

## CONTACT DETAILS OF THE AWARDING BODY FOR THE QUALIFICATION

### 1. Name and address of awarding body:

National Academy of RUDSETI  
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### 2. Name and contact details of the Individual dealing with the submission:

Name: Sri. R. R. Singh  
Position in the Organization: Director General  
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### 3. List of Documents submitted in support of the Qualifications file (Annexure)

- i. About National Academy of RUDSET
- ii. RUDSETI Model of Entrepreneurship Development
- iii. Curriculum document /Syllabus
- iv. Session Plan
- v. Bank wise list of RSETIs
- vi. Research Studies regarding RUDSETI/RSETI

## QUALIFICATION FILE TEMPLATE

**Qualification Title: House Aaya**

**Qualification Code: NARQ30050-PROCESS**

### **Nature and Purpose of the Qualification:**

To train unemployed youth to be a trained House Aaya (home based Care Taker of Children and/or Elderly persons) According to NSSO Data (2013) among workers in rural areas, 54.2% are self-employed and 38.6% work as casual labor, where as only 7.2% have regular wage employment. Most of the self employed are engaged in agriculture and have very little formal skills both in farm and non-farm occupations. Hence, the need to skill rural youth so that the next generation of workers become skilled, productive and contribute positively for the growth of the economy.

### **Body/bodies which will award the qualification: National Academy of RUDSETI, Bengaluru**

The National Academy of RUDSETI was established in April 2009 in response to an emerging need for capacity building and mentoring of more than 585 Rural Self Employment Training Institutes (RSETIs) established in each district of the country as joint venture between different Banks and the Ministry of Rural Development, Government of India to work as National Level Resource Organization for RUDSETIs and RSETIs and other similar type of Institutes

1. To design and conduct training programmes and undertake project in Enterprise Promotion, Rural Development, Technology Transfer and imparting Human Resource Development (HRD) concepts.
2. To conduct research and development work in the field of Entrepreneurship Development
3. To act as a advisory to policy makers relating to Enterprise Promotion and Rural Development (for Government /NGOs/ Other Organizations / Financial Institutions /Corporate Entities / Central Secretariat, RUDSETI)
4. To take up any other activities connected with Rural Development and Entrepreneurship Development and Rural Development.
5. To provide Consultancy and Counseling Services in the field of Entrepreneurship Development and Rural Development.
6. Any other activity aimed at Development of Entrepreneurship, Rural Development and serving the society at large.

**(See Annexure I for a complete profile of NAR and Annexure II for RUDSETI model of Entrepreneurship Development)**

### **Body which will accredit providers to offer courses leading to the qualification:**

National Academy of RUDSETI, Bengaluru

### **Body/bodies which will be responsible for assessment:**

National Academy of RUDSETI, Bengaluru

## QUALIFICATION FILE TEMPLATE

### Occupation(s) to which the qualification gives access:

This qualification will enable the trainee to establish himself/herself as a qualified House Aaya (home based care take of children and/or elderly persons)

Besides skills in the field of, the qualification will give access to the trainee to:

1. Acquire and internalize the required Entrepreneurial Competencies (skill as well as attitude).
2. Acquire expertise in assisting client who is partly self-sufficient or non-self-sufficient to carry out the tasks of daily hygiene and dressing/undressing, taking into account the degree of self-sufficiency, constraint and privacy, in order to put the client at ease and meet the elder's personal care needs
3. Build confidence in one's own abilities

### Proposed level of the qualification in the NSQF:

Level 3

### Anticipated volume of training/learning required to complete the qualification:

104hours

(See Annexure III & IV for Curriculum & Session Plan)

### Entry requirements / recommendations:

Male or Female Candidates in the age group of 18 to 45 years having inclination for taking up profession of a trained House Aayaa as self-employment venture. Candidates with a flair for people centric skills are preferred

### Progression from the qualification:

This qualification will enable the trainees to become Self Employed by establishing himself/herself as a well-qualified House Aaya to provide the services of an expert personal care taker to assist their client to lead a comfortable life.

