



Baby Caregiver Non Clinical (Household & Care homes)

QP Code: DWC/Q0202

Version: 2.0

NSQF Level: 3

Domestic Workers Sector Skill Council || A-2/19, 2nd Floor, Safdarjung Enclave New
Delhi 110029

Qualification Pack

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DWC/Q0202: Baby Caregiver Non Clinical (Household & Care homes)

Brief Job Description

The individual at work is responsible for taking care of the physical, emotional, developmental, and social well-being of infants and toddlers as well as providing them with a safe environment.

Personal Attributes

The person should be physically fit, polite, friendly, patient, and a keen observer along with the ability to remain calm under pressure and respond promptly to situations.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [DWC/N0205: Attend to the basic needs of infants and toddlers](#)
2. [DWC/N0207: Ensure holistic development of infants and toddlers](#)
3. [DWC/N9902: Maintain service standards and communicate effectively](#)
4. [DWC/N9903: Maintain health, hygiene and safety standards](#)
5. [DWC/N9901: Prepare basic food as per dietary requirements](#)
6. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Domestic Workers
Sub-Sector	Caregiving (Non Clinical)
Occupation	Child Care (Non - Clinical)
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2022/5311.0400
Minimum Educational Qualification & Experience	<p>Ability to read and write with 5 years of relevant experience</p> <p>OR</p> <p>5th Class Pass with 3 years of relevant experience</p> <p>OR</p> <p>8th Class pass with 1 year of relevant experience</p> <p>OR</p> <p>8th Class Pass + ITI (1year after class 8th)</p> <p>OR</p> <p>10th Class pass</p>

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	For Women Only
Minimum Level of Education for Training in School	NA
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	29/09/2022
Next Review Date	29/03/2023
NSQC Approval Date	29/09/2022
Version	2.0

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DWC/N0205: Attend to the basic needs of infants and toddlers

Description

This OS unit is about taking care of the daily routine of the infant or the toddler as well as providing assistance during their illness.

Scope

The scope covers the following:

- Perform daily cleaning activities for infants/toddlers
- Maintain daily schedule of the infant/toddler
- Feed the infant/toddler
- Provide care during illness

Performance Criteria

Perform daily cleaning activities for infants/toddlers

To be competent, the user/individual on the job must be able to:

- PC1. collect information about the daily routine of the child from the parents
- PC2. massage the child gently as per instructions
- PC3. wipe and dress the baby appropriately after the massage
- PC4. change diapers and clean the baby at regular intervals or as required
- PC5. undress, bathe and dress the baby as per child-care standards
- PC6. assist the child with toilet-training
- PC7. perform housekeeping and cleaning duties related to the child's care
- PC8. change bed linens or make beds
- PC9. restock the child's closet with personal hygiene items, washcloths, wipes, etc.
- PC10. clean and sanitize child's room, bathrooms used for child care, etc.

Maintain daily schedule of the infant/toddler

To be competent, the user/individual on the job must be able to:

- PC11. ensure the child follows the planned schedule for the day
- PC12. wake up the child on time
- PC13. regulate child's rest periods and nap schedules
- PC14. monitor the child's sleep and report to parents in case of any irregularities observed
- PC15. conduct age-appropriate recreational activities like games, arts and crafts, etc.
- PC16. sanitize pacifiers, teething rings, toys, and play equipment
- PC17. observe and monitor the child's play activity
- PC18. keep records of play, sleeping and waking up time, etc.
- PC19. make sure the area around the child is always free of any potential risk or hazard
- PC20. update and track development and vaccination chart
- PC21. maintain proper health diary

Feed the infant/toddler

To be competent, the user/individual on the job must be able to:

- PC22. receive the child's feeding schedule from the parents
- PC23. sterilize the bottles and other feeding equipment appropriately

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- PC24. prepare the formula feed or assist in preparing the meal for the child
- PC25. put the feeding bib around the child before feeding
- PC26. ensure the quantity and temperature of the food are as per the child's comfort
- PC27. feed or assist in feeding the child carefully to avoid any inconvenience or choking
- PC28. ensure the child has ingested the food properly
- PC29. make the infant burp after the feed, if required
- PC30. assist and train the child in self-feeding, avoid junk food
- PC31. clean the child and the dining area after the feed
- PC32. avoid use of social media to engage child

