



QUALIFICATION FILE

Assistant Caregiver -Persons with Disabilities (Non-Clinical)

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

☐ Upskilling ☐ Dual/Flexi Qualification ☒ For ToT ☒ For ToA

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

NCrF/NSQF Level: **NSQF Level 3.5**

Submitted By:

Home Management and Care Givers Sector Skill Council (DWSSC)

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

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Section 1: Basic Details

1.	Qualification Name	Assistant Caregiver -Persons with Disabilities (Non-Clinical)																						
2.	Sector/s	Home Management and Care Giving																						
3.	Type of Qualification: ☒ New ☐ Revised ☐ Has Electives/Options ☐ OEM	NQR Code & version of existing/previous qualification: <i>(change to previous, once approved)</i>	Qualification Name of existing/previous version:																					
4.	a. OEM Name b. Qualification Name <i>(Wherever applicable)</i>	NA																						
5.	National Qualification Register (NQR) Code &Version <i>(Will be issued after NSQC approval)</i>	QG-3.5-HM-045322025-V1-HMCGSSC, V1.0	6. NCrf/NSQF Level: <i>NSQF Level 3.5</i>																					
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other <i>(Wherever applicable specify multiple entry/exits also & provide details in annexure)</i>	Certificate																						
8.	Brief Description of the Qualification	Assistant Caregivers for Persons with Disabilities (Non-Clinical) provide daily living support to individuals with disabilities e.g. Locomotive Disability, Speech and Hearing Impairment, Low Vision and Visually Impaired. This role involves supporting children (ages 2-10), adolescents (ages 10-18), and adults with physical, social, emotional and special needs, including dementia patients. Basic educational support is also advantageous in this role.																						
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>11th grade pass</td> <td></td> </tr> <tr> <td>2</td> <td>10th grade pass or equivalent</td> <td>1.5 years relevant experience</td> </tr> <tr> <td>3</td> <td>8th Grade Pass</td> <td>3 years relevant experience</td> </tr> <tr> <td>4</td> <td>Previous relevant Qualification of NSQF Level 3</td> <td>1.5 year relevant experience</td> </tr> <tr> <td>5</td> <td>Previous relevant Qualification of NSQF Level 2.5</td> <td>with 3 year relevant experience</td> </tr> <tr> <td>6</td> <td>Previous relevant Qualification of NSQF Level 2</td> <td>4.5 year relevant experience</td> </tr> </tbody> </table> b. Age: NA		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	11th grade pass		2	10 th grade pass or equivalent	1.5 years relevant experience	3	8th Grade Pass	3 years relevant experience	4	Previous relevant Qualification of NSQF Level 3	1.5 year relevant experience	5	Previous relevant Qualification of NSQF Level 2.5	with 3 year relevant experience	6	Previous relevant Qualification of NSQF Level 2	4.5 year relevant experience
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)																						
1	11th grade pass																							
2	10 th grade pass or equivalent	1.5 years relevant experience																						
3	8th Grade Pass	3 years relevant experience																						
4	Previous relevant Qualification of NSQF Level 3	1.5 year relevant experience																						
5	Previous relevant Qualification of NSQF Level 2.5	with 3 year relevant experience																						
6	Previous relevant Qualification of NSQF Level 2	4.5 year relevant experience																						
10.	Credits Assigned to this Qualification, Subject to Assessment <i>(as per National Credit Framework (NCrF))</i>	Min-14 Max-20	11. Common Cost Norm Category (I/II/III) <i>(wherever applicable):</i> II																					

12.	Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)	NA						
13.	Training Duration by Modes of Training Delivery (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)	☒ Offline ☐ Online ☐ Blended						
		Training Modes	Delivery	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)
		Classroom (offline)		120	240	45		420 (Min)
		Classroom (offline)		160	320	120		600 (Max)
		Online						
		(Refer Blended Learning Annexure for details)						
14.	Aligned to NCO/ISCO Code/s (if no code is available mention the same)	NCO-2015 / 5152.0100						
15.	Progression path after attaining the qualification (Please show Professional and Academic progression)	Assistant Creche Caretaker & General Care Assistant						
16.	Other Indian languages in which the Qualification & Model Curriculum are being submitted	Will be translated in Hindi						
17.	Is similar Qualification(s) available on NQR-if yes, justification for this qualification	☐ Yes ☒ No URLs of similar Qualifications:						
18.	Is the Job Role Amenable to Persons with Disability	☒ Yes ☐ No If "Yes", specify applicable type of Disability:						
19.	How Participation of Women will be Encouraged	Implementing inclusive tactics is crucial for advancing gender equality and guaranteeing women have equal opportunities in the Home Management and Care Givers sector. Along with providing skill-based training						
20.	Are Greening/ Environment Sustainability Aspects Covered (Specify the NOS/Module which covers it)	☒ Yes ☐ No Maintain health, hygiene and safety standards at workplace						
21.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools ☒ Yes ☐ No Colleges ☒ Yes ☐ No						
22.	Name and Contact Details of Submitting / Awarding Body SPOC (In case of CS or MS, provide details of both Lead AB & Supporting ABs)	Name: Ms. Mona Gupta Position in the organisation: CEO Address : Domestic Worker Sector Skill Council (DWSSC)						

		A-15, FIEE Complex, Okhla Industrial Area, Phase-II, New Delhi-110020 Tel number(s): 011-42831823 E-mail address: info@dwsscindia.com	
23.	Final Approval Date by NSQC: 07.10.2025	24. Validity Duration: 3 years	25. Next Review Date : 06.10.2028

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

Mandatory NOS/s:

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

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

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/non-core	NCrF/NS QF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Assist with Daily Living Activities	DWC/N0301 (v2.0)	Core	3.5	1.5	15	30	10		45	30	60		10	100	15
2.	Provide Emotional and Social Support	DWC/N0302 (v2.0)	Core	3.5	1.5	14	31	10		45	20	20		10	50	15
3.	Provide Basic Education and Skill Development	DWC/N0308 (v1.0)	Core	3.5	2	14	46	10		60	20	20		10	50	15
4.	Monitor and Report Health Status.	DWC/N0303 , V2	Core	3.5	1	15	15	5		30	20	20		10	50	10
5.	Promote Inclusion and Sensitivity in Supporting People with Disabilities	DWC/N0309 V 1.0	Core	3.5	1	12	18	10		30	20	20		10	50	10
6.	Maintain health, hygiene and safety standards at workplace	DWC/N9903 (v7.0)	Non-Core	3	1	10	20			30	34	66			100	5

