

CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE**Name and address of submitting body:**

DWSSC,
Domestic Workers Sector Skill Council,
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Safdarjung Enclave, New Delhi - 110029

Name and contact details of individual dealing with the submission

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Position in the organisation: CEO

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List of documents submitted in support of the Qualifications File

1. Occupational Map and Progression Matrix
2. Qualification pack
3. NSDC report on Human Resources and Skill Requirements in the Domestic Help Sector
4. Sector Profiling
5. Protocol for Affiliation of Assessment Bodies and Assessment Framework

Model Curriculum to be added which will include the following:

- **Indicative list of tools/equipment to conduct the training**
- **Trainers qualification**
- **Lesson Plan**
- **Distribution of training duration into theory/practical/OJT component**

NSQF QUALIFICATION FILE

Approved in 23rd NSQC, Dated: 22nd August, 2019

SUMMARY

1	Qualification Title	Caregiver – Persons with Disabilities (Non Clinical)
2	Qualification Code, if any	DWC/Q0301
3	NCO code and occupation	NCO-2015/5311.9900 and 03
4	Nature and purpose of the qualification (Please specify whether qualification is short term or long term)	<ul style="list-style-type: none">- Nature – Caregiver – Persons with Disabilities (Non Clinical)- Purpose: A Caregiver – Persons with Disabilities (Non Clinical) provides daily living support to the persons with disabilities. These caregivers can attend to different categories of people with disabilities such as child (between the age of 2 and 10 years), adolescents (from 10 to 18 years), and adults. Caregivers are required to provide physical, social and emotional support. Their ability to provide basic education shall be an added advantage.
5	Body/bodies which will award the qualification	Domestic Workers Sector Skill Council
6	Body which will accredit providers to offer courses leading to the qualification	Domestic Workers Sector Skill Council
7	Whether accreditation/affiliation norms are already in place or not , if applicable (if yes, attach a copy)	Yes
8	Occupation(s) to which the qualification gives access	Caregiver – Persons with Disabilities (Non Clinical)
9	Job description of the occupation	Within the occupation called Caregiver – Persons with Disabilities (Non-Clinical), this job role pertains to looking after people with disabilities such as child (between the age of 2 and 10 years), adolescents (from 10 to 18 years), and adults who require specific assistance.
10	Licensing requirements	No Licensing required
11	Statutory and Regulatory requirement of the relevant sector (documentary evidence to be provided)	NA

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12	Level of the qualification in the NSQF	4																												
13	Anticipated volume of training/learning required to complete the qualification	400 hours																												
14	Indicative list of training tools required to deliver this qualification	Power point presentation, LCD projector, Computer, LCD screen, white board, marker, pointer, PPE, First Aid Kit.																												
15	Entry requirements and/or recommendations and minimum age	10 th Standard Pass Minimum age – 18 Years																												
16	Progression from the qualification (Please show Professional and academic progression)	Supervisor – Day Care/ Old Age Home/ Persons with Disabilities care Home (Vertical Mobility)																												
17	Arrangements for the Recognition of Prior learning (RPL)	RPL arrangements and policies as laid out by MSDE																												
18	International comparability where known (research evidence to be provided)	N/A																												
19	Date of planned review of the qualification.	29 Feb 2024																												
20	<p>Formal structure of the qualification</p> <p>The entries made here will show how the qualification is designed for delivery and assessment. It will list the components of the qualification, where the learning outcomes to be assessed are grouped together.</p> <p>Mandatory components</p> <table border="1"> <thead> <tr> <th></th> <th>Title of component and identification code/NOSs/Learning outcomes</th> <th>Estimated size (learning hours)</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>(i)</td> <td>Introduction and Orientation (Bridge Module)</td> <td>10</td> <td>4</td> </tr> <tr> <td>(ii)</td> <td>DWC/N0301: Provide support with the daily activities and basic needs of the child</td> <td>75</td> <td>4</td> </tr> <tr> <td>(iii)</td> <td>DWC/N0302: Facilitate mental, social and emotional well-being of the child</td> <td>60</td> <td>4</td> </tr> <tr> <td>(iv)</td> <td>DWC/N0303: Provide support with the daily activities and basic needs of the adolescent/adult</td> <td>90</td> <td>4</td> </tr> <tr> <td>(v)</td> <td>DWC/N0304: Facilitate mental, social and emotional well-being of the adolescent/adult</td> <td>50</td> <td>4</td> </tr> <tr> <td>(vi)</td> <td>DWC/N0305: Extend support with laws and rights of persons with disabilities</td> <td>40</td> <td>4</td> </tr> </tbody> </table>			Title of component and identification code/NOSs/Learning outcomes	Estimated size (learning hours)	Level	(i)	Introduction and Orientation (Bridge Module)	10	4	(ii)	DWC/N0301: Provide support with the daily activities and basic needs of the child	75	4	(iii)	DWC/N0302: Facilitate mental, social and emotional well-being of the child	60	4	(iv)	DWC/N0303: Provide support with the daily activities and basic needs of the adolescent/adult	90	4	(v)	DWC/N0304: Facilitate mental, social and emotional well-being of the adolescent/adult	50	4	(vi)	DWC/N0305: Extend support with laws and rights of persons with disabilities	40	4
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(v)	DWC/N0304: Facilitate mental, social and emotional well-being of the adolescent/adult	50	4																											
(vi)	DWC/N0305: Extend support with laws and rights of persons with disabilities	40	4																											

