • Methods to handle a newborn/infant • Nutritional requirements of pregnant and a new mother • Concept of postpartum depression | pregnancy, procedure to conduct routine health check-ups like temperature, BP, etc. <ul style="list-style-type: none"> • Hence level 3 | |

NSQF QUALIFICATION FILE

| Title/Name of qualification/component: Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes) | | | |
|---|---|--|-------------------|
| Level: 3 | | | |
| NSQF Domain | Outcomes of the Qualification/Component | How the outcomes relate to the NSQF level descriptors | NSQF Level |
| | and effective ways to deal with it <ul style="list-style-type: none"> • Importance of maintaining hygiene and overall health during and after pregnancy • Significance of self-care during and after pregnancy, including breast and genital wound care, dressing and clothing of pregnant and lactating mother • Importance of hygiene while handling an infant • Massaging techniques for infants • How to bathe and dress the baby • Significance of cleaning the infant • Nutritional requirement of an infant • Routine schedule of an infant like, feed, napping time, etc. • Method to clean the area for the infant • How to ease the agitated infant • Effective ways to put baby to sleep • Standard behavioral patterns among infants • Causes, symptoms and treatment of | | |

NSQF QUALIFICATION FILE

| Title/Name of qualification/component: Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes) | | | |
|---|--|--|-------------------|
| Level: 3 | | | |
| NSQF Domain | Outcomes of the Qualification/Component | How the outcomes relate to the NSQF level descriptors | NSQF Level |
| | common illness among infants <ul style="list-style-type: none"> • Procedure to put the infant at ease during illness • First-aid procedures • Communication fundamentals and active listening • Professional behavioural etiquette • Gender-sensitive workplace service practises • Quality of service standards • How maintain personal hygiene • Procedure of positively giving and receiving feedback • Gender specific requirements • The specific needs of different age groups of residents • Age and gender specific etiquette • How to behave with persons with specific needs • Reporting and handling safety-related issues • Process for maintaining hygienic standards at work | | |

NSQF QUALIFICATION FILE

| Title/Name of qualification/component: Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes) | | | |
|---|--|--|-------------------|
| Level: 3 | | | |
| NSQF Domain | Outcomes of the Qualification/Component | How the outcomes relate to the NSQF level descriptors | NSQF Level |
| | <ul style="list-style-type: none"> • process on personal hygiene • the significance of housekeeping in maintaining a secure and safe workplace • Chemical solutions used for cleaning • various emergency circumstances and how they are handled. • Importance of preventive health check-up and healthy living • Procedure to report health issues • Instructions for operating and handling equipment as per standard • Purpose and usage of PPE • Basic first-aid procedures • Methods of the waste management • Resource conservation methods • Procedure to order ingredients and supplies for the kitchen • Method to clean the kitchen, and wash dishes and utensils • Various types of vegetarian/non-vegetarian foods, types of fruits, vegetables, lentils, herbs, spices, | | |

NSQF QUALIFICATION FILE

| Title/Name of qualification/component: Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes) | | | |
|---|---|--|-------------------|
| Level: 3 | | | |
| NSQF Domain | Outcomes of the Qualification/Component | How the outcomes relate to the NSQF level descriptors | NSQF Level |
| | dairy and their uses <ul style="list-style-type: none"> • Methods to check the freshness and quality of vegetables, fruits, etc. • Ways to prepare ingredients for cooking various food items • Procedure to prepare balanced diet as per instructions • Process to perform basic preparatory work like mixing or grinding spices/ingredients, wrapping food items, etc. • Food preparation techniques such as chopping, slicing dicing, shredding, portioning, washing, rinsing, etc. • Types of hot and cold beverages and preparation techniques • Waste management and how to avoid wastage of vegetables, ingredients, cooking oil, gas, etc. • How to maintain the nutritional value of items during and after cooking • Types of meals suitable for mother/infant/toddler | | |

NSQF QUALIFICATION FILE

| Title/Name of qualification/component: Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes) | | | |
|---|--|--|-------------------|
| Level: 3 | | | |
| NSQF Domain | Outcomes of the Qualification/Component | How the outcomes relate to the NSQF level descriptors | NSQF Level |
| | <ul style="list-style-type: none"> • Dietary requirement of child • Quantity and quality of meals as per need • Need for employability skills and different learning and employability related portals • Various constitutional and personal values • Different environmentally sustainable practices and their importance • Twenty first (21st) century skills and their importance • How to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up • Importance of career development and setting long- and short-term goals • About effective communication • POSH Act • Gender sensitivity and inclusivity • Different types of financial institutes, | | |

NSQF QUALIFICATION FILE

| Title/Name of qualification/component: Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes) | | | |
|---|--|---|-------------------|
| Level: 3 | | | |
| NSQF Domain | Outcomes of the Qualification/Component | How the outcomes relate to the NSQF level descriptors | NSQF Level |
| | products, and services <ul style="list-style-type: none"> • How to compute income and expenditure • Importance of maintaining safety and security in offline and online financial transactions • Different legal rights and laws • different types of digital devices and the procedure to operate them safely and securely • How to create and operate an e- mail account and use applications such as word processors, spreadsheets etc. • How to identify business opportunities • Types and needs of customers • How to apply for a job and prepare for an interview • Apprenticeship scheme and the process of registering on • apprenticeship portal | | |
| Professional skill | Recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule | <ul style="list-style-type: none"> • A Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes) | 3 |

