Model Curriculum

QP Name: Elderly Caretaker (Non-Clinical)

QP Code: DWC/Q0801

QP Version: 2.0

NSQF Level: 3

Model Curriculum Version: 1.0

Domestic Workers Sector Skill Council || 59, Tughlakabad Institutional Area, New Delhi - 110062

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Training Parameters

Sector	Domestic Workers Sector Skill Council
Sub-Sector	Caregiving (Non-Clinical)
Occupation	Elderly Care (Non-Clinical)
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015 /Nil
Minimum Educational Qualification and Experience	5th, Nil
Pre-Requisite License or Training	Nil
Minimum Job Entry Age	18 years
Last Reviewed On	03/06/2025
Next Review Date	01/06/2025
NSQC Approval Date	
QP Version	2.0
Model Curriculum Creation Date	03/06/2025
Model Curriculum Valid Up to Date	01/06/2025
Model Curriculum Version	2.0
Minimum Duration of the Course	200 Hours, 0 Minutes
Maximum Duration of the Course	200 Hours, 0 Minutes

Program Overview

Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills:-

- Manage activities of daily life (ADL), health, recreation and personal hygiene of the elderly persons.
- Methods of daily cleaning activities and tidying up of the room.
- Development and sustenance of safe, secure and hygienic environment for the elders.
- Effectively communicate and build relations with the elderly person, their social network and healthcare people.
- Maintain standards of hygiene and work etiquette.

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Bridge Module	**07:00**	**03:00**	-	-	**10:00**
Module 1: Introduction to Domestic Workers Sector and Elderly Caretaker (Non-Clinical)	07:00	03:00	-	-	10:00
DWC/N0805 – Assisting elderly persons with activities of daily life (ADL), personal hygiene and recreational/ health activities **NOS Version No. 2.0** **NSQF Level 3**	**20:00**	**30:00**	-	-	**50:00**
Module 2: Activities of Daily (ADL), Personal Hygiene and Recreational/ Health Activities	20:00	30:00	-	-	50:00
DWC/N0803 – Cleaning activities, tidying up of the room and establish a safe and hygienic environment for the elders **NOS Version No. 2.0** **NSQF Level 3**	**10:00**	**15:00**	-	-	**25:00**

Module 3: Cleaning Activities and Tidying up of the Rooms	**10:00**	**15:00**	-	-	**25:00**
DWC/N0803 – Cleaning Activities, Tidying Up of the Room and Establish A Safe and Hygienic Environment for the Elders **NOS Version No. 2.0** **NSQF Level 3**	**10:00**	**15:00**	-	-	**25:00**
Module 4: Safe, Secure and Hygienic Environment for the Elderly Person	**10:00**	**15:00**	-	-	**25:00**
DWC/N0804 – Building effective communication and relation with the elderly person, their social network and healthcare people **NOS Version No. 2.0** **NSQF Level 3**	**15:00**	**15:00**	-	-	**30:00**
Module 5: Effective Communication specific to Elderly Persons	**15:00**	**15:00**	-	-	**30:00**
DWC/N9902 – Display standards of hygiene and work etiquettes **NOS Version No. 2.0** **NSQF Level 3**	**10:00**	**20:00**	-	-	**30:00**
Module 6: Hygiene and Work Etiquettes	**10:00**	**20:00**	-	-	**30:00**
DWC/N9903 – Maintain a clean and secure working environment **NOS Version No. 2.0** **NSQF Level 3**	**10:00**	**20:00**	-	-	**30:00**
Module 7: Clean and Secure Working Environment	**10:00**	**20:00**	-	-	**30:00**
Total Duration	**82:00**	**118:00**	**-**	**-**	**200:00**

Module Details

Module 1: Introduction to Domestic Workers Sector and Elderly Caretaker (Non-Clinical)

Mapped to Bridge Module

Terminal Outcomes:

- State the vision and objectives of Domestic Workers Sector
- Describe the background and Domestic Workers Sector in India
- Explain the attributes, role and responsibilities of the Elderly Caretaker (Non Clinical)

Duration: *07:00*	Duration: *03:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the objectives of the program on the Elderly Caretaker (Non-Clinical) - Discuss objectives of the Domestic Workers Sector. - Explain the categorisation of domestic workers in India. - Discuss about the emerging trends and reasons for growth of the domestic workers sector in India. - Discuss the draft national policy and existing statutory provisions for Domestic Workers in India - Describe the required attributes for an Elderly Caretaker (Non-Clinical) - Explain the role and responsibilities of an Elderly Caretaker (Non-Clinical).	- Draw a table classifying the occupations available in Domestic Workers Sector. - Prepare the list of responsibilities of the Elderly Caretaker (Non Clinical).
Classroom Aids:	
PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery.	
Tools, Equipment and Other Requirements	
N/A	

Module 2: Activities of Daily Life (ADL), Personal Hygiene and Recreational/ Health Activities

Mapped to DWC/N0805, v.2

Terminal Outcomes:

- List the routine activities of daily living of elderly persons.