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(vii)	DWC/N9901: Prepare basic food as per dietary requirements	25	4
(viii)	DWC/N9902: Display standards of hygiene and work etiquette	25	4
(ix)	DWC/N9903: Maintain a clean and secure working environment	25	4
Sub Total (A)		400	
Optional components			
	Title of component and identification code/NOSs/ Learning outcomes	Estimated size (learning hours)	Level
(i)	NA		
Sub Total (B)			

<u>Total (A+B)</u>	<u>400 + 0</u>	<u>400</u>
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SECTION 1
ASSESSMENT

21	<p>Body/Bodies which will carry out assessment:</p> <p>Assessment agencies empanelled with DWSSC to carry out assessment:</p> <ul style="list-style-type: none">➤ Aspiring Minds Assessment Pvt. Ltd.➤ C K Skills Research & Development Private Limited➤ Cocubes Technologies Pvt. Ltd.➤ Federation of Indian Women Entrepreneurs➤ Federation of Indian Chambers of Commerce and Industry➤ India Skills Pvt. Ltd.➤ Inspire Youth Development Pvt. Ltd.➤ Khwaspuria Advisory Pvt Ltd➤ Mettl➤ MSAG Skill India LLP➤ Navriti Technologies Pvt Ltd➤ Parasmani Skills Private Limited➤ Skill Mantra Edutech Consulting India Pvt. Ltd.➤ The Assessors Guild➤ Trendsetters Skill Assessors Pvt Ltd➤ Virtual Education Trust
22	<p>How will RPL assessment be managed and who will carry it out?</p> <p>Yes, the assessment body shall be responsible for RPL assessment.</p> <p>In RPL, the candidate has acquired the skills and knowledge while working and requires assessment and certification only. RPL is the acknowledgment of skills and knowledge obtained through:</p> <ul style="list-style-type: none">➤ Formal training➤ Work experience➤ Life experience <p>The focus of RPL is the competence gained from these experiences; not how, when or where the learning occurred.</p> <p>Process or steps in RPL assessments</p> <ul style="list-style-type: none">➤ Offering RPL to potential candidates➤ Providing information to potential candidates➤ Self – assessment➤ Evidence collation➤ Assessment and making the decision➤ Feedback to the candidate➤ Documentation of outcomes

23	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.
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Please attach most relevant and recent 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.

ASSESSMENT EVIDENCE

Complete a grid for each component as listed in “Formal structure of the the qualification” in the Summary.

NOTE: this grid can be replaced by any part of the qualification documentation which shows the same information – i.e. Learning Outcomes to be assessed, assessment criteria and the means of assessment.

24. Assessment evidences

Title of Component:

Outcomes to be assessed/ NOSs to be assessed	Assessment criteria for the outcome
DWC/N0301: Provide support with the daily activities and basic needs of the child	<ol style="list-style-type: none"> 1. identify different types of disabilities/ life conditions in the child with physical disabilities 2. assist the child with physical disabilities in carrying out their daily activities 3. follow the daily schedule as based on the requirements of the child as discussed with parents 4. feed the child as per schedule by following the dietary requirements 5. help the child with his or her bath 6. assist the child with putting on clothes and grooming (for e.g. brushing, combing, nails cutting, ear cleansing, etc.) 7. assist the child with mobility such as transferring from bed to wheel chair or going to the washroom 8. clean the child after eating or a visit to the washroom 9. maintain a safe and comfortable environment around the child 10. put the child to sleep as per schedule ensuring his or her comfort. 11. communicate any unusual behaviour in the child to the parents/ guardians 12. manage the child with disability, calmly and effectively whilst they are in one's care
DWC/N0302: Facilitate mental, social and emotional well-being of the child	<ol style="list-style-type: none"> 1. seek information about the child's developmental needs from parents and the child, when applicable 2. follow the scheduled care plans given by the parents 3. encourage the child to be active in his/ her wellbeing, learning and development 4. identify barriers to participation and choose alternative activities when appropriate 5. promote active participation of the child as per his/ her preferences