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/non-core	NCrF/NS QF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
7	Communicate effectively with individuals at all levels and practice inclusivity	DWC/N0228 (v2.0)	Non-Core	3	1	10	20			30	34	66			100	5
8	Employability Skills (60 Hours)	DGT/VSQ/N0102	Non-Core	2	2	20	40			60	20	30			50	5
9	OJT	NA						45		45						
Duration (in Hours) / Total Marks					11	110	220	45		375	198	302		50	550	100

Elective NOS/s:

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/Non-Core	NCrF/NS QF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1	Provide Care and Support to People with Physical Disabilities	DWC/N0310	Non-Core	3.5	1	10	20	15		45	40	40		20	100	5
2	Provide Care and Support to People with Speech and Hearing Impairment	DWC/N0311	Non-Core	3.5	1	10	20	15		45	40	40		20	100	5
3	Provide Care and Support to People with Low Vision and Visual Impairment	DWC/N0312	Non-Core	3.5	1	10	20	15		45	40	40		20	100	5
4	Provide Care and Support to People with Mental Disabilities/Dementia/Parkinson	DWC/N0313	Non-Core	3.5	1	10	20	15		45	40	40		20	100	5
5	Provide Care and Support to People with Autism Spectrum Disorder	DWC/N0314	Non-Core	3.5	1	10	20	15		45	40	40		20	100	5

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NS QF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
										225						

Optional NOS/s:

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

Assessment - Minimum Qualifying Percentage

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

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

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

Section 3: Training Related

1.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	12th standard/ Certificate course in Geriatric/ Childcare with specialization in Caregiving for Children, PwD and/ or Elders, 2 years of industry experience and 2 years of training experience. - Diploma in Early Childhood Care/ Nursing/ Home Science/ Occupational Therapy with specialization in Caregiving for Children, PwD and/ or Elders, 2 years of industry experience and 1 years of training experience
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		- Graduate/ PG in Child/ Human Development/ Physiotherapy or Equivalent with specialization in Caregiving for Children, PwD and/ or Elders, 1 years of industry experience and 1 years of training experience. - Certificate Course in Caregiving with specialization in Caregiving for Children, PwD and/ or Elders, 2 years of industry experience and 2 years of training experience.
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	12th standard/ Certificate course in Geriatric/ Childcare with specialization in Caregiving for Children, PwD and/ or Elders, 3 years of industry experience and 2 years of training experience. - Diploma in Early Childhood Care/ Nursing/ Home Science/ Occupational Therapy with specialization in Caregiving for Children, PwD and/ or Elders, 3 years of industry experience and 1 years of training experience - Graduate/ PG in Child/ Human Development/ Physiotherapy or Equivalent with specialization in Caregiving for Children, PwD and/ or Elders, 2 years of industry experience and 1 years of training experience. - Certificate Course in Caregiving with specialization in Caregiving for Children, PwD and/ or Elders, 3 years of industry experience and 2 years of training experience.
3.	Tools and Equipment Required for Training	☒ Yes ☐ No (If "Yes", details to be provided in Annexure)
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	Master Trainer (VET and Skills) MEP/Q2602,v2

Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	12th standard/ Certificate course in Geriatric/ Childcare with specialization in Caregiving for Children, PwD and/ or Elders, 3 years of industry experience and 2 years of training experience. - Diploma in Early Childhood Care/ Nursing/ Home Science/ Occupational Therapy with specialization in Caregiving for Children, PwD and/ or Elders, 2 years of industry experience and 2 years of training experience
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		- Graduate/ PG in Child/ Human Development/ Physiotherapy or Equivalent with specialization in Caregiving for Children, PwD and/ or Elders, 2 years of industry experience and 1 years of training experience. - Certificate Course in Caregiving with specialization in Caregiving for Children, PwD and/ or Elders, 2 years of industry experience and 2 years of training experience.
2.	Proctor's Qualification and experience in relevant sector (in years) <i>(as per NCVET guidelines)</i>	Graduate with 1 year of proctoring experience
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) <i>(as per NCVET guidelines)</i>	Post Graduate with 2 year of Assessing experience
4.	Assessment Mode <i>(Specify the assessment mode)</i>	Offline
5.	Tools and Equipment Required for Assessment	☒ Same as for training ☒ Yes ☐ No <i>(details to be provided in Annexure-if it is different for Assessment)</i>

Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): No
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): NO
3.	Government /Industry initiatives/ requirement (Yes/No): yes
4.	Number of Industry validation provided: 22
5.	Estimated nos. of persons to be trained and employed: 3700
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: <i>Line Ministry Concurrence is awaited</i> If "No", why:

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	Annexure: NCrf/NSQF level justification based on NCrf level/NSQF descriptors <i>(Mandatory)</i>	<i>Annexure 1</i>
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2.	Annexure: List of tools and equipment relevant for qualification (Mandatory, except in case of online course)	Annexure 2
3.	Annexure: Detailed Assessment Criteria (Mandatory)	Annexure 6
4.	Annexure: Assessment Strategy (Mandatory)	Annexure 7
5.	Annexure: Blended Learning (Mandatory, in case selected Mode of delivery is “Blended Learning”)	Annexure 5
6.	Annexure: Multiple Entry-Exit Details (Mandatory, in case qualification has multiple Entry-Exit)	
7.	Annexure: Acronym and Glossary (Optional)	Annexure 8
8.	Supporting Document: Model Curriculum (Mandatory – Public view)	Model Curriculum
9.	Supporting Document: Career Progression (Mandatory - Public view)	
10.	Supporting Document: Occupational Map (Mandatory)	
11.	Supporting Document: Assessment SOP (Mandatory)	
12.	Any other document you wish to submit:	

