

QUALIFICATION FILE

Mother and Newborn Care (Non-Clinical)

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

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

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

NCrF/NSQF Level: NSQF Level 3

Submitted By:

Home Management and Care Givers Sector Skill Council (HMCSSC)

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

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Section 1: Basic Details

1.	Qualification Name	Mother and Newborn Care (Non-Clinical)																						
2.	Sector/s	Home Management and Care Giving																						
3.	Type of Qualification: ☐ New ☒ Revised ☐ Has Electives/Options ☐ DEM	NQR Code & version of existing/previous qualification: <i>(change to previous, once approved)</i>	Qualification Name of existing/previous version: Caregiver - Mother and Newborn - Non Clinical (Household & Care Homes)																					
4.	a. OEM Name b. Qualification Name <i>(Wherever applicable)</i>	Mother and Newborn Care (Non-Clinical)																						
5.	National Qualification Register (NQR) Code &Version <i>(Will be issued after NSQC approval)</i>	QG-03-HM-045312025-V2-HMCGSSC	6. NCrF/NSQF Level: NSQF Level 3																					
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	The individual is responsible for attending to the physical, emotional, developmental, and social needs of newborns, and new mothers. They provide daily care, assist with feeding and hygiene, monitor health, ensure a safe environment, and support postpartum recovery. The role may be performed in households or care homes and requires adherence to health and safety standards, effective communication, and compassion.																						
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>10th Grade Pass or equivalent</td> <td>No experience</td> </tr> <tr> <td>2</td> <td>9th Grade pass</td> <td>1.5 year relevant experience</td> </tr> <tr> <td>3</td> <td>8th Class pass</td> <td>3 year of relevant experience</td> </tr> <tr> <td>4</td> <td>5th Class Pass</td> <td>7.5 years of relevant experience</td> </tr> <tr> <td>5</td> <td>Previous relevant Qualification of NSQF Level 2.5</td> <td>1.5 Year of relevant experience</td> </tr> <tr> <td>6</td> <td>Previous relevant Qualification of NSQF Level 2</td> <td>3 Year of 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	10 th Grade Pass or equivalent	No experience	2	9th Grade pass	1.5 year relevant experience	3	8th Class pass	3 year of relevant experience	4	5th Class Pass	7.5 years of relevant experience	5	Previous relevant Qualification of NSQF Level 2.5	1.5 Year of relevant experience	6	Previous relevant Qualification of NSQF Level 2	3 Year of relevant experience
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10.	Credits Assigned to this Qualification, Subject to Assessment <i>(as per National Credit Framework (NCrF))</i>	13	11. Common Cost Norm Category (I/II/III) <i>(wherever applicable): II</i>																					
12.	Any Licensing requirements for Undertaking Training on This Qualification <i>(wherever applicable)</i>	NA																						
13.	Training Duration by Modes of Training Delivery <i>(Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)</i>	☒ Offline ☐ Online ☐ Blended <table border="1"> <thead> <tr> <th>Training Delivery Modes</th><th>Theory (Hours)</th><th>Practical (Hours)</th><th>OJT Mandatory (Hours)</th><th>OJT Recommended (Hours)</th><th>Total (Hours)</th></tr> </thead> <tbody> <tr> <td>Classroom (offline)</td><td>120</td><td>210</td><td>60</td><td></td><td>390</td></tr> <tr> <td>Online</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <i>(Refer Blended Learning Annexure for details)</i>					Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)	120	210	60		390	Online					
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Online																								
14.	Aligned to NCO/ISCO Code/s <i>(if no code is available mention the same)</i>	NCO-2022/5311.0400																						
15.	Progression path after attaining the qualification <i>(Please show Professional and Academic progression)</i>	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	Women's participation in the Mother and Newborn Care (Non-Clinical) role can be strengthened through: 1. Awareness & role models 2. Training support & childcare 3. Safe working conditions 4. Job placement & entrepreneurship																						

		5. Career progression opportunities 6. Policy incentives & social acceptance
20.	Are Greening/ Environment Sustainability Aspects Covered <i>(Specify the NOS/Module which covers it)</i>	☒ Yes ☐ No Maintain a clean and secure working environment
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 <i>(In case of CS or MS, provide details of both Lead AB & Supporting ABs)</i>	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 : 07-10-2028

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.	Attend to the Basic Needs of Mother, Newborn, and Infant	DWC/N0205 (v3.0)	Core	3	2	20	40			60	50	91		9	150	25