### Planned arrangements for the Recognition of Prior learning (RPL):

Not applicable

### International comparability where known:

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### Formal structure of the qualification

House Aaya	Mandatory/ Optional	Estimated Size (learning hours)	Level

## QUALIFICATION FILE TEMPLATE

<p><b>A - Entrepreneurship</b></p> <ol style="list-style-type: none"> <li>1. Importance of Self Employment &amp; developing self confidence</li> <li>2. Entrepreneurial competencies</li> <li>3. Banking, insurance and management</li> <li>4. Legal aspects ,regulatory aspects of SMEs</li> </ol> <p><b>B. Domain/Technical Knowledge</b></p> <ol style="list-style-type: none"> <li>5. Basic Principles of House Aaya</li> <li>6. Characteristics and responsibilities of Home based Care Giver</li> <li>7. Know how to assist client who is partly self-sufficient or non-self-sufficient to carry out the tasks of daily hygiene</li> <li>8. Clearly understand the basic responsibilities and desirable results for the activity being undertaken</li> <li>9. Knowledge of the Client and his/her family</li> <li>10. Get acquainted with the basic culture, tradition and lifestyle of the family</li> <li>11. Know the codes of practice, standards, frameworks and guidance relevant to his/her work</li> <li>12. Clearly understand his/her own roles and responsibilities and limitations</li> <li>13. Correctly know whom he/she must report to at work</li> <li>14. Able to appreciate the roles and responsibilities of other people with whom he/she works with</li> </ol>	Mandatory	16hours	Level 3
<p><b>Professional Skills</b></p> <ol style="list-style-type: none"> <li>15. Assist the client in daily activities and tasks</li> <li>16. Assist the client with personal hygiene tasks, depending on the client's degree of ability</li> <li>17. Assist the client with routine bodily functions (toileting) with due respect to the client's constraint and privacy</li> <li>18. Act as a companion or a friend to provide emotional support</li> </ol>	Mandatory	32hours (Demonstration Field visit)	Level 3
<p><b>Core Skills</b></p> <ol style="list-style-type: none"> <li>19. Oral Communication (Listening and Speaking skills)</li> <li>20. Decision Making</li> <li>21. Plan and Organize</li> <li>22. Time management</li> <li>23. Customer Centricity</li> </ol>	Mandatory	12hours (Practical)	Level 3

## QUALIFICATION FILE TEMPLATE

24. Problem Solving			
<b>Admission &amp; Examination</b>	Mandatory	4 hours	-
<b>Total Duration of the Course</b>			104 hours

#### Body/Bodies which will carry out assessment:

This qualification will be used by 585 RSETIs (**list is furnished in Annexure V**) across the country which has been established in each district. These RSETIs are controlled by commercial banks (both Government owned and Private). NAR is a separate body and there is no linkage in management and control between the RSETIs offering the training and NAR which will conduct the assessment. The assessment of outcome of the qualification will be done by NAR which is an independent organization. It is run by professionals who are expert in rural entrepreneurship development. In NAR there will be a separate vertical similar to 'Controller of Examinations' in Universities, which will conduct the assessment through its empanelled assessors at the RSETI level. The empanelled assessors will be provided training by NAR.

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

Not Applicable

**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 NSQF.**

Assessment tools for the Qualification are decided on the basis of composition of knowledge and skill in that particular Course. All assessments shall have at least two tools viz.1. Practical test and 2. Written test and/or Viva.

#### 1. Assessment process:

The assessment will be primarily carried out by collecting evidence of competence gained by the trainees by observing them at work, asking questions and initiating formative discussions to assess understanding and by evaluating their practical work. The question papers for the theory Examinations contain objective/descriptive type questions, drawings etc.