Annexure 1: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Professional Knowledge/Process Theoretical	The incumbent will be able to work in familiar and predictable routine of- ● Provide support in Personal Care and Hygiene ● Provide Mobility Assistance ● Offer Social and Emotional Support ● Provide Basic Educational Support ● Monitor health of persons with disabilities and report concerns. ● Assist with household tasks	This qualification builds knowledge to assist with daily living, provide emotional support, monitor health, deliver basic education, and maintain hygiene, safety, and service standards. It covers employability skills, inclusive practices, and specialised care for various disabilities, ensuring a holistic, person-centred approach. As such, they relate to the relevant descriptor – Level 3.5“Work in familiar, predictable, routine, situation	3.5

	• Assist people with different disabilities • Maintain health, hygiene and safety standards at workplace • Maintain service standards and communicate effectively	of clear choice”	
Professional and Technical Skills/ Expertise/ Professional Knowledge	• Factual knowledge of field of knowledge or study. 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) Examples: - • how to work in partnership with children and key people such as family members and siblings • 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	The qualification develops professional and technical skills to competently assist with daily living activities, offer emotional and social support, and monitor health status. Learners acquire expertise in delivering basic education, maintaining workplace hygiene, safety, and service standards, and communicating effectively. It also builds professional knowledge in inclusive practices and specialised care techniques for individuals with diverse disabilities, enabling the delivery of safe, respectful, and person-centred support. Hence NSQF level for this descriptor is 3.5.	3.5
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	• A Caregiver – Persons with Disabilities (Non Clinical) will be able to monitor routine activities such as: - • manage the tantrums or different behaviour of the child or adolescent/adult depending upon the context • be proactive and respond promptly	The qualification fosters employment readiness by building core professional skills, effective communication, problem-solving, teamwork, and adaptability for workplace success. It nurtures an	3.5

	• remain calm under pressure • choose assistive devices/ special aids as appropriate for a given situation or activity	entrepreneurial mindset, encouraging initiative, resourcefulness, and innovation in delivering care services. Learners develop the confidence and competence to work independently or as part of a team, manage responsibilities efficiently, and explore self-employment or service-based business opportunities in the care sector. Hence NSQF level for this descriptor is 3.5	
Broad Learning Outcomes/Core Skill	• A Caregiver – Persons with Disabilities (Non Clinical), needs to know and understand how to: - • Write simple sentences • Read children’s books coherently. • Interact politely and in a calm manner	Learners will be able to assist with daily living activities, provide emotional and social support, and monitor health conditions effectively. They will develop skills in maintaining hygiene, safety, and service standards, communicating clearly, and promoting inclusion. Core competencies include problem-solving, adaptability, teamwork, and specialised care for various disabilities, ensuring a holistic and person-centred approach.. Hence NSQF level for this descriptor is 3.5	3.5
Responsibility	• 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	Assistant Caregiver – Persons with Disabilities (Non-Clinical) Responsible for delivering safe, respectful, and person-centred care by assisting with daily activities, providing emotional support, monitoring health, maintaining hygiene and service standards, and applying inclusive	3.5

	emotional support. Their ability to provide basic education shall be added advantage. • For example: • 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.	practices. Ensures accurate reporting, collaboration with stakeholders, and adherence to ethical and professional guidelines. As such, it relates to the relevant descriptor in Level 3.5,	
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Annexure 2: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size:

	Tool / Equipment Name	Specification	Quantity for specified Batch size
1.	Mobility Aids		
2.	1. Wheelchairs (manual and electric)	Standard	1
3.	2. Walkers (standard, rolling, or with seats)	Standard	1
4.	3. Canes (standard, quad, or folding)	Standard	2
5.	4. Crutches	Standard	1
6.	5. Mobility scooters	Standard	2

7.	Transfer Aids		
8.	1. Transfer boards (sliding boards)	Standard	1
9.	2. Hoyer lifts (manual or electric)	Standard	1
10.	3. Gait belts	Standard	1
11.	4. Transfer benches (for bathtubs)	Standard	1
12.	5. Standing aids	Standard	1
13.	Personal Care Equipment		
14.	1. Commode chairs	Standard	1
15.	2. Shower chairs and benches	Standard	1
16.	3. Grab bars (for bathroom and other areas)	Standard	1
17.	4. Raised toilet seats	Standard	1
18.	5. Incontinence products (diapers, pads, etc.)	Standard	1
19.	Daily Living Aids		
20.	1. Reaching aids (grabbers or reachers)	Standard	1
21.	2. Dressing aids (button hooks, zipper pulls)	Standard	1
22.	3. Eating utensils (adapted utensils, plate guards, non-slip mats)	Standard	1
23.	4. Medication organizers (pill boxes, dispensers)	Standard	1
24.	5. Adaptive clothing (easy to wear and remove)	Standard	1
25.	Communication Aids		
26.	1. Hearing aids	Standard	1
27.	2. Speech-generating devices	Standard	1
28.	3. Communication boards	Standard	1

29.	4. Amplified telephones	Standard	1
30.	5. Alerting devices (visual, auditory, or vibrating alerts)	Standard	1
31.	Safety Equipment		
32.	1. Fall prevention equipment (bed rails, non-slip mats)	Standard	1
33.	2. Emergency alert systems (personal alarms)	Standard	1
34.	3. Fire safety devices (smoke detectors, fire extinguishers)	Standard	1
35.	Home Modifications		
36.	1. Ramps (portable or installed)	Standard	1
37.	2. Stairlifts	Standard	1
38.	3. Widened doorways	Standard	1
39.	4. Lowered countertops and cabinets	Standard	1
40.	5. Automated home systems (smart home devices for lighting, security, etc.)	Standard	1
41.	Assistive Technology		
42.	1. Computer accessibility tools (adaptive keyboards, screen readers)	Standard	1
43.	2. Environmental control units (ECUs) for operating home appliances	Standard	1
44.	3. Mobility apps (for navigation and assistance)	Standard	1
45.	4. Medical monitoring devices (blood pressure monitors, glucose meters)	Standard	1
46.	Activity Aids		
47.	1. Adaptive sports equipment	Standard	1
48.	2. Therapeutic recreation equipment (sensory toys, activity kits)	Standard	1