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)
2.	Ensure Holistic Development and Wellbeing of Infant and Toddlers	DWC/N0207 (v3.0)	Core	3	3	30	60			90	35	60		5	100	25
3.	Prepare and Serve Nutritional Meals for Mother and Child	DWC/N9901 (v5.0)	Core	3	3	30	60			90	35	60		5	100	20
4.	Maintain service standards and communicate effectively	DWC/N9902 (v5.0)	Non-Core	3	1	12	18			30	39	61			100	10
5.	Maintain a clean and secure working environment	DWC/N9903 (v6.0)	Non-Core	3	1	10	20			30	37	63			100	10
6.	Employability skills	DGT/VSQ/N0101	Non-Core	3	1	18	12			30	20	30			50	10
7	OJT	NA								60						
Duration (in Hours) / Total Marks					13	120	210	60		390	193	286			517	100

Elective NOS/s:

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

Optional NOS/s:

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

Assessment - Minimum Qualifying Percentage

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

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

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

Section 3: Training Related

1.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Graduate in Home Science / Nursing / Child Development / Early Childhood Education / Community Health / Social Work with 2 years of relevant experience in caregiving, maternal & child health, or early childhood care with 1 years of relevant experience in caregiving, maternal & child health, or early childhood care OR Diploma (minimum 1 year duration) in Nursing / Nanny Training / ECCE / GDA / Caregiving 3 years of relevant experience in domestic care, maternity assistance, or childcare with 2 years of relevant experience in caregiving, maternal & child health, or early childhood care OR
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		NSQF Level 4 or 5 certified caregiver in the same or related job role 3 years of hands-on field experience in household/care home caregiving with 2 years of relevant experience in caregiving, maternal & child health, or early childhood care
2.	Master Trainer's Qualification and experience in the relevant sector (in years) <i>(as per NCVET guidelines)</i>	Graduate in Home Science / Nursing / Child Development / Early Childhood Education / Community Health / Social Work with 3 years of relevant experience in caregiving, maternal & child health, or early childhood care with 1 year of training experience OR Diploma (minimum 1 year duration) in Nursing / Nanny Training / ECCE / GDA / Caregiving 4 years of relevant experience in domestic care, maternity assistance, or childcare with 2 years of relevant experience in caregiving, maternal & child health, or early childhood care OR NSQF Level 4 or 5 certified caregiver in the same or related job role , 4 years of hands-on field experience in household/care home caregiving , with 3 years of relevant experience in caregiving, maternal & child health, or early childhood care
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	NA

Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) <i>(as per NCVET guidelines)</i>	Graduate in Home Science / Nursing / Child Development / Early Childhood Education / Community Health / Social Work with 3 years of practical experience in caregiving, maternal & child health, ECCE, or domestic care roles with 2 years of training experience OR Diploma (minimum 1 year duration) in Nursing / Nanny Training / ECCE / GDA / Caregiving 5 years of relevant experience in domestic care, maternity assistance, or childcare with 2 years of relevant experience in caregiving, maternal & child health, or early childhood care OR
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		NSQF Level 4 or 5 certified caregiver in the same or related job role with 5 years of hands-on caregiving experience and minimum 1 year in training/assessment roles
2.	Proctor's Qualification and experience in relevant sector (in years) <i>(as per NCVET guidelines)</i>	Graduate with 2 years of practical experience in caregiving, maternal & child health, ECCE, or domestic care roles proctoring experience of 1 year
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) <i>(as per NCVET guidelines)</i>	Graduate with 4 years of practical experience in caregiving, maternal & child health, ECCE, or domestic care roles proctoring experience of 2 year
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): As per the Labour Market Clarity Report there is a huge demand for skilled professionals in cleaning sector. India is estimated to have a population of 103 million students, 8%, and expected to rise to 12% of the total population by 2025. This Qualification Pack will be used across industry which is organised. It would be used by the training institute for new trainings/For employers to conduct RPL and for annual Appraisal The SSC would submit details of the employment generated (wherever applicable) and realised.
3.	Government /Industry initiatives/ requirement (Yes/No): NO
4.	Number of Industry validation provided: 17
5.	Estimated nos. of persons to be trained and employed: 1000
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: <i>Line Ministry Concurrence is awaited</i> If "No", why: Awaited