NSQF QUALIFICATION FILE

| Title/Name of qualification/component: Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes) | | | |
|--|--|---|------------|
| Level: 3 | | | |
| NSQF Domain | Outcomes of the Qualification/Component | How the outcomes relate to the NSQF level descriptors | NSQF Level |
| | <p>and tool, using quality concepts.</p> <ul style="list-style-type: none"> • Discuss the tasks list, schedules, and workload (if any) with residents' • Manage relationships with employers • Adhere to basic work ethics such as punctuality, discipline, and consistency • Make decisions concerning the relevant area of work • make decisions in case of an emergency • Report any issues at the workplace • Analyze the impact of not adhering to the health and safety procedures • Read diet chart provided • Note down instructions given by residents • Report any issues at the workplace • Read and write the instructions received by the doctor • Read and write different types of documents/instructions/correspondence | <p>applies professional skill to accomplish tasks like providing giving care to mother, pregnant women, etc. Person should able to recall and demonstrate practical skill, and have to perform routine and repetitive task in narrow range of application, using appropriate rule and tool, using quality concepts.</p> <ul style="list-style-type: none"> • Hence Level 3 | |

NSQF QUALIFICATION FILE

| Title/Name of qualification/component: Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes) | | | |
|---|---|--|-------------------|
| Level: 3 | | | |
| NSQF Domain | Outcomes of the Qualification/Component | How the outcomes relate to the NSQF level descriptors | NSQF Level |
| | <ul style="list-style-type: none"> • Communicate effectively using appropriate language in formal and informal settings • Behave politely and appropriately with all • How to work in a virtual mode • Perform calculations efficiently • Solve problems effectively | | |
| Core skill | <p>Language to communicate written or oral, with required clarity, skill to basic arithmetic and algebraic principles, basic understanding of social political and natural environment</p> <ul style="list-style-type: none"> • Communicate (read, write, and speak) in the language used at work • Communicate effectively with residents and other • Note down instructions given by residents • communicate effectively with the mother and family members • Pay attention to details • Manage time efficiently | <ul style="list-style-type: none"> • A Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes) • should have knowledge of language to communicate in written or oral language with required clarity, skill to basic arithmetic and algebraic principles, basic understanding of social political and natural environment. • Hence Level 3 | 3 |

NSQF QUALIFICATION FILE

| Title/Name of qualification/component: Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes) | | | |
|---|--|---|-------------------|
| Level: 3 | | | |
| NSQF Domain | Outcomes of the Qualification/Component | How the outcomes relate to the NSQF level descriptors | NSQF Level |
| | <ul style="list-style-type: none"> Maintain hygiene and sanitization to avoid infection | | |
| Responsibility | <p>Responsibility for own work and learning.</p> <ul style="list-style-type: none"> Provide assistance during pregnancy Provide care to new mother Provide routine care to newborn/infant Provide care during illnesses Maintain behavioural etiquette Maintain professional manner at work Give specific services as per the residents' requirements Follow personal and workplace hygiene follow workplace practices to promote wellbeing Manage waste at workplace Carry out pre-cooking activities Prepare basic meals for mother/infant/toddler Introduction to Employability Skills Constitutional values – Citizenship | <ul style="list-style-type: none"> A Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes) is responsible for providing assistance during pregnancy, care to new mother, routine care to newborn/infant, care during illness. The individual take responsibility for own work and learning. Hence Level 3 | 3 |

NSQF QUALIFICATION FILE

| Title/Name of qualification/component: Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes) | | | |
|---|--|--|-------------------|
| Level: 3 | | | |
| NSQF Domain | Outcomes of the Qualification/Component | How the outcomes relate to the NSQF level descriptors | NSQF Level |
| | <ul style="list-style-type: none"> • 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 | | |

NSQF QUALIFICATION FILE

SECTION 3

EVIDENCE OF NEED

What evidence is there that the qualification is needed? What is the estimated uptake of this qualification and what is the basis of this estimate?

| Basis | In case of SSC | In case of other Awarding Bodies (Institutes under Central Ministries and states departments) |
|-----------------------------------|--|--|
| Need of the qualification | As per the Labour Market Clarity Report there is a huge demand for skilled professionals in Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes). | NA |
| Industry Relevance | The industry validation is submitted along with its summary sheet for reference. | NA |
| Usage of the qualification | <ul style="list-style-type: none"> • This Qualification Pack will be used across industry which is organised. • It would be used by the training institute for new trainings/For employers to conduct RPL and for annual Appraisal • The SSC would submit details of the employment generated (wherever applicable) and realised. | NA |
| Estimated uptake | India is estimated to have a population of 103 million elders, 8%, | NA |

NSQF QUALIFICATION FILE

and expected to rise to 12% of the total population by 2025. As such, in coming years, one can see increasing demand of the elderly caregivers at lower levels, due to the principle of economy. Split of joint family and double income group families requirement of elderly caregivers will further multiply.

Recommendation from the concerned Line Ministry of the Government/Regulatory Body. To be supported by documentary evidences

Line ministry approval to be received

What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF? Give justification for presenting a duplicate qualification

Qualification is being revised. The national qualification registers as well as the Qualification Packs with NSDC have been checked.

What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated? Specify the review process here

- Agencies have been appointed by the SSC to interact with training providers to gather feedback in implementation.
- Monitoring of results of assessments and training delivery
- Employer feedback will be sought post-placement
- A formal review is scheduled in a 06 months' time

NSQF QUALIFICATION FILE

SECTION 4
EVIDENCE OF PROGRESSION

What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector?

Show the career map here to reflect the clear progression