49.	3. Exercise equipment (resistance bands, hand weights)	Standard	1
50.	Training and Documentation		
51.	1. Training manuals (for caregivers and individuals)	Standard	1
52.	2. Care logs and planners (for tracking care activities and appointments)	Standard	1
53.	3. Emergency contact lists	Standard	1
54.	4. Manuals for assistive devices (user guides and troubleshooting tips)	Standard	1
55.	2. Disinfectants and cleaning supplies	Standard	1

Classroom Aids

The aids required to conduct sessions in the classroom are:

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

Annexure 3: Industry Validations Summary

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

S. No.	Name of Organization	Name of SPOC	Designation	Address	Contact No.	E-mail ID	LinkedIn Profile (if available)
1	Bollineni Medskills Gems & Hospital Campus	CH. NTT	Executive Director	Bollineni Medskills Gems & Hospital Campus , Srikulam Ragolu, AP - 532484	7680945302	ch@gems.edu.in	
2	Covai Senior Citizen Service PVT. LTD	Shivanshakti Perumal	General Manager	13/4Covaicare tower , Gem Nirvalyam, V.G. Rao Nagar, Coimbatore-641006	7010011955	sakthi@covaicare.in	
3	Curi Hospital	Rama P.	Manager Operation	No. 118, Okkiyam Thraipakkam, OMR, Chennai- 600096	7397222028	rama.rajesh80@gmail.com	
4	First Man Management Service Pvt. Ltd.	P S Kailasanathan	Regional Manager	No 20/41, 1st Avenue Defense Officers Colony, Chennai-600032	9094750450	chennai@firstman.co.in	
5	Hire For Care	Rajat	CEO & Management Trustee	Mumbai	9619218826	Rajat@hireforcare.com	
6	Hope Ek ASHA	Dr Sushma Chawla	Founder-President	D – 52, Greater Kailash Enclave – II, New Delhi– 110048	9810130635	hopeekasha2001@gmail.com	
7	KAVIN FACILITY SERVICES	V. KARTHIKEYAN	Proprietor	# 58, Bay Watch Farm Pandian Nagar, Vettuvankeni Chennai – 600115	9841086878	kavinfacilityservices@gmail.com	
8	Portea Medical (Healthvista India Limited)	Mr Sushil Rathor	HRBP North India	FIEE Complex, A29, Block A, Okhla Phase II, New Delhi, 110020	8447756948	sushil.rathor@porteamedical.com	
9	Project Mamta in association with IIMS	Shrisha Gangadhar Shetty	Director (Project Mamta)	IIMS Building, Survey no 33, Pan Card Road Opposite Westport, Baner, Pune, 411045	9359011085	Shrisha@mamtaproject.com	

10	Sakuntala and Natarajan Foundation,	Dr N Vishwanathan	Consultant & Founding Trustee	Tamil Nadu - 636009	9444237092		
11	Satyam College of polytechnic	Mr. Paras Chaddha	Principal	Opp. Allowal Gate, Jalandhar Road, Nakodar Punjab	9501315310	satyampolytechnic2011@gmail.com	
12	Satyam Institute of Management and Technology	Mr. Vipin Sharma	President	Opp. Allowal Gate, Jalandhar Road, Nakodar Punjab	9814525549	chairmansgi11@gmail.com	
13	Skill Care	Daniel Longkumar	COO		8251941282	ikrdaniel@gmail.com	
14	Swami Praganand ji Educational Society	Mr. Vipin Sharma	President	Opp. Allowal Gate, Jalandhar Road, Nakodar Punjab	9814525549	chairmansgi11@gmail.com	
15	Help for All Foundation	Mr. Zaher Basha	Chairman	Near Samantha Nursing Home pagothota nellor	7207281934	babululakshman@gmail.com	
16	Emmaus Villa	Sr. Jessay Fransis	Principal		9526491813	emmausvilla1@gmail.com	
17	Samaritan Bhawan	Sh. Carmel S.O	Manager		9544669795	samaritanbhavan@gmail.com	
18	Annes Bhavan	Sr. Shiny Joseph	Manager		9747891495	Shinyjosephsab@gmail.com	
19	Vesta Elder Care	Ishita Bagchi	Head-HR & Operations	M-72, Connaught Circus, New Delhi-110001	9899607154	<ishita@vestaeldercare.com	
20	Divine Charitable Trust	Mr. Simiyon Raj	Founder	Trichy	7010110740	info@dcftrust.org	
21	Aruvi Foundation	Mr. Syed Taha	Founder	Trichy	7810007881	thaha1985@gmail.com	
22	Kshetra Assisted Living and Dementia Care	Pavithra Gangadharan	Director	Plot no 9,8 &14,15, Road no 12, Sai Aiswarya Layout, Khajaguda, TG 500089	9959254455	Pavithra.g@heritagehealthcareindia.com	
23	FX. Tezza Special School	Sr.Maria DSC	Principal		9747128678	tezzaspschool@gmail.com	
24	S H snehalayam ka	Sr. Lucy Alex	President		6238480511	snehalayamkattimoda@gmail.com	

Annexure 4: Training & Employment Details

Training and Employment Projections:

Year	Total Candidates			Women			People with Disability		
	Estimated Training #	Estimated Opportunities	Employment	Estimated Training #	Estimated Opportunities	Employment	Estimated Training #	Estimated Opportunities	Employment
2025-26	1000	750		200	150		10	7	
2026-27	1200	900		400	300		14	11	
2027-28	1500	1125		600	480		18	15	

Data to be provided year-wise for next 3 years

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

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed
	2024-25					0	0	0					
	2023-24	117											
	2022-23												

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

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

- Maharashtra

Content availability for previous versions of qualifications:

☐ Participant Handbook ☐ Facilitator Guide ☐ Digital Content ☐ Qualification Handbook ☐ Any Other:

Languages in which Content is available: English

Annexure 5: Blended Learning

Blended Learning Estimated Ratio & Recommended Tools:

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

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

Annexure 6: Detailed Assessment Criteria

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

DWC/N0301: Assist with Daily Living Activities, V2.0				
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks

Provide assistance Personal Hygiene and Grooming	10	20		4
PC1. Assist with bathing, brushing teeth, combing hair, and dressing.	-	-	-	-
PC2. Help with toileting and incontinence care.	-	-	-	-
PC3. Monitor and promote proper hygiene practices.	-	-	-	-
PC4. Support individuals in managing menstrual hygiene (for females).	-	-	-	-
PC5. Perform light housekeeping duties (cleaning, laundry, etc.).				
PC6. Ensure the living space is safe and clutter-free.				
Provide assistance in Nutrition and Feeding	6	16		2
PC7. Assist with meal preparation and feeding.				
PC8. Ensure a balanced diet according to the individual's dietary needs.	-	-	-	-
PC9. Monitor food and fluid intake and ensure proper hydration.	-	-	-	-
Provide Mobility Assistance	4	10	-	2
PC10. Assist with moving from bed to wheelchair, chair to toilet, etc.	-	-	-	-

PC11. Use proper techniques and equipment for safe transfers.	-	-	-	-
PC12. Encourage and support mobility exercises.	-	-	-	-
Practice Professional Development and Ethical Practice	10	14		2
PC13. Participate in ongoing training and professional development.	-	-	-	-
PC14. Stay updated with best practices in disability care and dementia care.	-	-	-	-
PC15. Adhere to ethical guidelines and professional standards.	-	-	-	-
PC16. Comply with legal requirements and organizational policies.	-	-	-	-
NOS Total	30	60	-	10
DWC/N0302: Provide Emotional and Social Support, v2.0				
Facilitate Emotional Well-being	10	10		5
PC17. Offer companionship and emotional support.	-	-	-	-
PC18. Recognize signs of emotional distress and report as necessary.	-	-	-	-
PC19. Engage in meaningful conversations and activities.	-	-	-	-

	-	-	-	-
Facilitate participation in Social Interaction and Activities	5	5		3
PC20. identify barriers to participation and choose alternative activities when appropriate.				
PC21. Facilitate participation in social and recreational activities.	-	-	-	-
PC22. Encourage hobbies and interests that promote social engagement.	-	-	-	-
PC23. Support inclusion in community events and group activities.	-	-	-	-
Provide Communication Assistance	5	5		2
PC24. Assist with communication needs, including the use of assistive devices.				
PC25. Support the development of social skills and positive interactions.				
PC26. Liaise with family and other caregivers to maintain consistent communication.				
PC27. Support inclusion in community events and group activities.				
NOS Total	20	20	-	10
DWC/N0308: Provide Basic Education and Skill Development, v1.0				

Provide Educational Support	10	10		5
PC1. Assist with basic educational activities, including reading, writing, and arithmetic.	-	-	-	-
PC2. Support the use of educational tools and resources.	-	-	-	-
PC3. Tailor educational activities to the individual's abilities and interests.	-	-	-	-
Provide Life Skills Training	10	10		5
PC4. Teach daily living skills such as cooking, cleaning, and budgeting.	-	-	-	-
PC5. Encourage the development of self-care and independent living skills.	-	-	-	-
PC6. Support the use of assistive technologies for learning and independence.	-	-	-	-
NOS Total	20	20	-	10
DWC/N0303: Monitor and Report Health Status, v2.0				
Carry out Monitoring of Health	10	10		5
PC1. Observe and record vital signs such as temperature, pulse, and respiration.				
PC2. Monitor for changes in physical health, such as skin condition and mobility.				

PC3. Track and report any health concerns to healthcare professionals.				
Perform Medication Management	10	10		5
PC4. Assist with medication administration as per guidelines.				
PC5. provide right dosage of medicines to the person on time, as instructed by doctor				
PC6. Maintain accurate records of medication intake.				
PC7. Report any side effects or issues related to medications.				
NOS Total	20	20	-	10
DWC/N0309: Promote Inclusion and Sensitivity in Supporting People with Disabilities, v1.0				
Understanding Disability and Inclusive Practices	10	10		5
PC1. Define disability and understand the diverse range of disabilities, including physical, sensory,				
PC2. intellectual, developmental, and psychosocial disabilities .				
PC3. Recognize and challenge common misconceptions and stereotypes about people with disabilities.				
PC4. apply knowledge of social model of disability and its implications for inclusive practices.				

PC5. Identify and analyze barriers to inclusion in various settings.				
PC6. Demonstrate person-centered care, self-determination, and respect for individual differences.				
Assist Individuals with Speech and Hearing Impairments	10	10		5
PC7. Develop empathy and understanding for the lived experiences of people with disabilities.				
PC8. Recognize and address personal biases and assumptions about people with disabilities.				
PC9. Communicate with people with disabilities with empathy, respect, and sensitive manner.				
PC10. Demonstrate active listening skills and the ability to communicate effectively with individuals with diverse communication needs.				
PC11. Provide support that is person-centered, respectful, and promotes the individual's independence and well-being.				
PC12. Create a supportive and inclusive environment that fosters trust and positive relationships.				
PC13. Analyze the significance of vital signs in understanding an individual's health status and their role in health monitoring.				
Total Marks	20	20	-	10
DWC/N9903: Maintain health, hygiene and safety standards at workplace, v7.0				
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks

Follow personal and workplace hygiene	10	20	0	0
PC1. wash and sanitize hands at regular intervals with hand soap and alcohol-based sanitizers	-	-	-	-
PC2. keep the home or workplace free of germs, insects, and bugs by utilizing the proper environmentally friendly solutions or cleaning chemicals	-	-	-	-
PC3. wash the dishes and other items in accordance with the set requirements	-	-	-	-
PC4. sanitize all tools, equipment, and appliances with touch points on a regular basis	-	-	-	-
PC5. make sure that the garbage cans are frequently cleared in accordance with the timetable for cleanliness and maintenance	-	-	-	-
PC6. place trash in designated bins or the proper trash container	-	-	-	-
PC7. wear appropriate PPE like hair net, protective aprons, footwear, respirators, masks, etc. at work	-	-	-	-
PC8. maintain personal hygiene by brushing teeth frequently, bathing daily, dressing well, eating healthfully, etc.	-	-	-	-
PC9. avoid consumption of tobacco, paan, alcohol, smoking cigarettes, etc. at the workplace	-	-	-	-
Follow workplace practices to promote wellbeing	7	15	0	0
PC10. adhere to safety protocols when using materials, tools, and equipment	-	-	-	-
PC11. follow guidelines and safety protocol while using electrical household gadgets	-	-	-	-