Provide care during illness

To be competent, the user/individual on the job must be able to:

- PC33. observe behaviour for irregularities or symptoms, take temperature, etc. to maintain the child's health
- PC34. report the child's sickness to the parents
- PC35. perform first-aid when required
- PC36. seek medical assistance, if required
- PC37. administer right dosage of medicines to the child on time, as instructed

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1. procedure to collect information on child's routine, daily schedule, feeding habits etc.
- KU2. proper techniques to massage a child
- KU3. procedure to bathe, clean, undress, and dress a child
- KU4. methods to change the linen and making bed as per kids' comfort
- KU5. procedure to clean and sanitize children's belongings
- KU6. standard procedures to wake-up a child and putting him to sleep
- KU7. types of recreational activities for infants and toddlers
- KU8. procedure to feed the child and ensure ingestion
- KU9. factors affecting the health and well-being of a child
- KU10. first-aid procedures
- KU11. ways to comfort a child during illness
- KU12. do's and don'ts of child care
- KU13. child development mile stones

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1. read and write the instructions received by the parents about the child
- GS2. communicate effectively with the parents
- GS3. interact with infants and toddlers patiently

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Perform daily cleaning activities for infants/toddlers</i>	10	10	-	10
PC1. collect information about the daily routine of the child from the parents	-	-	-	-
PC2. massage the child gently as per instructions	-	-	-	-
PC3. wipe and dress the baby appropriately after the massage	-	-	-	-
PC4. change diapers and clean the baby at regular intervals or as required	-	-	-	-
PC5. undress, bathe and dress the baby as per child-care standards	-	-	-	-
PC6. assist the child with toilet-training	-	-	-	-
PC7. perform housekeeping and cleaning duties related to the child's care	-	-	-	-
PC8. change bed linens or make beds	-	-	-	-
PC9. restock the child's closet with personal hygiene items, washcloths, wipes, etc.	-	-	-	-
PC10. clean and sanitize child's room, bathrooms used for child care, etc.	-	-	-	-
<i>Maintain daily schedule of the infant/toddler</i>	13	13	-	5
PC11. ensure the child follows the planned schedule for the day	-	-	-	-
PC12. wake up the child on time	-	-	-	-
PC13. regulate child's rest periods and nap schedules	-	-	-	-
PC14. monitor the child's sleep and report to parents in case of any irregularities observed	-	-	-	-
PC15. conduct age-appropriate recreational activities like games, arts and crafts, etc.	-	-	-	-
PC16. sanitize pacifiers, teething rings, toys, and play equipment	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC17. observe and monitor the child's play activity	-	-	-	-
PC18. keep records of play, sleeping and waking up time, etc.	-	-	-	-
PC19. make sure the area around the child is always free of any potential risk or hazard	-	-	-	-
PC20. update and track development and vaccination chart	-	-	-	-
PC21. maintain proper health diary	-	-	-	-
<i>Feed the infant/toddler</i>	12	12	-	5
PC22. receive the child's feeding schedule from the parents	-	-	-	-
PC23. sterilize the bottles and other feeding equipment appropriately	-	-	-	-
PC24. prepare the formula feed or assist in preparing the meal for the child	-	-	-	-
PC25. put the feeding bib around the child before feeding	-	-	-	-
PC26. ensure the quantity and temperature of the food are as per the child's comfort	-	-	-	-
PC27. feed or assist in feeding the child carefully to avoid any inconvenience or choking	-	-	-	-
PC28. ensure the child has ingested the food properly	-	-	-	-
PC29. make the infant burp after the feed, if required	-	-	-	-
PC30. assist and train the child in self-feeding, avoid junk food	-	-	-	-
PC31. clean the child and the dining area after the feed	-	-	-	-
PC32. avoid use of social media to engage child	-	-	-	-
<i>Provide care during illness</i>	5	5	-	0
PC33. observe behavior for irregularities or symptoms, take temperature, etc. to maintain the child's health	-	-	-	-
PC34. report the child's sickness to the parents	-	-	-	-
PC35. perform first-aid when required	-	-	-	-
PC36. seek medical assistance, if required	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC37. administer right dosage of medicines to the child on time, as instructed	-	-	-	-
NOS Total	40	40	-	20

National Occupational Standards (NOS) Parameters

NOS Code	DWC/N0205
NOS Name	Attend to the basic needs of infants and toddlers
Sector	Domestic Workers
Sub-Sector	Caregiving (Non Clinical)
Occupation	Child Care (Non - Clinical)
NSQF Level	3
Credits	TBD
Version	2.0
Last Reviewed Date	29/09/2022
Next Review Date	29/09/2025
NSQC Clearance Date	29/09/2022

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DWC/N0207: Ensure holistic development of infants and toddlers

Description

This OS unit is about providing a safe and secure environment to infants or toddlers as well as ensuring their physical and developmental needs are taken care of.