**Minimum pass mark:** Overall 50% of marks allotted

#### 2. Testing and certifications for the course:

Arrangements will be made by NAR to ensure that the evidence on which assessment / judgments made are comparable for all trainees and that the judgments made does not vary from assessor to assessor. Arrangements relating to the conduct and monitoring process of assessment are as follows:

- Questions papers will be prepared by NAR in consultation with vocation experts in the field.
- Structured tests at the Institute level will be administered in the presence of the assessors.
- The tests will be supervised and monitored at every Centre
- Theory and practical Examinations will be carried out with invigilators/examiners with the overall supervision of the certified assessors.
- Examiners called for evaluation of practical will have technical expertise in the field

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### ASSESSMENT EVIDENCE

#### **Assessment & Evaluation:**

The trainees will be assessed through a structured test process. The test will comprise of both written, practical and viva voce. Standard question paper will be devised keeping in view the expected outcome of the training. The test will be administered by certified and empanelled assessors at RSETI level. The technical skill component will be tested through practical examination. Both of these tests will be followed by personal interview wherein the entrepreneurial competencies will be tested. The extent of internalization of the inputs given will be tested. The face-to-face interview will assess the overall ability of the trainee concerned to perform the defined job role including behavioral aspects of entrepreneurial competencies. On getting the results of these tests from the assessors at ground level, a senior expert in entrepreneurship at NAR, Bengaluru will review the marks and on his validation, system generated certificates will be issued to the successful candidates online.

## QUALIFICATION FILE TEMPLATE

Assessable Outcome	Performance Criteria	Assessment Criteria		
		Total	Theory	Practical
<ol style="list-style-type: none"> <li>1. Candidate is clearly able to differentiate between Wage employment, Self-employment and Entrepreneurship</li> <li>2. Understand, appreciate and develop the self-confidence for embarking on self-employment</li> <li>3. Understand and internalize entrepreneurial competencies and know their importance for becoming a successful entrepreneur.</li> <li>4. Trainee is able to appreciate need for continuous growth and expansion of an enterprise</li> <li>5. Trainee is able to analyze major trends in a given economic sector / sub-sector and identify Business Opportunities</li> <li>6. Develop effective personal management skills like time management and communication skills.</li> <li>7. Trainees are able to devise a simple marketing and sales strategies and plan for a small business</li> <li>8. Trainees able to manage small team of workers required for managing a small business</li> </ol>	<b>PC 1</b> – Understanding the Context and Need for Rural Entrepreneurship Development, Role of RSETIs	1	1	0
	<b>PC 2</b> – Developing Self Confidence and Positive Attitude (Micro Lab & Tower Building)	2	1	1
	<b>PC 3</b> – Comparative Advantages of Entrepreneurship and Self Employment over Wage Employment	2	2	0
	<b>PC 4</b> - Understanding and internalizing entrepreneurial competencies	5	2	3
	<b>PC 5</b> - Understanding the process of steps in Problem Solving	3	2	1
	<b>PC 6</b> – Time Management – Understanding of Basic Concepts and ability to manage time	3	2	1
	<b>PC 7</b> – Effective Communication Skills – Understanding of Basic Concepts and ability	3	1	2
	<b>PC 8</b> – Ability to assess market conditions and identify appropriate business opportunities	2	1	1
	<b>PC 9</b> – Understanding of Banking and how it can help a start up enterprise	2	1	1
	<b>PC 10</b> – Ability to Prepare Business Plan based on data obtained from Market Survey	10	6	4
	<b>PC 11</b> – Understanding licensing and regulatory aspects of launching an enterprise.	2	1	1
	<b>PC12</b> – Ability to Maintain Books of Accounts and Develop Financial Statements for a Small Business	5	3	2
	<b>PC 13</b> – Understanding and ability for Sales and Marketing	5	3	2
	<b>PC14</b> – Human Resource Management – Understanding of Concepts and ability to manage a team	5	3	2
	<b>PC 15</b> – Understanding of Basic Laws relating to tourism industry	5	3	2
	<b>PC16</b> - Growth and Strategic Planning - Understanding of Concepts	5	3	2
<b>Total REDP</b>		<b>60</b>	<b>35</b>	<b>25</b>