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

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

Annexure 1: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Professional Theoretical Knowledge/Process	The Mother and Newborn Care (Non-Clinical) is responsible for: • Attending to the Basic Needs of Mother, Newborn, and Infant • Ensuring Holistic Development and Wellbeing of Infant and Toddler	As can be inferred from the learning outcomes and performance criteria of the Qualification listed in the adjacent cell, the Mother and Newborn Care (Non-Clinical) requires well developed skill, with clear choice of procedures in familiar context.	3

	• Preparing and Serve Nutritional Meals for Mother and Child • Maintaining service standards and communicate effectively • Maintain a clean and secure working environment	Hence NSQF level for this descriptor is 3.	
Professional and Technical Skills/ Expertise/ Professional Knowledge	• A Caregiver – Mother, Newborn, and Infant (Non-Clinical) must be able to: Assist in Mother and Newborn Care Care: • Understand the physical, emotional, and nutritional needs of expectant and new mothers. • Monitor general health indicators like blood pressure, temperature, and overall wellbeing. • Support breastfeeding, personal hygiene, and mobility post-delivery. Provide Daily Infant Care: • Perform safe and hygienic bathing, diapering, dressing, and massaging routines. • Maintain cleanliness of infant utensils, feeding bottles, and the surrounding environment. • Comfort, soothe, and emotionally engage with the infant or toddler. Handle Feeding and Nutrition: • Follow feeding schedules, sterilize equipment, and prepare age-appropriate food. • Assist in breastfeeding or formula feeding with proper positioning and support. • Identify dietary preferences and food allergies. Support Health and Illness Management: • Observe for signs of illness and discomfort in mother or child.	As can be inferred from the knowledge and understanding related points mentioned in the adjacent cell, which have been taken from the Mother and Newborn Care (Non-Clinical) qualification pack, job role holder must have a knowledge of facts, principles, processes and general concepts, in a field of work or study. Hence NSQF level for this descriptor is 3.	3

	• Administer prescribed medication under supervision. • Provide emergency care like first aid and CPR. • Ensure Environmental Hygiene and Safety: • Keep the living space clean, organized, and free from hazards. • Use PPE appropriately and follow sanitation standards. • Store medicines and harmful objects safely, especially away from children. Maintain Records and Communicate Effectively: • Maintain daily activity logs, maternal diaries, and vaccination charts. • Communicate gently and effectively with the mother, family members, and supervisors. • Demonstrate sensitivity to gender, age, and cultural contexts. Professional Knowledge The individual on the job needs to have knowledge of: • Maternal care concepts: antenatal/postnatal care, breastfeeding techniques, postpartum hygiene • Infant care practices: stages of development, vaccination needs, sleep cycles, emotional bonding • Infant and toddler nutrition, food preparation, feeding guidelines • Basic health monitoring: signs of illness, when to escalate to medical help • First aid and CPR procedures for infants and mothers		
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	• Personal and workplace hygiene standards • Safety precautions for home-based care environments • Waste segregation and eco-friendly practices • Professional ethics, confidentiality, and behavioral etiquette • Gender-sensitive caregiving and communication norms		
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	A Caregiver – Mother, Newborn, and Infant (Non-Clinical) must demonstrate: • Ability to identify job opportunities in households, care homes, maternity support agencies, and private caregiving setups. • Capability to prepare and appear for job interviews, maintain proper dress code, punctuality, and follow workplace protocols. • Willingness to follow instructions from supervisors or family members and work in a structured home environment. • Understanding of employment terms, including basic legal rights, working hours, salary agreements, and leaves. • Willingness to work flexibly and respectfully with different families, cultures, and age groups. Entrepreneurial Mindset: • Ability to offer home-based caregiving services independently or through an agency. • Skills in basic service pricing, negotiation, and client relationship management.	As can be inferred from the knowledge and understanding related points mentioned in the adjacent cell, which have been taken from the Mother and Newborn Care (Non-Clinical) qualification pack, job role holder must have a knowledge of facts, principles, processes and general concepts, in a field of work or study Hence NSQF level for this descriptor is 3	3