Scope

The scope covers the following:

- Provide a safe and secure environment
- Assist with developmental needs of babies and toddlers

Performance Criteria

Provide a safe and secure environment

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

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 self-control, 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

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1. factors affecting well-being, security and safety of children

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- KU2. types of Safety equipment required for a child
- KU3. procedure to store toys and other material for the children
- KU4. how to develop discipline programs for children
- KU5. how to behave with children
- KU6. standard documentation procedure for child's behaviour, symptoms, and other information
- KU7. various emotional and developmental problems among children
- KU8. importance of exploring the surroundings and different ways to engage the babies
- KU9. how to keep the environment clean and safe for kids
- KU10. importance of conversation and communication with kids
- KU11. developmental and growth milestones and its recognition
- KU12. ways to install emotional, social, intellectual and physical development in a child

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1. read and write the instructions received by the parents about the child
- GS2. communicate effectively with the parents
- GS3. interact with infants and toddlers patiently

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Provide a safe and secure environment</i>	20	20	-	10
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	-	-	-	-
<i>Assist with developmental needs of babies and toddlers</i>	20	20	-	10
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	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC15. assign appropriate chores and praise targeted behaviour to encourage development of self-control, 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	-	-	-	-
NOS Total	40	40	-	20

National Occupational Standards (NOS) Parameters

NOS Code	DWC/N0207
NOS Name	Ensure holistic development of infants and toddlers
Sector	Domestic Workers
Sub-Sector	Caregiving (Non Clinical)
Occupation	Child Care (Non - Clinical)
NSQF Level	3
Credits	TBD
Version	2.0
Last Reviewed Date	29/09/2022
Next Review Date	29/09/2025
NSQC Clearance Date	29/09/2022

DWC/N9902: Maintain service standards and communicate effectively

Description

This OS unit is about the maintaining behavioural etiquette, maintaining professional manner at work, and giving specific services as per the residents' requirements.

Scope

The scope covers the following:

- Maintain behavioural etiquette
- Maintain professional manner at work
- Give specific services as per the residents' requirements

Elements and Performance Criteria

Maintain behavioural etiquette

To be competent, the user/individual on the job must be able to:

- PC1. greet the residents promptly and appropriately in accordance with the procedure
- PC2. interact with all residents in a polite and professional manner
- PC3. make requirements clear by asking appropriate questions
- PC4. respond effectively to residents' dissatisfactions and complaints
- PC5. create and maintain an effective but impersonal relationship with residents
- PC6. notify residents in advance of any issues or problems, as well as any developments that may affect them
- PC7. seek feedback from the residents and incorporate them to improve their experience
- PC8. avoid arguing with the residents
- PC9. report any workplace issues to the residents/employers immediately
- PC10. ensure appropriate personal behaviour and conduct taking gender into consideration
- PC11. follow good manners in household/ workplace with a view to maintaining hygiene and sanitation, such as while coughing, not spitting, belching, etc.
- PC12. recognise, acknowledge and overcome inherent biases regarding disabilities
- PC13. carry out tasks in a timely and disciplined manner

Maintain professional manner at work

To be competent, the user/individual on the job must be able to:

- PC14. report to work on time
- PC15. behave appropriately when communicating with coworkers and others
- PC16. keep proper attire and a presentable demeanour
- PC17. maintain personal hygiene
- PC18. respect privacy of others at the workplace

Give specific services as per the residents' requirements

To be competent, the user/individual on the job must be able to:

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- PC19.** provide services and maintain the quality of facilities to cater to specific needs of every individual, across all gender and age groups as per standards
- PC20.** assist people with disabilities when necessary
- PC21.** follow gender and age-sensitive service practices at all times
- PC22.** identifies and reports workplace harassment and discrimination based on gender, disability, caste, religion, colour, sexual orientation, and culture
- PC23.** maintain social distance in social situations/at work
- PC24.** inform the employer of any personal health issues related to injury or infectious diseases