	<p>6. refer to parents, promptly, about any concerns about the child, according to the procedures of the setting</p>
<p>DWC/N0303: Provide support with the daily activities and basic needs of an adolescent/adult</p>	<ol style="list-style-type: none"> 1. Identify different disabilities in person cared for 2. assist the child with physical disabilities in carrying out their daily activities 3. feed the person as per schedule by following the dietary requirements 4. help the person with his or her bath if required 5. help with dressing up and grooming (for e.g. brushing, combing, nails cutting, ear cleansing, etc.), if required. 6. assist the person with mobility such as transferring from bed to wheel-chair or going to the washroom if required 7. clean the person after eating or a visit to the washroom, if required 8. maintain a safe and comfortable environment around the person 9. follow the schedule to ensure that the person gets proper sleep ensuring his or her comfort 10. communicate any unusual behaviour in the PwD to the parents/ guardians. 11. manage the person with disability calmly and effectively whilst they are in one's care 12. take care of the adolescent through pubertal transition and help navigate the risks and rights of reproduction. 13. assist the adolescent/adult to be assertive in protecting the privacy of their own bodies and in informing violations to trusted adults to prevent exploitation

<p>DWC/N0304: Facilitate mental, social and emotional well-being of the adolescent/ adult</p>	<ol style="list-style-type: none"> 1. seek information about the person's developmental needs from parents and the person, when applicable 2. follow the scheduled care plans given by parents/ guardians 3. encourage the person to be active in his/ her wellbeing, and learning and development 4. identify barriers to participation and choose alternative activities when appropriate 5. help in active participation of the PwD as per his/ her preferences.
	<ol style="list-style-type: none"> 6. refer to parents/ guardians, promptly, about any concerns about the child, according to the procedures of the setting 7. encourage key people such as parents or close relatives to participate in activities with the person, as required 8. seek help from others when you require information or support 9. assist parents/close relatives in understanding the socialization needs of the person with disability 10. assist family in recognizing when the persons with disabilities are at an risk of sexual abuse with a view to monitor for early indicators of abuse
<p>DWC/N0305: Extend support with laws and rights of people with disabilities</p>	<ol style="list-style-type: none"> 1. gather facts, information, and documents about the person's disability and understand what provisions/ privileges are available to the person with disability 2. support the family on existing laws, provisions or privileges available to the persons with disabilities, such as govt. schemes for treatment, education and jobs 3. make the family aware about the rights of the persons with disabilities
<p>DWC/N9901: Prepare basic food as per dietary requirements</p>	<ol style="list-style-type: none"> 1. identify any specific requirement and feeding routine with people concerned 2. implement feeding plan basis the periodic instructions from parents/ guardians

	<ol style="list-style-type: none"> 3. check the availability of all ingredients as per the regular dietary requirements and procure it if not available 4. check that the ingredients meet both quality and quantity requirements of the food items to be prepared 5. clean the items thoroughly and cut them into required proportions using appropriate tools 6. select and organize ingredients required for the dish from the kitchen/pantry 7. cook the customized recipes by using appropriate cooking methods as required for the recipes 8. inspect the dish to ensure flavour, colour, taste and quality consistency
	<ol style="list-style-type: none"> 9. finish and present the dish to meet requirements 10. make different types of beverages (such as tea, coffee, fruit juice etc.) 11. store any cooked or remaining uncooked vegetables not for immediate use adequately
<p>DWC/N9902: Display standards of hygiene and work etiquette</p>	<ol style="list-style-type: none"> 1. interact in a courteous and disciplined manner with all 2. dress appropriately and maintain a well-groomed personality 3. ensure not to argue with the employer/guest 4. listen attentively and answer back politely 5. maintain personal hygiene 6. follow hygiene practices at workplace, such as covering one's mouth while coughing or sneezing, washing hands regularly etc. 7. do not eat or chew while talking 8. inform any personal health issues related to injury, food, air and infectious diseases etc to the appropriate person 9. establish and agree your work requirements with the person concerned 10. communicate any kind of issue to the appropriate person