	• Awareness of how to promote services via local networks, word-of-mouth, or social media platforms. • Ability to organize caregiving schedules and maintain client satisfaction for future referrals. • Willingness to upgrade skills through further training, certifications, or specializations (e.g., postnatal doula, newborn specialist). Professional Skill The individual must have the ability to: • Plan and prioritize tasks related to mother and infant care under supervision. • Use tools and techniques (e.g., feeding bottles, thermometers, cleaning tools) safely and effectively. • Make practical decisions in routine caregiving and respond appropriately in emergencies (e.g., sudden illness, choking, crying). • Maintain discipline and hygiene, follow daily schedules and adapt to the family's caregiving style. • Record basic data (e.g., feeding times, sleep logs, health signs) and communicate updates to employers. • Identify improvement areas in care delivery and take initiative to learn better methods or use feedback constructively.		
Broad Learning Outcomes/Core Skill	A Caregiver – Mother, Newborn, and Infant (Non-Clinical) must possess the following core competencies to perform effectively and professionally in household or care home settings:	As can be inferred from the knowledge and understanding related points mentioned in the adjacent cell, which have been taken from the Mother and Newborn Care (Non-	3

	1. Communication and Comprehension Skills • Read and understand basic instructions, caregiver checklists, diet charts, and prescriptions related to mother and child care. • Write or record daily observations, feeding times, sleep logs, or medication details clearly and accurately. • Communicate effectively and respectfully with mothers, family members, supervisors, and healthcare providers using polite, empathetic, and culturally sensitive language. • Follow verbal or written instructions and seek clarification when required. 2. Basic Numeracy and Measurement Skills • Measure and understand temperature, weight, time, and dosage (e.g., measuring baby food, formula quantity, medicine dosage). • Maintain simple logs or charts for routine activities like feeding intervals, sleep cycles, or child growth. 3. Decision-Making and Problem-Solving Skills • Respond appropriately in routine and emergency situations, such as when a child cries persistently, shows signs of fever, or when hygiene concerns arise. • Identify potential health or safety hazards and report or manage them proactively. • Adapt to changes in routines, instructions, or caregiving environments. 4. Digital Literacy (Basic Awareness)	Clinical) qualification pack, job role holder must have a knowledge of facts, principles, processes and general concepts, in a field of work or study. Hence NSQF level for this descriptor is 3	
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	• Use a basic mobile phone or device to communicate with families, take instructions via WhatsApp or SMS, or refer to online learning videos (if applicable). • Maintain confidentiality and discretion while handling any photos, messages, or communication related to the employer's household. 5. Work Ethic and Behavioral Skills • Demonstrate discipline, punctuality, and responsibility in caregiving routines. • Exhibit a positive attitude, patience, empathy, and emotional stability when dealing with mothers and infants. • Show respect for privacy, gender, age, and cultural differences. • Maintain a professional demeanor and follow hygiene and etiquette norms in the household or workplace.		
Responsibility	A Caregiver – Mother, Newborn, and Infant (Non-Clinical) is responsible for: • Providing dedicated, hands-on care to expectant and new mothers, newborns, infants, and toddlers in household or care home environments. • Ensuring the physical, emotional, hygienic, and nutritional needs of the mother and child are met with patience, empathy, and professionalism. • Following care routines, feeding schedules, and safety protocols as per family instructions or healthcare recommendations. • Maintaining a clean and safe caregiving environment, including proper handling of baby products, waste disposal, and personal hygiene practices.	As can be inferred from the knowledge and understanding related points mentioned in the adjacent cell, the Mother and Newborn Care (Non-Clinical) must take responsibility for own work and learning and some responsibility for others' works and learning. Hence NSQF level for this descriptor is 3	3

	• Observing and reporting any unusual symptoms, behaviors, or emergencies to the employer or family members promptly. • Managing basic record-keeping for the child's daily routine, developmental milestones, and the mother's health progress. • Respecting the privacy, dignity, and cultural values of the family, while delivering services in a trustworthy and ethical manner. • Working under supervision, while also showing initiative in daily caregiving responsibilities and improving service quality through feedback.		
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Annexure 2: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size:30

	Tool / Equipment Name	Specification	Quantity for specified Batch size
1.	Infant Dummy / Mannequin	Life-size, anatomically correct infant mannequin, soft vinyl skin, movable joints, suitable for CPR, first aid, bathing, and handling demonstrations.	(Two Sets)
2.	Mother Dummy (Pregnancy & Postpartum)	Simulation mannequin of pregnant and postpartum mother, detachable abdomen, fetal delivery model, breastfeeding demonstration capability.	(Two Sets)
3.	Digital Thermometer	LCD display, fast reading (≤ 10 sec), fever alarm, memory recall, flexible tip for safety, suitable for oral/axillary/rectal use.	(Two Sets)
4.	Digital Weighing Scale (Infant & Adult)	Infant scale: accuracy ± 10 g, cradle design, capacity up to 20 kg.	(Two Sets)