PC12. recognize workplace risks and promptly inform anybody who should know about them	-	-	-	-
PC13. report to various emergency circumstances with prompt response and reporting	-	-	-	-
PC14. attend regular health check-ups	-	-	-	-
PC15. place medicines and hazardous chemicals away	-	-	-	-
Manage waste at workplace	7	11	0	0
PC17. identify and separate hazardous, recyclable, and non-recyclable waste at the workplace	-	-	-	-
PC18. manage wastages like food, water, etc., as directed	-	-	-	-
PC19. dispose of all types of wastes appropriately	-	-	-	-
PC20. recycle waste wherever applicable	-	-	-	-
PC21. discard PPEs in plastic bags that are sealed and labeled "infectious waste"	-	-	-	-
PC22. conserve materials, natural resources, and energy at work	-	-	-	-
PC23. use eco-friendly methods at work to reduce pollution of the air, water, and earth	-	-	-	-
Apply basic first aid	10	20	-	-

PC24. Identify and prepare first aid equipment and resources required to address identified workplace requirements	-	-	-	-
PC25. Identify personnel requirements in line with workplace requirements	-	-	-	-
PC26. Access and provide information in the workplace to encourage risk minimisation and facilitate access to first aid facilities as appropriate	-	-	-	-
PC27. Monitor and maintain availability of adequate resources to support workplace first aid response	-	-	-	-
PC28. Assess casualty and identify injuries, illnesses and conditions	-	-	-	-
PC29. Use available resources and equipment to make the casualty as comfortable as possible	-	-	-	-
PC30. Seek consent from casualty prior to applying first aid management	-	-	-	-
PC31. Seek first aid assistance from others in a timely manner and as appropriate	-	-	-	-
PC32. Maintain first aid records in line with workplace security practices	-	-	-	-
PC33. Apply fire safety practices	-	-	-	-
NOS Total	34	66	0	0
DWC/N0228: Communicate effectively with individuals at all levels and practice inclusivity , V2.0				
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks

<i>Communicate with others in an efficient manner</i>	10	20	0	0
PC1. interact with people at workplace in a polite and professional manner	-	-	-	-
PC2. listen actively to the issues or requirements and respond timely and appropriately	-	-	-	-
PC3. trust, support and respect people at workplace	-	-	-	-
PC4. offer friendly, courteous and hospitable service to others	-	-	-	-
PC5. avoid interrupting others while they talk	-	-	-	-
PC6. pass on appropriate information to others and in a time bound manner	-	-	-	-
PC7. seek and provide feedback to others on a regular basis	-	-	-	-
PC8. maintain clarity, honesty and transparency while communicating with others	-	-	-	-
PC9. respect the personal and professional space of people at workplace	-	-	-	-
PC10. maintain appropriate body language while communicating with others	-	-	-	-
<i>Practice inclusive behaviour</i>	10	10	-	-
PC11. respect people across all, age groups, genders, religions, and caste	-	-	-	-

PC12. empathize with the people with disability and elderly	-	-	-	-
PC13. offer support or help to a person with a disability and elderly, if asked	-	-	-	-
PC14. use inclusive language that is sensitive to people towards all gender, disability and age	-	-	-	-
PC15. ensure to adhere to the guidelines laid in Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act	-	-	-	-
PC16. report any violation of prevention of sexual harassment (POSH) rules immediately to the POSH committee	-	-	-	-
Total Marks	20	30	-	-

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. understand the significance of employability skills in meeting the job requirements				
<i>Constitutional values – Citizenship</i>	1	1	-	-
PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	1	3	-	-

PC3. explain 21st Century Skills such as Self- Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.	-	-	-	-
<i>Basic English Skills</i>	2	3	-	-
PC4. speak with others using some basic English phrases or sentences				
<i>Communication Skills</i>	1	1	-	-
PC5. follow good manners while communicating with others	-	-	-	-
PC6. work with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	1	-	-
PC7. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC8. report any issues related to sexual harassment	-	-	-	-
<i>Financial and Legal Literacy</i>	3	4	-	-
PC9. use various financial products and services safely and securely	-	-	-	-
PC10. calculate income, expenses, savings etc.	-	-	-	-

PC11. approach the concerned authorities for any exploitation as per legal rights and laws	-	-	-	-
<i>Essential Digital Skills</i>	4	6	-	-
PC12. operate digital devices and use its features and applications securely and safely	-	-	-	-
PC13. use internet and social media platforms securely and safely	-	-	-	-
<i>Entrepreneurship</i>	3	5	-	-
PC14. identify and assess opportunities for potential business	-	-	-	-
PC15. identify sources for arranging money and associated financial and legal challenges	-	-	-	-
<i>Customer Service</i>	2	2	-	-
PC16. identify different types of customers	-	-	-	-
PC17. identify customer needs and address them appropriately	-	-	-	-
PC18. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	1	3	-	-
PC19. create a basic biodata	-	-	-	-

PC20. search for suitable jobs and apply	-	-	-	-
PC21. identify and register apprenticeship opportunities as per requirement	-	-	-	-
NOS Total	20	30	-	-
DWC/N0310: Provide Care and Support to People with Physical Disabilities				
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Provide Direct Care and Support</i>	20	20	0	10
PC1. Assist individuals with personal hygiene tasks such as bathing, showering, washing hair, and oral care, ensuring privacy and dignity.				
PC2. Assist with dressing and undressing, including the use of adaptive clothing and equipment				
PC3. Assist with toileting needs, including the use of commodes, bedpans, and catheters, maintaining hygiene and infection control standards.				
PC4. assist individuals with transfers between bed, chair, wheelchair, and other surfaces, using appropriate techniques (e.g., stand-pivot, sliding board, hoist) to minimize risk of injury to both the individual and the caregiver.				
PC5. Assess the individual's needs and abilities to determine the safest and most appropriate transfer method.				
PC6. Use correct body mechanics and lifting techniques to prevent injury to oneself.				
PC7. Assist individuals in using mobility aids such as wheelchairs, walkers, crutches, and canes, ensuring proper fit, adjustment, and safe operation.				