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<p>DWC/N9903: Maintain a clean and secure working environment</p>	<ol style="list-style-type: none">1. perform basic first aid techniques in case required2. inform any identified breaches in health, safety, and security to the designated person3. identify any hazards and deal with them in safe and competent manner within the limits of one's authority4. identify and wear appropriate cleaning gear for waste disposal as required5. clean waste from the work area thoroughly and according to instructions6. collect and segregate waste according to type7. reduce the volume of waste through appropriate techniques and throw waste in appropriate waste container/ assigned bins8. change disposable garbage bags when full
	<ol style="list-style-type: none">and clean the waste bins regularly9. inspect the work site and ensure they are clear of waste10. clean the place of dust or any particulate matters11. arrange for adequate ventilation12. make use of techniques to manage pollution such as noise, air etc.
<p>Means of assessment 1 As per laid out assessment policy by NSDC.</p>	
<p>Means of assessment 2 As per laid out assessment policy by NSDC.</p>	

Pass/ Fail

1. 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 center (as per assessment criteria below)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on this criteria
5. To be deemed competent in the Qualification Pack, every trainee should score a minimum of 70% 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.

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SECTION 2

25. EVIDENCE OF LEVEL

OPTION A

Title/Name of qualification/component: Caregiver – Persons with Disabilities (Non Clinical)			
Level: 4			
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relates to the NSQF level descriptors	NSQF Level
Process	<p>The incumbent will be able to work in familiar and predictable routine of: -</p> <ul style="list-style-type: none"> • Provide routine care to child or adolescent/ adult as per disability • Engage child in various activities as per requirement • Provide assistance on gender specific puberty 	<p>Providing routine care to child or adolescent/ adult as per disability and engaging child in various activities are familiar, predictable and routine activities.</p> <p>Providing assistance on gender specific puberty happens to be a predictable activity, and a situation of clear choice.</p> <p>As such, they relate to the relevant descriptor – Level 4 “Work in familiar, predictable, routine, situation of clear choice”</p>	4
Professional knowledge	<p>The incumbent will be able to gain the factual knowledge of field of knowledge or study (Caregiving, developing daily activity plan, basic first aid and signs of illness)</p> <p>Examples: -</p> <ul style="list-style-type: none"> • how to work in partnership with children and key people such as family members and siblings 	<p>Working in partnership with children and key people such as family members and siblings require certain knowledge, essentially for caregiving and developing/ implementing daily activity plan.</p> <p>Having knowledge of different types of disabilities and how to provide basic care depending upon each need, is a measure of the factual knowledge required in the this field</p> <p>Being able to distinguish between behaviours that are</p>	4

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		publicly and privately appropriate (e.g. urinate, clear	
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	<ul style="list-style-type: none"> • the different types of disabilities and how to provide basic care depending upon each need • children’s cultural and language context • the general legal provisions relating to the children with disabilities • the different milestones and the signs to recognize these milestones • distinguish between behaviours that are publicly and privately appropriate (e.g. urinate, clear bowls, sexual act) • the basic sign language and use it to communicate well 	<p>bowls, sexual act) and knowing basic sign language also requires some factual knowledge</p> <p>As such, it relates to the relevant descriptor in Level 4, “Factual knowledge of field of knowledge or study”.</p>	
Professional skill	<p>A Caregiver – Persons with Disabilities (Non Clinical) will be able to monitor routine activities such as: -</p> <ul style="list-style-type: none"> • manage the tantrums or different behaviour of the child or adolescent/adult depending upon the context 	<p>Managing the tantrums or different behaviour of the child or adolescent/ adult requires practical and routine/ repetitive skills using quality concepts.</p> <p>Being proactive, respond promptly and remain calm under pressure will also be a routine/ repetitive matter, as, some abrupt situations will need to be addressed.</p>	4