		Adult scale: accuracy ± 100 g, digital LCD display, capacity up to 200 kg.	
5.	Blood Pressure Monitor	Automatic digital BP monitor, arm cuff (22â€–42 cm), oscillometric method, memory storage for readings, ± 3 mmHg accuracy.	(Two Sets)
6.	Pulse Oximeter	Fingertip type, LED/OLED display, SpO2 range 0â€–100%, accuracy $\pm 2\%$, heart rate detection 30â€–250 bpm.	(Two Sets)
7.	Infant Bathtub	Non-slip base, smooth edges, capacity ~25 L, lightweight plastic, ergonomic infant support design.	(Two Sets)
8.	Sterilizer Unit (Electric/Manual)	Steam-based sterilizer (electric/manual), capacity 4â€–6 feeding bottles, sterilization cycle ≈ 15 min, BPA-free.	(Two Sets)
9.	Feeding Bottles and Nipples	BPA-free, anti-colic design, capacity 150 ml & 250 ml, silicone nipples (slow & medium flow).	(Two Sets)
10.	Measuring Cups and Spoons	Graduated cups (50 ml â€– 500 ml), measuring spoons (1 ml â€– 20 ml), food-grade plastic/steel.	(Two Sets)
11.	Diapers and Changing Mat	Disposable newborn & small size diapers, absorbent core, leak guard; washable waterproof changing mat.	(Two Sets)
12.	Toilet Training Potty Set	Child-size potty seat, non-slip base, removable bowl, easy to clean.	(Two Sets)
13.	Baby Bedding Set (Mattress, Mosquito Net, Sheets)	Soft cotton mattress, fitted mosquito net, hypoallergenic bed sheet set, washable.	(Two Sets)
14.	Utensils for Food Preparation	Stainless steel bowl set, feeding spoon, baby food grinder/masher, spill-proof storage containers.	(Two Sets)
15.	Sanitizers, PPE Kit, Gloves, Apron, Hair Cap, Masks	Alcohol-based hand sanitizers ($\approx 70\%$), disposable gloves (latex/nitrile), PPE kit with gown, apron, face masks (3-ply/N95), hair caps.	(Two Sets)
16.	First Aid Kit (with CPR Dummy if possible)	Bandages, antiseptics, burn cream, gauze, scissors, thermometer, CPR dummy for practice.	(Two Sets)
17.	Vaccination Chart Templates / Health Diary	Printable vaccination tracking chart (0â€–5 years), growth monitoring sheets, health diary for immunization record.	(Two Sets)
18.	Toy Set and Sensory Play Items	Rattles, soft toys, stacking rings, textured sensory items, safe & non-toxic material.	(Two Sets)

19.	Waste Bins (Color Coded)	Bio-medical waste segregation bins – red, yellow, blue, black, 10–20 L capacity, pedal operated.	(Two Sets)
20.	Training Videos / Charts	Audio-visual aids on newborn care, maternal health, breastfeeding, nutrition, safety practices; laminated charts/posters for classroom use.	(Two Sets)

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	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
1.	Hire for Care	Rajat Vij	Founder & CEO	Raheja Platinum, Marol, Andheri East, Mumbai – 400059	9619218826	Rajat@hireforcare.com	https://hireforcare.com
2.	Kshetra Assisted Living and Dementia Care	Avithra Gangadharan	Director	Plot no 9,8 &14,15, Road no 12, Sai Aiswarya Layout, Khajaguda, TG 500089	9959254455	avithra.g@heritagehealthcareindia.com	https://www.heritagehealthcareindia.com

3.	ba Deep Singh	Dr. Harpreet Singh	Director	amal Colony, Street No. - 4, Jhill, Sirhind Road Patiala - 147001	9872468540	harpreet36_8k@yahoo.com	https://pmciboardngos.com
4.	EZY Helpers	Arun	CEO	vyasree Elan Homes, rjapur Road, Next to Motherhood Hospital, Bangalore 560035	9845860005	contact@ezyhelpers.com	https://www.ezyhelpers.com
6.	Pioneer Hospital	Dr Nilesh Chavan, Director	Director	bove Indusland Bank, aryan Plaza, Behind me Cinema, Ashoka Marg, Nashik-422011	9420694499	pioneerhospitalashokamarg@gmail.com	https://pioneerhospital.co.in
7.	Suyog Hospital	Dr Kailas Rathi, Director	Director	2nd Floor, Krushi panna, Samiti Sankul, Indori Road, Market yard, Panchavti, Nashik - 422003	9422254748	drreenarathi@yahoo.in	https://suyoghospitals.com
8.	Raddiant Plus Hospital (Shabha Nagar)	Dr Hemant Aware, Director	Director	Navshakti Chowk, Shabha Nagar, Nashik-422011	9421608343	raddiantplus@gmail.com	https://www.raddianthospitals.com
9.	Global Hospital	Dr Milind Chaudhari, Director	Director	3rd Floor, Suryash Chambers, Near Hoitel Padma, Abhiyanta Nagar, Kamatwade, New Nashik-9	9923384522	globalnursinghomensk@gmail.com	https://www.practico.com