PC8. Guide and support individuals while using mobility aids, ensuring their safety and independence.				
PC9. Assist with the maintenance and cleaning of mobility aids.				
<i>Practice Professionalism and Ethics</i>	20	20	0	10
PC10. Communicate effectively with individuals with physical disabilities, respecting their communication preferences and using appropriate communication techniques (e.g., clear and concise language, visual aids, augmentative and alternative communication devices).				
PC11. Collaborate with other members of the care team (e.g., healthcare professionals, family members) to ensure coordinated and effective care.				
PC12. Maintain accurate and timely records of care provided, including any observations or concerns.				
PC13. Maintain a safe and hygienic environment for the individual, ensuring the cleanliness of equipment and the surrounding area.				
PC14. Adhere to infection control procedures to prevent the spread of disease.				
PC15. Recognize and respond appropriately to potential health risks and emergencies (e.g., falls, seizures, choking).				
PC16. Provide care that is individualized to meet the unique needs and preferences of each individual with a physical disability.				
PC17. Promote the individual's independence and self-reliance by encouraging participation in activities of daily living to the fullest extent possible.				
PC18. Respect the individual's dignity, privacy, and autonomy at all times.				

PC19. Maintain professional boundaries and confidentiality in all interactions with individuals and their families.				
PC20. Adhere to ethical guidelines and professional standards of practice.				
PC21. Engage in ongoing professional development to enhance knowledge and skills.				
NOS Total	40	40	-	20
DWC/N0311: Provide Care and Support to People with Speech and Hearing Impairment				
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Use Communication Strategies and Technology</i>	20	20	0	10
PC1. Use clear and concise verbal communication, ensuring appropriate volume and pace.				
PC2. Utilize visual aids, such as pictures, symbols, and written communication, to support verbal communication and utilize various Augmentative and Alternative Communication (AAC)				
methods like communication boards, speech-generating devices (SGDs), and sign language.				
PC3. Employ active listening skills, including attentive body language, summarizing, and clarifying.				
PC4. Assist individuals in using their preferred AAC methods effectively.				
PC5. Understand and interpret basic and advanced sign language concepts.				

PC6. Understand and utilize assistive listening devices (ALDs), such as hearing aids, cochlear implants, and FM systems, to support communication.				
PC7. Assist individuals in using and maintaining their assistive technology devices.				
PC8. Troubleshoot basic technical issues with assistive technology devices.				
PC9. Identify and implement environmental modifications to improve communication, such as				
reducing background noise, optimizing lighting, and using visual cues.				
PC10. Create a communication-friendly environment that supports the individual's communication needs.	20	20	0	10
<i>Provide Individualized Support</i>				
PC11. Facilitate social interaction and communication between individuals with speech and hearing impairments and others.				
PC12. Encourage and support the development of social skills, such as turn-taking, eye contact, and active listening.				
PC13. Create opportunities for individuals to participate in social activities and engage with their community.				
PC14. Understand and respect the individual's communication preferences and needs.				
PC15. Provide individualized support that addresses the unique communication challenges of each individual.				
NOS Total	40	40	-	20

DWC/N0312: Provide Care and Support to People with Low Vision and Visual Impairment

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Use Communication Strategies and Technology to people with Low Vision and Visual Impairment</i>	20	20	0	10
PC1. Provide physical guidance and support to individuals with visual impairments during movement, using appropriate techniques (e.g., guiding arm, light touch) to ensure safety and independence.				
PC2. Assist with navigating unfamiliar environments, such as public transportation, stores, and outdoor spaces.				
PC3. Provide clear and concise verbal instructions and descriptions of the environment, using landmarks and spatial cues.				
PC4. Use descriptive language to help individuals visualize their surroundings.				
PC5. Assist individuals in developing and utilizing orientation and mobility skills, such as using a cane, guide dog, or echolocation.				
PC6. Teach and reinforce safe travel techniques, including crossing streets, using public transportation, and navigating obstacles.				
PC7. Assist in adapting the home environment for safety and accessibility, such as rearranging furniture, improving lighting, and labeling items in brail.				
PC8. Recommend and implement assistive technology devices for the home environment, such as talking clocks, magnifiers, and audio books.				
PC9. Assist in adapting the workplace environment for accessibility, such as improving lighting, labeling equipment, and providing large-print materials.				

PC10. Collaborate with employers and colleagues to create an inclusive and supportive work environment.				
PC11. Advocate for accessibility in the community, such as ensuring sidewalks are clear, crosswalks are well-marked, and public buildings are accessible.				
PC12. Raise awareness about the needs and challenges of people with low vision and visual impairments within the community.				
<i>Provide Individualized Support to people with Low Vision and Visual Impairment</i>	20	20	0	10
PC13. Assist individuals in using and maintaining low vision aids, such as magnifying glasses, telescopes, and closed-circuit television (CCTV) systems.				
PC14. Provide training and support on the use of assistive technology devices, such as screen readers, text-to-speech software, and voice recognition software .				
PC15. Communicate effectively with individuals with low vision and visual impairments, using clear and concise language, avoiding jargon, and providing sufficient time for processing information.				
PC16. Collaborate with other professionals, such as rehabilitation specialists, occupational therapists, and vision rehabilitation teachers, to provide comprehensive support to individuals with low vision and visual impairments.				
PC17. Work with family members, friends, and support networks to ensure coordinated and effective care.				
PC18. Maintain confidentiality regarding the individual's personal information and health status.				
PC19. Treat individuals with respect, dignity, and understanding, recognizing their unique needs and preferences.				
NOS Total	40	40	-	20

DWC/N0313: Provide Care and Support to People with Mental Disabilities/Dementia/Parkinson

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Assist Individuals with Mental Disabilities</i>	15	15		5
PC1. demonstrate understanding of different types of mental disabilities and their specific needs.				
PC2. Assist individuals in developing and maintaining personal hygiene routines, including bathing, showering, brushing teeth, and grooming.				
PC3. Adapt personal care routines to meet individual needs and preferences, using appropriate assistive devices as necessary.				
PC4. Promote independence in personal care by providing guidance, encouragement, and opportunities for self-care.				
PC5. Assist individuals in developing basic cooking and meal preparation skills, including following simple recipes, using kitchen appliances safely, and preparing nutritious meals.				
PC6. Guide individuals in making healthy food choices and following dietary restrictions.				
PC7. Assist with grocery shopping, meal planning, and budgeting for food expenses.				
PC8. Assist individuals in developing basic household management skills, such as cleaning, laundry, organizing, and maintaining a safe and healthy living environment.				
PC9. Guide individuals in developing time management and organizational skills to manage daily tasks effectively.				
PC10. Assist individuals in developing basic financial literacy skills, including budgeting, money management, and shopping skills.				