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** communication fundamentals and active listening
- KU2.** professional behavioural etiquette
- KU3.** gender-sensitive workplace service practises
- KU4.** quality of service standards
- KU5.** how maintain personal hygiene
- KU6.** procedure of positively giving and receiving feedback
- KU7.** gender specific requirements
- KU8.** the specific needs of different age groups of residents
- KU9.** age and gender specific etiquette
- KU10.** how to behave with persons with specific needs

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** communicate (read, write, and speak) in the language used at work
- GS2.** discuss the tasks list, schedules, and workload (if any) with residents'
- GS3.** manage relationships with employers
- GS4.** adhere to basic work ethics such as punctuality, discipline, and consistency
- GS5.** make decisions concerning the relevant area of work

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Maintain behavioural etiquette</i>	20	20	-	10
PC1. greet the residents promptly and appropriately in accordance with the procedure	-	-	-	-
PC2. interact with all residents in a polite and professional manner	-	-	-	-
PC3. make requirements clear by asking appropriate questions	-	-	-	-
PC4. respond effectively to residents' dissatisfactions and complaints	-	-	-	-
PC5. create and maintain an effective but impersonal relationship with residents	-	-	-	-
PC6. notify residents in advance of any issues or problems, as well as any developments that may affect them	-	-	-	-
PC7. seek feedback from the residents and incorporate them to improve their experience	-	-	-	-
PC8. avoid arguing with the residents	-	-	-	-
PC9. report any workplace issues to the residents/employers immediately	-	-	-	-
PC10. ensure appropriate personal behaviour and conduct taking gender into consideration	-	-	-	-
PC11. follow good manners in household/ workplace with a view to maintaining hygiene and sanitation, such as while coughing, not spitting, belching, etc.	-	-	-	-
PC12. recognise, acknowledge and overcome inherent biases regarding disabilities	-	-	-	-
PC13. carry out tasks in a timely and disciplined manner	-	-	-	-
<i>Maintain professional manner at work</i>	10	10	-	5
PC14. report to work on time	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC15. behave appropriately when communicating with coworkers and others	-	-	-	-
PC16. keep proper attire and a presentable demeanour	-	-	-	-
PC17. maintain personal hygiene	-	-	-	-
PC18. respect privacy of others at the workplace	-	-	-	-
<i>Give specific services as per the residents' requirements</i>	10	10	-	5
PC19. provide services and maintain the quality of facilities to cater to specific needs of every individual, across all gender and age groups as per standards	-	-	-	-
PC20. assist people with disabilities when necessary	-	-	-	-
PC21. follow gender and age-sensitive service practices at all times	-	-	-	-
PC22. identifies and reports workplace harassment and discrimination based on gender, disability, caste, religion, colour, sexual orientation, and culture	-	-	-	-
PC23. maintain social distance in social situations/at work	-	-	-	-
PC24. inform the employer of any personal health issues related to injury or infectious diseases	-	-	-	-
NOS Total	40	40	-	20

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National Occupational Standards (NOS) Parameters

NOS Code	DWC/N9902
NOS Name	Maintain service standards and communicate effectively
Sector	Domestic Workers
Sub-Sector	Generic
Occupation	Generic
NSQF Level	4
Credits	TBD
Version	3.0
Last Reviewed Date	29/09/2022
Next Review Date	29/09/2025
NSQC Clearance Date	29/09/2022

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DWC/N9903: Maintain health, hygiene and safety standards

Description

This unit is about the following personal and workplace hygiene, following workplace practices to promote wellbeing and managing waste at workplace.