## QUALIFICATION FILE TEMPLATE

B. Technical Knowledge	Performance Criteria	Assessment Criteria		
		Total	Theory	Practical
<p>9. Knows how to assist client who is partly self-sufficient or non-self-sufficient to carry out the tasks of daily hygiene</p> <p>10. Knows dressing/undressing, taking into account the degree of self- sufficiency, constraint and privacy, in order to put the client at ease</p> <p>11. Understands the basic responsibilities and desirable results for the activity being undertaken</p> <p>12. Knows the basic culture, tradition and lifestyle of the family</p> <p>13. Know the codes of practice, standards, frameworks and guidance relevant to his/her work</p> <p>14. Clearly understand his/her own roles and responsibilities and limitations</p> <p>15. Correctly know whom he/she must report to at work</p> <p>16. Able to appreciate the roles and responsibilities of other people with whom he/she works with</p> <p><b>Technical Skills</b></p> <p>17. Able to make beds and change linen</p> <p>18. Able to assist the client with personal hygiene tasks, depending on the client's degree of ability</p> <p>19. Able to assist the client with dressing/undressing, depending on client's degree of ability</p> <p>20. Will be in a position to assist the client with routine bodily</p>	<p><b>PC1</b> Able to assist the client with personal hygiene tasks, depending on the client's degree of ability.</p>	3	3	NIL
	<p><b>PC2</b> Able to assist the client with dressing/undressing, depending on client's degree of ability</p>	7	Nil	3
	<p><b>PC3</b> Able to assist the client with routine bodily functions (toileting) with due respect to the client's constraint and privacy</p>	7	7	Nil
	<p><b>PC4</b> Able to make beds and change linen</p>	3	NIL	3
	<p><b>PC5</b> Know and understand techniques used to support the client in personal hygiene using adequate techniques to assist the client with routine bodily functions</p>	5	nil	5
	<p><b>PC6</b> Knows techniques for the prevention of physical injury and stress</p>	3	Nil	3
	<p><b>PC6</b> Knows how to interact with the client and the family</p>	3	nil	3
	<p><b>PC7</b> General knowledge of personal hygiene dressing/undressing techniques mental and physical features of people of different age groups</p>	10	5	5
	<p><b>PC8</b> Assist with walking and light exercise if required</p>	5	5	Nil
	<p><b>PC9</b> Assist with bathing, dressing and grooming</p>	5	nil	5
	<p><b>PC10</b> Reminding for daily medication and routine checkups, as per the given instructions</p>	5	5	nil
	<p><b>PC11</b> Escort to outdoor event and recreational activities</p>	5	1	4
	<p><b>PC12</b> Act as a companion or a friend to provide emotional support taking</p>	5	1	4
	<p><b>PC13</b> Know usage of First aid - Dressing, Simple injury, care of wounds</p>	5	2	3
	<p><b>PC14</b> Knows basics of Digestive system &amp; urinary System</p>	3	3	NIL
	<p><b>PC 15</b> Able to nurse wounds – bandaging and first aid</p>	3	2	1
	<p><b>PC 16</b> Able to nurse Burns and Scalds, Drowning, Consumption of poisons, acids, alkalis. First Aid</p>	5	2	3
<p><b>PC 17</b> In a position to provide bathing-Sponge bath, bed bath baby bath etc</p>	5	1	4	