10.	Lady Irwin College	Dr. Madhuri Nigam, Associate Professor, Teacher in Charge	Associate Professor, Teacher in Charge	Lady Irwin College, Vikandra Road, New Delhi - 110001	9811455857	Madhuri.nigam@lic.du.ac.in		https://ladyirwin.edu.in
11.	Karma Management Global Consulting Solutions Private Limited	Ms Sana'a Kazi, Business Head	Business Head	Mumbai	9819311213	sanaa.kazi@karmamgmt.co.in		https://www.karmamgmt.com
12.	ASIX Academy for Building Lifelong Employability (B-ABLE)	Mr Naveen Kumar, AVP	VP - M and E	Kailash Colony, New Delhi-110048	9971223314	naveen.kumar@b-able.in		https://basixindia.com
13.	Square Staffing Service	Ms Rashmi Mallick, Proprietor	Proprietor	Mumbai	9820581845	squarestaffingservice@gmail.com		https://www.thecompanycheck.com
14.	Aasan Parijan	Priyanka Rastogi	CEO and Co-Founder	Vyasree Elan Homes, Rjapur Road, Next to Motherhood Hospital, Bangalore 560035	9717334639	contact@ezyhelpers.com		https://www.indiafilings.com
15.	Raddiant Plus Hospital (Star Plus Mall)	Dr Amit Ghule, Director	Director	Nashik-422011	9960991436	nskrd.raddiant@gmail.com		https://www.practo.com

16.	Yellera	Mr. Sandesh N	ounder & CEO	No 41, 11th block, Banashankari 6th Stage, Srinivasapura, Bengaluru, Karnataka 560060	9591961666	sandeshn@yellara.com		https://www.falconebiz.com
17	Bollini Medskills	Dr. NTT/ Nageshwara Rao	Executive Director	Bollineni Medskills Gems & Hospital Campus , Srikulam Ragolu, AP - 532484	7680945302	ch@gems.edu.in		https://www.bollinemedskills.in

Annexure 4: Training & Employment Detail Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
2025-2026	200	140	70	40	5	
2026-2027	300	200	180	70	7	

2027-2028	500	370	100	100	9	
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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
2022/TH/DWS SC/06427 v2	2025-2026	30											

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

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

1. Punjab
2.

Content availability for previous versions of qualifications:

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

Languages in which Content is available:

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:

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
DWC/N0205: Attend to the Basic Needs of Mother, Newborn, and Infant	Provide Mother and Newborn Care Support	12	18		1
	PC1. Collect information on pregnancy history, expected delivery date, and complications (if any)				
	PC2. Assist expectant mothers in daily routines, personal hygiene, and prenatal exercises				
	PC3. Guide the expectant mother on nutrition, rest, prenatal exercises, and emotional wellbeing				

PC4. Maintain a maternal diary including weight, BP, and prescribed medications				
PC5. Help prepare the hospital bag with essential items before delivery				
PC6. Monitor general health indicators and maintain basic health records				
PC7. Provide emotional support and information on nutrition, hygiene, and breastfeeding				
PC8. Assist the new mother with movement, lifting, and positioning in bed post-delivery				
PC9. Support C-section (cesarean) mothers with wound hygiene, limited movement, and recovery time				
PC10. Remind and support the mother to take prescribed medications and postnatal supplements on time				
PC11. Support safe breastfeeding practices and postnatal hygiene, including wound care				
PC12. Identify signs of postpartum distress and report to family or healthcare provider				
Provide Daily Care and Hygiene for Mother and Newborn	9	15		2
PC13. Sanitize hands before handling the newborn				
PC14. Gently massage the newborn following safe techniques				
PC15. Bathe the newborn using appropriate temperature water and baby-safe soap				
PC16. Clean and dress the newborn, including proper diapering and wiping techniques				
PC17. Keep newborn bedding clean and dry; change sheets if wet or soiled				
PC18. Rock or soothe the newborn when they are irritable or crying				
PC19. Maintain records of newborn feeding, sleeping, and behavioral patterns				
PC20. Report any signs of skin rashes, colic, or abnormal crying to the parent or caregiver				