Scope

The scope covers the following:

- Follow personal and workplace hygiene
- follow workplace practices to promote wellbeing
- Manage waste at workplace

Elements and Performance Criteria

Follow personal and workplace hygiene

To be competent, the user/individual on the job must be able to:

- 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

To be competent, the user/individual on the job must be able to:

- PC10.** adhere to safety protocols when using materials, tools, and equipment
- PC11.** follow guidelines and safety protocol while using electrical household gadgets
- PC12.** follow first aid instructions appropriately
- PC13.** recognize workplace risks and promptly inform anybody who should know about them
- PC14.** report to various emergency circumstances with prompt response and reporting
- PC15.** attend regular health check-ups
- PC16.** place medicines and hazardous chemicals away
- PC17.** keep sharp objects out of reach of child

Manage waste at workplace

To be competent, the user/individual on the job must be able to:

- PC18.** identify and separate hazardous, recyclable, and non-recyclable waste at the workplace

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- PC19. manage wastages like food, water, etc., as directed
- PC20. dispose of sanitary and other hazardous wastes appropriately
- PC21. recycle waste wherever applicable
- PC22. discard PPEs in plastic bags that are sealed and labeled "infectious waste"
- PC23. conserve materials, natural resources, and energy at work
- PC24. use eco-friendly methods at work to reduce pollution of the air, water, and earth

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1. reporting and handling safety-related issues
- KU2. process for maintaining hygienic standards at work
- KU3. process on personal hygiene
- KU4. the significance of housekeeping in maintaining a secure and safe workplace
- KU5. chemical solutions used for cleaning
- KU6. various emergency circumstances and how they are handled.
- KU7. importance of preventive health check-up and healthy living
- KU8. procedure to report health issues
- KU9. instructions for operating and handling equipment as per standard
- KU10. purpose and usage of PPE
- KU11. basic first-aid procedures
- KU12. methods of the waste management
- KU13. resource conservation methods

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1. note down instructions given by residents
- GS2. communicate effectively with residents and others
- GS3. report any issues at the workplace
- GS4. analyze the impact of not adhering to the health and safety procedures

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Follow personal and workplace hygiene</i>	15	15	-	8
PC1. wash and sanitize hands at regular intervals with hand soap and alcohol-based sanitizers	-	-	-	-
PC2. keep the home or workplace free of germs, insects, and bugs by utilizing the proper environmentally friendly solutions or cleaning chemicals	-	-	-	-
PC3. wash the dishes and other items in accordance with the set requirements	-	-	-	-
PC4. sanitize all tools, equipment, and appliances with touch points on a regular basis	-	-	-	-
PC5. make sure that the garbage cans are frequently cleared in accordance with the timetable for cleanliness and maintenance	-	-	-	-
PC6. place trash in designated bins or the proper trash container	-	-	-	-
PC7. wear appropriate PPE like hair net, protective aprons, footwear, respirators, masks, etc. at work	-	-	-	-
PC8. maintain personal hygiene by brushing teeth frequently, bathing daily, dressing well, eating healthfully, etc.	-	-	-	-
PC9. avoid consumption of tobacco, paan, alcohol, smoking cigarettes, etc. at the workplace	-	-	-	-
<i>follow workplace practices to promote wellbeing</i>	15	15	-	6
PC10. adhere to safety protocols when using materials, tools, and equipment	-	-	-	-
PC11. follow guidelines and safety protocol while using electrical household gadgets	-	-	-	-
PC12. follow first aid instructions appropriately	-	-	-	-
PC13. recognize workplace risks and promptly inform anybody who should know about them	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC14. report to various emergency circumstances with prompt response and reporting	-	-	-	-
PC15. attend regular health check-ups	-	-	-	-
PC16. place medicines and hazardous chemicals away	-	-	-	-
PC17. keep sharp objects out of reach of child	-	-	-	-
<i>Manage waste at workplace</i>	10	10	-	6
PC18. identify and separate hazardous, recyclable, and non-recyclable waste at the workplace	-	-	-	-
PC19. manage wastages like food, water, etc., as directed	-	-	-	-
PC20. dispose of sanitary and other hazardous wastes appropriately	-	-	-	-
PC21. recycle waste wherever applicable	-	-	-	-
PC22. discard PPEs in plastic bags that are sealed and labeled "infectious waste"	-	-	-	-
PC23. conserve materials, natural resources, and energy at work	-	-	-	-
PC24. use eco-friendly methods at work to reduce pollution of the air, water, and earth	-	-	-	-
NOS Total	40	40	-	20

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	DWC/N9903
NOS Name	Maintain health, hygiene and safety standards
Sector	Domestic Workers
Sub-Sector	Generic
Occupation	Generic
NSQF Level	4
Credits	TBD
Version	3.0
Last Reviewed Date	29/09/2022
Next Review Date	29/09/2025
NSQC Clearance Date	29/09/2022