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<p>functions (toileting) with due respect to the client's constraint and privacy</p> <p><b>21.</b> Able to assist with walking and light exercise if required assist with bathing, dressing and grooming</p> <p><b>22.</b> Capable in reminding for daily medication and routine checkups, as per the given instructions</p> <p><b>23.</b> Possible to escort to outdoor event and recreational activities</p> <p><b>24.</b> Act as a companion or a friend to provide emotional support Learn to take care of laundry and ironing</p>	<b>PC 18</b> Able to treat bed sores and its prevention	5	nil	5
	<b>PC19</b> Know proper feeding-tube feeding, infant feeding etc	5	nil	5
	<b>PC20</b> Oral hygiene, skin care, care of hair, eyes, nose and ear	5	2	3
	<b>PC21</b> Able to deal with Common complications-Hyper tension-causes. Critically ill patients.	5	3	2
	<b>PC22</b> Able to use Thermometer, taking reading of temperature	5	nil	5
	<b>PC23</b> Able to care of bedridden patients, Bed making	5	nil	5
	<b>PC24</b> Able to interact with client in order to empower them, overcome resistance, cope with conflicts, reassure them and obtain their cooperation while fully respecting individual identity and constraints	5	nil	5
	<b>PC25</b> Able to interact with client's family and doctor in order to inform them of any changes in client's behavior and other aspects related to their health and well-being.	5	nil	5
	<b>PC26</b> Understand the importance of nutritive requirements and their availability in different food items.	5	5	NIL
<b>PC27</b> Know the Importance of personal Hygiene, etiquettes & manners for House Aaya	5	5	NIL	
<b>Total Technical Knowledge and Skills</b>		<b>140</b>	<b>55</b>	<b>85</b>
<b>Total for the Entire Course</b>		<b>200</b>	<b>90</b>	<b>110</b>

## QUALIFICATION FILE TEMPLATE

### SECTION 2 - EVIDENCE OF LEVEL

#### Option B: Key Requirements of the Job Role

Title of the Qualification: HOME AAYA				
NSQF LEVEL – 3				
Process Required	Professional Knowledge	Professional Skills	Core Skills	Responsibility
Person may carry out a job which may require limited range of activities routine and predictable	Basic facts, process and principle applied in trade of employment	Recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality concepts	Language to communicate written or oral, with required clarity, skill to basic arithmetic and algebraic principles, personal banking, basic understanding of social and natural environment	Under close supervision. Some responsibility for own work and learning
Ability to do the routine works connected with the functions of a House Aaya	A caretaker is required to provide support and assistance to maintain quality care to the client to meet their daily needs including nourishment, mobility, personal hygiene and other support within the plan of care	This job requires the individual to be fit and energetic. The person should be attentive, empathetic, dedicated and trust worthy	The person should possess effective communication skills to deal with client, client's family and co-workers.	Since this training leads to self-employment, responsibility for work and learning is to be present and demonstrated

### SECTION 3 - EVIDENCE OF NEED

#### What evidence is there that the qualification is needed?

Entrepreneurship has been embedded in the Indian genius and is a part of its tradition. India traditionally has been an entrepreneurial society. Traditionally, the entrepreneurship of many communities has been facilitated principally by the successful use of informal 'entrepreneurial ecosystems' and interdependent business networks. Further, there is also a rich tradition within the Indian Diaspora, spanning the past several hundred years, whose spirit of enterprise is legion.

Entrepreneurship in India occurs in 'far more encompassing and far reaching ways than in developed countries', and could therefore be far more complex, for there is so much more that needs to be done. Commentators today celebrate the ubiquitous Indian attitude of '*Jugaad*' (a Hindi word roughly translated as 'creative improvisation) tool to somehow find a solution based on a refusal to accept defeat, and calling on initiative, quick thinking, cunning and resolve to quickly fulfill market demands at the lowest possible prices) as an entrepreneurial trait that has been as much a part of everyday Indian living as its rich tradition of philosophy and speculation.