	PC21. Support mother's hygiene during the postpartum phase, especially for lactating mothers				
	Provide Daily Care and Hygiene for Toddlers	9	16		2
	PC22. Collect and follow daily routine instructions from parents				
	PC23. Support the toddler in bathing, dressing, and oral hygiene				
	PC24. Assist in toilet training and respond patiently to accidents				
	PC25. Change diapers or clothes as per need and ensure the child is dry and comfortable				
	PC26. Ensure toddlers follow their daily activity, sleep, and meal schedule				
	PC27. Engage toddlers in age-appropriate recreational activities while ensuring safety				
	PC28. Observe the child's developmental behavior and report concerns or delays				
	PC29. Maintain a play-sleep-eat tracker for toddlers for parental review				
	Assist with Feeding and Nutritional Needs	8	18		1
	PC30. Receive and follow feeding schedules from parents for both newborns and toddlers				
	PC31. Sterilize feeding bottles, nipples, and baby utensils thoroughly				
	PC32. Prepare formula feed or weaning food according to instructions				
	PC33. Feed the infant/toddler with care, maintaining correct posture and temperature of food				
	PC34. Burp the baby post-feed and monitor signs of choking or indigestion				
	PC35. Assist in transitioning toddlers to self-feeding and monitor their eating habits				
	PC36. Clean the feeding area and utensils after every meal to maintain hygiene				

	Monitor Health and Handle Minor Illnesses	6	12		1
	PC37. Observe and record symptoms like fever, cold, unusual crying, vomiting, or rash				
	PC38. Take temperature, observe stool/urine consistency, and note appetite changes				
	PC39. Inform parents immediately of any significant or worsening symptoms				
	PC40. Administer prescribed medication as instructed and maintain dosage records				
	PC41. Assist parents in booking medical appointments and accompany when needed				
	PC42. Perform basic first aid or CPR (where trained) during emergencies until help arrives				
	Maintain Cleanliness and Child-Specific Environment	6	12		1
	PC43. Clean and sanitize rooms, bed linens, toys, and child-specific areas regularly				
	PC44. Sanitize pacifiers, teethingers, feeding items, and frequently touched surfaces				
	PC45. Replenish hygiene materials like diapers, wipes, and supplies				
	PC46. Remove potential hazards from child's space (sharp objects, plastic covers, etc.)				
	PC47. Practice proper disposal of waste like used diapers, wipes, and medication wrappers				
	PC48. Avoid use of mobile phones or social media while engaging with the child				
	Total Marks	50	91		9
DWC/N0207: Ensure Holistic Development and Wellbeing of Infants and toddlers	Provide a safe and secure environment	17	30		2
	To be competent, the user/individual on the job must be able to:				
	PC1. remove hazards and develop appropriate boundaries and rules to create a safe environment for the child				

PC2. make sure all safety equipment is installed to protect the child from any harm				
PC3. ensure all safety equipment and devices are working properly at all times				
PC4. report any damage or required repair to the parents				
PC5. organize and store toys and materials to ensure order in the activity area				
PC6. accompany the baby always and never leave them unattended				
PC7. develop and implement discipline programs to promote desirable child behaviour, in accordance with the parents				
PC8. document observations of child behaviour, complaints, physical symptoms, etc. periodically				
PC9. identify signs of emotional or developmental problems in the child and bring them to the parents' attention				
PC10. avoid electronic media as much as possible				
Assist with developmental needs of babies and toddlers	18	30		3
To be competent, the user/individual on the job must be able to:				
PC11. assist the child in the development of health and personal habits				
PC12. instruct the child in safe behaviour, such as avoiding contact with unsafe objects, fire, etc.				
PC13. teach age-appropriate activities for intellectual development				
PC14. model appropriate social behaviours and encourage concern for others to develop interpersonal and communication skills of the child				
PC15. assign appropriate chores and praise targeted behaviour to encourage development of selfcontrol, self-confidence, and responsibility				