PC11. Guide individuals in understanding and managing their finances, including paying bills, using ATMs, and making purchases as required				
PC12. use techniques to manage challenging behaviors, such as aggression or self-harm.				
PC13. provide emotional support and reassurance to individuals experiencing anxiety, depression, or confusion.				
PC14. encourage engagement in activities that stimulate cognitive function and promote mental well-being.				
PC15. monitor for signs of distress or changes in behavior and report to healthcare professionals as needed.				
<i>Provide Care to Dementia Patients</i>	18	18		4
PC1. gain knowledge of dementia types and symptoms				
PC2. recognize behavioral and psychological symptoms of dementia (BPSD).				
PC3. adapt care practices to address the needs of dementia patients.				
PC4. ensure a safe and comfortable living environment.				
PC5. implement safety measures to prevent wandering and accidents.				
PC6. use environmental modifications to support independence.				
PC7. Assist individuals in developing and improving communication skills, including verbal, nonverbal, and written communication.				

PC8. Facilitate social interactions and communication with others, including family, friends, and community members.				
PC9. Assist individuals in developing and improving social skills, such as initiating and maintaining conversations, expressing emotions appropriately, and resolving conflicts peacefully.				
PC10. Guide individuals in navigating social situations and building positive relationships with others.				
PC11. Treat individuals with respect, dignity, and understanding, recognizing their unique needs and preferences.				
PC12.				
PC13. Assist individuals in developing self-advocacy skills, including expressing their needs and preferences, making choices, and problem-solving independently.				
PC14. Support individuals in understanding and exercising their rights and responsibilities.				
PC15. Maintain strict confidentiality regarding the individual's personal information and health status.				
<i>Provide Care to Parkinson Patients</i>	8	12		5
PC16. Assist with Daily Living Activities				
PC17. Support in Mobility and Fall Prevention				
PC18. assist in taking prescribed Parkinson's medication on time.				
PC19. document and Report Symptoms like increased hand tremors and slurred speech				

PC20. assist a Parkinson's patient during mealtime with difficulty swallowing (dysphagia).				
PC21. assist in maintaining hygiene and grooming.				
PC22. assist in exercise and physiotherapy compliance				
NOS Total	41	45	-	14
DWC/N0314: Provide Care and Support to People with Autism Spectrum Disorder				
<i>Support Social Development & Sensory Regulation</i>	20	20		10
PC1. Facilitate and support social interactions with peers, family members, and community members.				
PC2. Teach and model appropriate social behaviors (turn-taking, eye contact, initiating/maintaining conversations, expressing emotions).				
PC3. Use social stories, role-playing, and social skills groups to enhance social communication and interaction.				
PC4. Assist individuals in building and maintaining positive relationships with others.				
PC5. Guide individuals in understanding and navigating social situations, including group settings, parties, and community events.				
PC6. Promote empathy and understanding of others' perspectives.				
PC7. Identify and understand individual sensory sensitivities and preferences.				

PC8. Recognize signs of sensory overload or under-stimulation				
PC9. Assist individuals in developing strategies for managing sensory sensitivities, such as creating a calming environment, using sensory tools (e.g., fidget toys, weighted blankets), and engaging in sensory-based activities.				
PC10. Teach self-regulation techniques, such as deep breathing, mindfulness, and relaxation exercises.				
PC11. Adapt the environment to minimize sensory overload, such as reducing noise levels, controlling lighting, and providing a quiet space for retreat.				
Communication and Social Skills Development	20	20		10
PC12. Assist in creating and maintaining consistent daily routines.				
PC13. Use visual schedules, timers, and other visual aids to support adherence to routines				
PC14. Teach strategies for coping with changes in routines and unexpected events.				
PC15. Gradually introduce changes to routines to promote flexibility and adaptability				
PC16. Encourage and support the development of effective communication skills, including verbal, nonverbal, and alternative communication methods.				
PC17. Use clear and concise communication, avoiding ambiguity and complex language.				
PC18. Implement positive behavior support strategies, including positive reinforcement, redirection, and natural consequences.				
PC19. Assist in identifying and addressing challenging behaviors, such as aggression, self-injury, and repetitive behaviors.				

PC20. Provide person-centered support that is tailored to the individual's unique needs, strengths, and preferences.				
PC21. Provide education and support to family members on autism spectrum disorder and best practices for supporting their loved one.				
PC22. Communicate in a way that develops and maintains respect, hope, trust, dignity, and understanding, recognizing their unique strengths and challenges.				
PC23. Recognise and respect the person's social, cultural and spiritual differences				
PC24. Support the person to understand and exercise their rights				
PC25. Maintain confidentiality and privacy of the person within organisation policy and protocols				
NOS Total	40	40	-	20

Annexure 7: Assessment Strategy

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

Mention the detailed assessment strategy in the provided template.

1. Assessment System Overview:

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

2. Testing Environment:

- Check the Assessment location, date and time

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

3. Assessment Quality Assurance levels/Framework:

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

4. Types of evidence or evidence-gathering protocol:

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

5. Method of verification or validation:

- Surprise visit to the assessment location

6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored

On the Job:

1. Each module will be assessed separately.
2. The candidate must score 70% in each module to successfully complete the OJT.
3. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
 - Videos of Trainees during OJT
4. Assessment of each Module will ensure that the candidate is able to:
 - Effective engagement with the customers
 - Understand the working of various tools and equipment

Annexure 8: Acronym and Glossary

Acronym

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

OJT	On the Job Training
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Glossary

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