In order to give impetus to this growing demand of first generation entrepreneurs to gain formal training in entrepreneurship knowledge and skills RSETIs have been established by various Banks. Ministry of Rural Development gives part funding of the training. The RSETIs have been established on the RUDSETI models which have been proved very effective in eradicating the problems of unemployed youth. The RUDSETI model of developing rural entrepreneurs has been well researched and documented (please see Annexure VI). The trainings by these Institutes are unique in the sense they are demand based. The Institutes have got the experience of conducting these Programmes over the years.

A personal caretaker is required to provide support and assistance to maintain quality care to the client to meet their daily needs including nourishment, mobility, personal hygiene and other support within the plan of care. This job requires the individual to be fit and energetic. The person should be attentive, empathetic, dedicated and trust worthy. The person should possess effective communication skills to deal with client, client's family and co-workers. Since this training leads to self-employment, responsibility for work and learning is to be present and demonstrated. Off late the number of senior citizens in need of personal care is on the rise and accordingly the demand for efficient and trained **HOME AAYA** is also on the rise there by creating ample scope for attracting individuals seeking this training.

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In order to identify the potential programmes as per the needs of the unemployed youth, a Committee of General Managers of top 5 RSETI sponsoring Banks has been constituted. The General Managers of State Bank of India, Punjab National Bank, Bank of Baroda, Central Bank of India and Bank of India are the members of this Committee. In addition, Executive Director, RUDSETI, National Director for RSETIs and Director General, National Academy of RUDSETI who got rich field experience also joined this Committee. The above Committee met at Mumbai on 7th November 2016. After thorough discussions and based on the past experience the Committee short listed potential /need based courses for training rural unemployed youth in the RSETIs. The training on 'Home Aaya' is one such shortlisted need based training.

### **What is the estimated uptake of this qualification and what is the basis of this estimate?**

Presently there are 586 Rural Self Employment Training Institutes (RSETIs) across the country sponsored by various Banks. National Academy of RUDSETI is the anchoring Institution which designs and approves the training programmes being conducted by these RSETIs. The Training Modules are demand driven and are vetted by National Academy of RUDSETI, having experience of running similar programmes by the RUDSETIs since over three decades. The Course has been recently introduced in the RSETIs and there is good uptake for this programme. As at September 2016, 481 candidates were trained in this trade with a settlement rate of 51%. RSETIs are well poised to cater to the demand for this segment of labour which has high potential for gainful employment to thousands of unemployed rural youth.

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### **What steps were taken to ensure that the qualification(s) does/do not duplicate already existing or planned qualifications in the NSQF?**

This Qualification offers a combination of technical knowledge and skills in functions of a professional caretaker along with entrepreneurial knowledge and skills. This is a unique short duration course for people interested in taking up the profession of a House Aaya.

### **What Arrangements are in place to monitor and review the qualification (s)? What data will be used and at point will the qualification (s) be revised or updated?**

National Academy of RUDSETI has put in place a robust MIS for RSETIs. Comprehensive data (Course wise/Bank Wise/State Wise) for all RSETIs is maintained by NAR in the said MIS. Entry level data include the photograph of the candidate other basic details. Course modules are made available in the MIS and the website of NAR. Training logs and Post Programme Reports with action photographs of the training are also made available in the MIS. Details of Settlement and credit linkages are uploaded in the MIS with action photos and documentary proofs. The State Directors of RSETIs are also visiting the RSETIs every quarter for reviewing the quality of training / settlement. Officials from the controlling offices of the Banks and NAR are also making periodic visits to the RSETIs for reviewing the activities. MIS reports are used for viewing the settlement of the trained candidates, their level of income and employment generation by them. Feedback obtained from the trained candidates, RSETI sponsoring bank and other stake holders are used to review/update the course.

## SECTION 4 - EVIDENCE OF RECOGNITION AND 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?**

The candidates who undergo the training programme on House Aaya will be able to increase their income in due course. This will also help in creating incremental employment opportunities since the experienced entrepreneur will be able to set up an enterprise in due course and give employment to more people in the area.