Qualification Pack

DWC/N9901: Prepare basic food as per dietary requirements

Description

This unit is about carrying out pre-cooking activities and preparing basic meals for mother/infant/toddler as per the requirement

Scope

The scope covers the following:

- Carry out pre-cooking activities
- Prepare basic meals for mother/infant/toddler

Elements and Performance Criteria

Carry out pre-cooking activities

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

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

Qualification Pack

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** procedure to order ingredients and supplies for the kitchen
- KU2.** method to clean the kitchen, and wash dishes and utensils
- KU3.** various types of vegetarian/non-vegetarian foods, types of fruits, vegetables, lentils, herbs, spices, dairy and their uses
- KU4.** methods to check the freshness and quality of vegetables, fruits, etc.
- KU5.** ways to prepare ingredients for cooking various food items
- KU6.** procedure to prepare balanced diet as per instructions
- KU7.** process to perform basic preparatory work like mixing or grinding spices/ingredients, wrapping food items, etc.
- KU8.** food preparation techniques such as chopping, slicing dicing, shredding, portioning, washing, rinsing, etc.
- KU9.** types of hot and cold beverages and preparation techniques
- KU10.** waste management and how to avoid wastage of vegetables, ingredients, cooking oil, gas, etc.
- KU11.** how to maintain the nutritional value of items during and after cooking
- KU12.** types of meals suitable for mother/infant/toddler
- KU13.** dietary requirement of child
- KU14.** quantity and quality of meals as per need

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read diet chart provided
- GS2.** note down instructions given by residents
- GS3.** communicate effectively with residents and others
- GS4.** report any issues at the workplace

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Carry out pre-cooking activities</i>	20	20	-	10
PC1. communicate daily with residents/employers regarding dietary requirements	-	-	-	-
PC2. create a feeding plan based on the conversation	-	-	-	-
PC3. check the availability of all ingredients as per the regular dietary requirements	-	-	-	-
PC4. shop or order groceries and supplies, if required	-	-	-	-
PC5. wash the kitchen surfaces, utensils, and meal preparation area	-	-	-	-
PC6. ensure that the ingredients and raw materials needed to prepare the food are available	-	-	-	-
PC7. check and verify the ingredients' purity and freshness	-	-	-	-
PC8. organize, measure, and clean the ingredients for the food that will be cooked	-	-	-	-
PC9. prepare ingredients for cooking by washing, cutting, and peeling things like vegetables and fruits	-	-	-	-
PC10. arrange the tools and equipment needed to prepare the food	-	-	-	-
PC11. perform basic preparation tasks, such as combining or chopping items, as directed	-	-	-	-
<i>Prepare basic meals for mother/infant/toddler</i>	20	20	-	10
PC12. use prescribed vegetables and other food items	-	-	-	-
PC13. prepare basic food items for the meal preparation	-	-	-	-
PC14. follow provided basic meal diet chart	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
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	-	-	-	-
NOS Total	40	40	-	20

National Occupational Standards (NOS) Parameters

NOS Code	DWC/N9901
NOS Name	Prepare basic food as per dietary requirements
Sector	Domestic Workers
Sub-Sector	Generic
Occupation	Generic
NSQF Level	4
Credits	TBD
Version	2.0
Last Reviewed Date	29/09/2022
Next Review Date	29/09/2025
NSQC Clearance Date	29/09/2022

Qualification Pack DGT/VSQ/N0102: Employability Skills (60 Hours)

Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

Scope

The scope covers the following:

- Introduction to Employability Skills
- Constitutional values – Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for apprenticeship & Jobs

Elements and Performance Criteria

Introduction to Employability Skills

To be competent, the user/individual on the job must be able to:

- PC1.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

Constitutional values – Citizenship

To be competent, the user/individual on the job must be able to:

- PC3.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC4.** follow environmentally sustainable practices

Becoming a Professional in the 21st Century

To be competent, the user/individual on the job must be able to:

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

Basic English Skills

To be competent, the user/individual on the job must be able to:

Qualification Pack

- PC7. use basic English for everyday conversation in different contexts, in person and over the telephone
- PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC9. write short messages, notes, letters, e-mails etc. in English

Career Development & Goal Setting

To be competent, the user/individual on the job must be able to:

- PC10. understand the difference between job and career
- PC11. prepare a career development plan with short- and long-term goals, based on aptitude