	PC16. entertain, converse with, or read aloud to the child to enhance mental health and alertness				
	PC17. support child's emotional and social development				
	PC18. assist in dealing with sibling and peers				
	PC19. assist in feeding adequate nutrition				
	Total Marks	35	60		5
DWC/N9901: Prepare and Serve Nutritional Meals for Mother and Child	Carry out pre-cooking activities	18	30		3
	To be competent, the user/individual on the job must be able to:				
	PC1. communicate daily with residents/employers regarding dietary requirements				
	PC2. create a feeding plan based on the conversation				
	PC3. check the availability of all ingredients as per the regular dietary requirements				
	PC4. shop or order groceries and supplies, if required				
	PC5. wash the kitchen surfaces, utensils, and meal preparation area				
	PC6. ensure that the ingredients and raw materials needed to prepare the food are available				
	PC7. check and verify the ingredients' purity and freshness				
	PC8. organize, measure, and clean the ingredients for the food that will be cooked				
	PC9. prepare ingredients for cooking by washing, cutting, and peeling things like vegetables and fruits				
	PC10. arrange the tools and equipment needed to prepare the food				
	PC11. perform basic preparation tasks, such as combining or chopping items, as directed				

	Prepare basic meals for mother/infant/toddler	17	30		2
	To be competent, the user/individual on the job must be able to:				
	PC12. use prescribed vegetables and other food items				
	PC13. prepare basic food items for the meal preparation				
	PC14. follow provided basic meal diet chart				
	PC15. prepare meals for mother/infant/toddler such as breakfast, lunch, dinner, etc. as required				
	PC16. cook meals for the mother/infant/toddler using minimally processed foods, whole grains, fresh fruits, vegetables, and proteins, as directed				
	PC17. verify the food's uniformity in flavour, colour, taste, and quality, as per the requirement				
	PC18. make dietary adjustments based on the specific needs				
	PC19. prepare a variety of drinks, such as tea, coffee, juice, shakes, and smoothies, using proper tools and equipment				
	PC20. serve the prepared meal to the mother/ feed the infant/toddler				
	Total Marks	35	60		5
DWC/N9902: Maintain service standards and communicate effectively, v5.0	Maintain standards of behavioral, personal and telephone etiquette	11	14		
	PC1. interact in a courteous and disciplined manner with all				
	PC2. dress appropriately and maintain a well- groomed personality				
	PC3. ensure not to argue with the employer/guest				
	PC4. listen attentively and answer back politely				

	Follow practices of hygiene	18	32		
	PC5. maintain personal hygiene				
	PC6. follow hygiene practices at workplace, such as covering ones mouth while coughing or sneezing, washing hands regularly etc.				
	PC7. do not eat or chew while talking				
	PC8. report any personal health issues related to injury, food, air and infectious diseases to the appropriate person				
	Handle work in a professional manner	10	15		
	PC9. establish and agree your work requirements with the person concerned				
	PC10. report any kind of issue to the appropriate person				
	Total Marks	39	61		
DWC/N9903: Maintain a clean and secure working environment, v6.0	Follow measures of safety and security at workplace	11	19		
	PC1. perform first aid techniques including CPR in case of such a situation				
	PC2. report any identified breaches in health, safety, and security to the designated person				
	PC3. identify any hazards and deal with them in safe and competent manner within the limits of ones authority				
	Manage waste and ensure cleanliness	17	28		
	PC4. identify and wear appropriate cleaning gear for waste disposal as required				
	PC5. clean waste from the work area thoroughly and according to instructions				
	PC6. collect and segregate waste according to type				

	PC7. reduce the volume of waste through appropriate techniques and throw waste in appropriate waste container/ assigned bins				
	PC8. change disposable garbage bags when full and clean the waste bins regularly				
	PC9. inspect the work site and ensure they are clear of waste				
	Adopt practices to promote wellbeing	9	16		
	PC10. clean the place of dust or any particulate matters				
	PC11. arrange for adequate ventilation				
	PC12. make use of techniques to manage pollution such as noise, air etc.				
	Total Marks	37	63		
DGT/VSQ/N0101: Employability skills	1. Introduction to Employability skills				
	2. Constitutional values				
	3. Becoming a professional in the 21st century				
	4. Basic English skills				
	5. Career development and goal setting				
	6. Communication skills				
	7. Diversity and inclusion				
	8. Financial and legal literacy				
	9. Essential digital skills				
	10. Entrepreneurship				

	11. Customer service				
	12. Getting ready for apprenticeship and job				
	Total Marks	20	30		
Grand Total		517			

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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

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