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	<ul style="list-style-type: none"> • be proactive and respond promptly • remain calm under pressure 	As such, it relates to the relevant descriptor in Level 4, "Recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality concept".	
	<ul style="list-style-type: none"> • choose assistive devices/ special aids as appropriate for a given situation or activity 		
Core skill	<p>A Caregiver – Persons with Disabilities (Non Clinical), needs to know and understand how to: -</p> <ul style="list-style-type: none"> • Write simple sentences • Read children’s books coherently. • Interact politely and in a calm manner 	<p>Outcomes will enable the Caregiver to write simple sentences and read simple instructions for care and feeding plans will enable the Caregiver to work appropriately with required clarity and use the arithmetical learning.</p> <p>Interaction in polite and calm manner is an outcome of the basic understanding of social, political and natural environment.</p> <p>As such, it relates to the relevant descriptor in Level 4, "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>	4

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<p>Responsibility</p>	<p>Caregiver – Persons with Disabilities (Non Clinical) provides daily living support to the persons with disabilities. Persons with disabilities can be classified into child (between the age of 2 and 10 years), adolescents (between 10 to 18 years), and adults. Caregivers are required to provide physical, social and emotional support. Their ability to provide basic education shall be added advantage.</p> <p>For example:</p>	<p>Looking after people with disabilities such as child (between the age of 2 and 10 years), adolescents (from 10 to 18 years), and adults who require specific assistance, requires and measure of the sense of responsibility in his own work.</p> <p>Further to this, Caregivers are also responsible for providing mental, physical, social and emotional support to the People with Disabilities, whether children or adolescents/ adults.</p> <p>Extending support with laws and rights of people with disabilities surely requires a sense of responsibility, for persons with disabilities, as well as their parents/</p>	<p>4</p>
	<ul style="list-style-type: none"> • Provide support with the daily activities and basic needs of the child. • Facilitate mental, social and emotional well-being of the child. • Provide support with the daily activities and basic needs of the adolescent/ adult. • Facilitate mental, social and emotional well-being of the adolescent/ adult. • Extend support with laws and rights of people with disabilities. 	<p>guardians.</p> <p>As such, it relates to the relevant descriptor in Level 4, “Responsibility for own work and learning”.</p>	

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OPTION B (NOT APPLICABLE)

Title/Name of qualification/component: Caregiver – Persons with Disabilities (Non Clinical)			
Level: 4			
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level

SECTION 3

EVIDENCE OF NEED

26	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	The SSC would undertake market study and would enclosed demand forecast for the proposed job role both on short-term and long-term basis to substantiate the requirement of the Qualification proposed. The SSC can produce the data from primary or authorized secondary sources as well.	The Submitting Body would produce any reputable and reliable research reports, such as labour market information reports; occupational mapping or similar research carried out by Ministry/State/Any other authentic source forecasting the demand for the proposed qualification
Industry Relevance	The SSC would undertake validation of the job roles with actual end-user industry where such employment is going to be generated and absorbed instead of generic validation of industry. The SSC would submit the endorsements from users/intended users of the qualification clearly supporting or otherwise the need for trained people against specific job role. <i>(The industry validation</i>	The Submitting Body would submit the list of industry participation while preparation of the curriculum/ course content of the qualifications. These could include minutes of the meeting/ reports of these consultations	

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		<i>format to be used)</i>	
	Usage of the qualification	<p>The SSC would submit details of the employment generated (wherever applicable) and realised by virtue of training in the Qualifications of the sector earlier submitted for NSQF alignment.</p> <p>In case of unorganized sector, case studies or evidences may be given</p>	<p>The submitting body would submit the details of trained and placed data in the proposed qualification (if an existing qualification is being proposed for NSQF alignment)</p> <p>Information about the success of the qualification should be given (eg. uptake figures, examples of use in recruitment and placement rates (if known) should be given. However, many of the bodies that do not have placement tracking mechanism established in place would provide necessary endorsements by the state/ ministry stating that a tracking mechanism would be institutionalized and placement records shall be provided annually or later, depending on length of qualification.</p>
	Estimated uptake	<p>The SSC would submit the estimated uptake of the qualification and What steps were carried out to test the likely uptake of the qualification? The basis of this estimate should include data about the number of jobs or places in courses of learning which will be available to people who are awarded the qualification.</p>	<p>The Submitting Body should submit the estimated uptake by reflecting the number of the takers for this qualification for at least two years from submission of the qualification</p>
27	Recommendation from the concerned Line Ministry of the Government/Regulatory Body. To be supported by documentary evidences		
28	What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing		

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	<p>or planned qualifications in the NSQF? Give justification for presenting a duplicate qualification</p> <ul style="list-style-type: none">➤ NSDC list of Approved and Under-Development QPs were checked prior to commissioning the work.➤ NSDC QRC team also confirmed the same
29	<p>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</p> <ul style="list-style-type: none">➤ DWSSC Review committee will review all QP/NOS at regular periodicity or as per NSDC guidelines.➤ Review will be based on –<ol style="list-style-type: none">a) Revalidation of minimum requisites to perform in a job role from pan India industry partners.b) Any changes in technology and process relevant to the particular QP and job roles.