Communication Skills

To be competent, the user/individual on the job must be able to:

- PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings
- PC13. work collaboratively with others in a team

Diversity & Inclusion

To be competent, the user/individual on the job must be able to:

- PC14. communicate and behave appropriately with all genders and PwD
- PC15. escalate any issues related to sexual harassment at workplace according to POSH Act

Financial and Legal Literacy

To be competent, the user/individual on the job must be able to:

- PC16. select financial institutions, products and services as per requirement
- PC17. carry out offline and online financial transactions, safely and securely
- PC18. identify common components of salary and compute income, expenses, taxes, investments, etc.
- PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation

Essential Digital Skills

To be competent, the user/individual on the job must be able to:

- PC20. operate digital devices and carry out basic internet operations securely and safely
- PC21. use e-mail and social media platforms and virtual collaboration tools to work effectively
- PC22. use basic features of word processor, spreadsheets, and presentations

Entrepreneurship

To be competent, the user/individual on the job must be able to:

- PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

Customer Service

To be competent, the user/individual on the job must be able to:

- PC26. identify different types of customers
- PC27. identify and respond to customer requests and needs in a professional manner.
- PC28. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

To be competent, the user/individual on the job must be able to:

- PC29. create a professional Curriculum vitae (Résumé)
- PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively
- PC31. apply to identified job openings using offline /online methods as per requirement
- PC32. answer questions politely, with clarity and confidence, during recruitment and selection
- PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements

Qualification Pack

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** need for employability skills and different learning and employability related portals
- KU2.** various constitutional and personal values
- KU3.** different environmentally sustainable practices and their importance
- KU4.** Twenty first (21st) century skills and their importance
- KU5.** how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up
- KU6.** importance of career development and setting long- and short-term goals
- KU7.** about effective communication
- KU8.** POSH Act
- KU9.** Gender sensitivity and inclusivity
- KU10.** different types of financial institutes, products, and services
- KU11.** how to compute income and expenditure
- KU12.** importance of maintaining safety and security in offline and online financial transactions
- KU13.** different legal rights and laws
- KU14.** different types of digital devices and the procedure to operate them safely and securely
- KU15.** how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.
- KU16.** how to identify business opportunities
- KU17.** types and needs of customers
- KU18.** how to apply for a job and prepare for an interview
- KU19.** apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read and write different types of documents/instructions/correspondence
- GS2.** communicate effectively using appropriate language in formal and informal settings
- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	1	1	-	-
PC1. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values – Citizenship</i>	1	1	-	-
PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
PC4. follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	2	4	-	-
PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC6. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
<i>Basic English Skills</i>	2	3	-	-
PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. understand the difference between job and career	-	-	-	-
PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	2	2	-	-
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC13. work collaboratively with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	2	-	-
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3	-	-
PC16. select financial institutions, products and services as per requirement	-	-	-	-
PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	3	4	-	-
PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-
<i>Entrepreneurship</i>	2	3	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	1	2	-	-
PC26. identify different types of customers	-	-	-	-
PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
PC28. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	2	3	-	-
PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC31. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
NOS Total	20	30	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0102
NOS Name	Employability Skills (60 Hours)
Sector	Cross Sectorial
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	NA
Next Review Date	30/06/2027
NSQC Clearance Date	30/06/2022

Qualification Pack Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down the proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on the knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for the theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on these criteria.
6. To pass the Qualification Pack assessment, every trainee should score a minimum of 50% of % aggregate marks to successfully clear the assessment.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Minimum Aggregate Passing % at QP Level: 50

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
DWC/N0205: Attend to the basic needs of infants and toddlers	40	40	-	20	100	25
DWC/N0207: Ensure holistic development of infants and toddlers	40	40	-	20	100	25
DWC/N9902: Maintain service standards and communicate	40	40	-	20	100	10

Qualification Pack

effectively						
National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
DWC/N9903. Maintain health, hygiene and safety standards	40	40	-	20	100	15
DWC/N9901. Prepare basic food as per dietary requirements	40	40	-	20	100	15
DGT/VSQ/N0102. Employability Skills (60 Hours)	20	30	-	-	50	10
Total	220	230	-	100	550	100

Qualification Pack

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training

Qualification Pack

Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.

Qualification Pack

Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.