Please attach most relevant and recent documents giving further information about any of the topics above.

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

SECTION 4

EVIDENCE OF PROGRESSION

30	<p>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? <i>Show the career map here to reflect the clear progression</i></p> <ul style="list-style-type: none">➤ Vertical mobility options have been articulated in occupational map.
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Please attach most relevant and recent documents giving further information about any of the topics above.

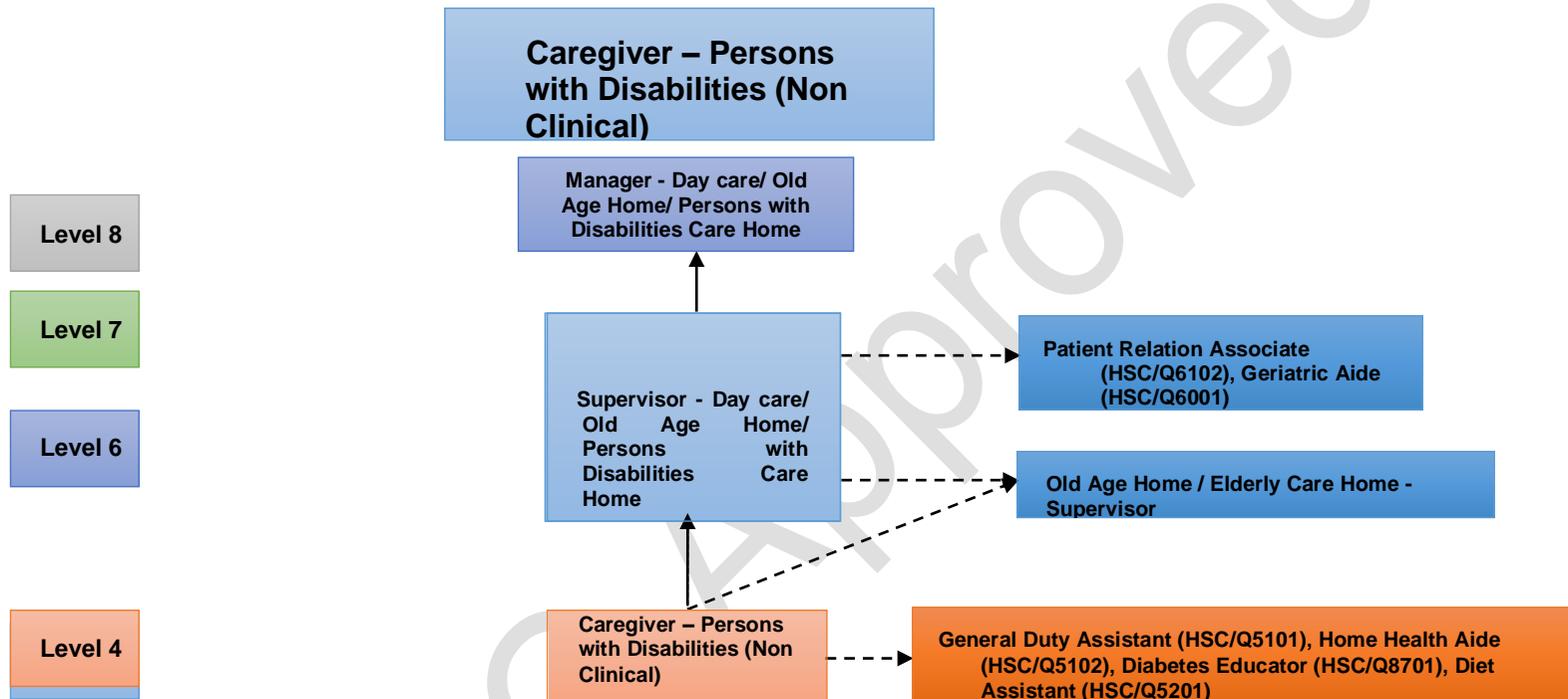
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Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

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Caregiver – Persons with Disabilities (Non Clinical) – Specialized Overview



Note: Progression for a particular job role is dependent on the eligibility of the person, such as minimum education experience etc