- Support the elderly person with their everyday recreational and health activities.

Duration: *20:00*	Duration: *30:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss the ways to build trust with the elderly person for assisting with their day-to-day activities. • Discuss how to assist in various ADL of an elderly person such as toileting, bathing, dressing, eating, etc. • Explain the ways of assisting elders with their personal hygiene such as manicure, pedicure, skin care, hair care, etc. • Discuss the physical and mental effects of aging on elderly people. • Discuss the methods of assisting elders with mobility where required, e.g. for toileting, walk and exercises. • Explain the nutritional needs of elderly people and how to prepare food based on that. • Describe how to administer medicines to the elders as per prescription. • Describe the recreational and physical training activities the elders are required to do and how to assist them with the same. • Discuss the ways of keeping company with elders and supporting them emotionally.	• Prepare a sample routine of ADL and other activities for the elderly person. • Demonstrate the ways of performing various activities of daily living such as bathing, toileting, transferring and lifting, etc. for the elderly person, with or without any disability. • Demonstrate the appropriate ways of assisting an elderly person with their personal hygiene. • Prepare a sample meal for the elders as per their nutritional needs. • Demonstrate the method of feeding/ serving food to the elders and monitoring them. • Demonstrate the procedure to provide prescribed medicines to elders. • Demonstrate how to assist elders with health activities such as yoga, meditation, walking, free hands, etc.

Classroom Aids:

PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery.

Tools, Equipment and Other Requirements:

Personal care kits, bedpans, adult diapers, crutches, wheel-chair, various clothes for different seasons and occasions, walking aide, hearing aide, tooth paste, tooth brush, dentures, yoga mats, portable urinal pans for male and female, adult diapers, shampoo, conditioner, hair oil, body oil, soap, loofah, comb, body scrubber, body lotion, utensils, food items, groceries, serve ware, other necessary items

Module 3: Cleaning Activities and Tidying Up of the Room

Mapped to DWC/N0803, v.2

Terminal Outcomes:

- Perform routine cleaning and sanitising activities in the house/ living space for the elders.

Duration: *10:00*	Duration: *15:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the process of sweeping, dusting and mopping of the house. - Discuss the method of organising different rooms in the house, with safe movement for elders in mind. - Explain how to sanitize and air the living space on a daily basis including replacing the bed linen as and when required. - Discuss the methods of removing stains and smells, washing and sanitising the clothes/ sheets as per the fabric, manually or with washing machine. - Discuss how to organise wardrobe for easy identification and retrieval of clothes. - Explain the process of cleaning different types of utensils/ tools/ appliances. - Discuss the ways in which the house can be made safe, secure and hygienic for the elderly persons.	- Demonstrate the method of sweeping, dusting and mopping the rooms. - Show the method of organising the rooms of the house (including wardrobes) for the elderly person. - Demonstrate the method of segregation of waste, garbage disposal and sanitising the area. - Demonstrate the ways to wash, remove stains and smells from clothes/ sheets of the elderly person, manually or with washing machines - Show the operation of semi-automatic and automatic washing machines. - Demonstrate the method of cleaning and sanitising the utensils/ tools/ appliances. - Demonstrate dusting, sanitizing and cleaning up the living space (chairs, beds etc.).
Classroom Aids:	
PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery.	
Tools, Equipment and Other Requirements	
Automatic and semi-automatic washing machines, detergent powder, various liquid detergents, soap bars, brush, different types of clothes, clothesline or drying stand, clothespins, bed sheets, pillow covers, clothes of different fabrics, buckets, dry iron, steam iron, ironing stand, organisers, hangers, cloth shelves, laundry basket, wardrobes, other relevant laundry items, bed, bed sheets, pillow covers, blanket, quilt, brooms, mops, cleaning agents, utensils, appliances, wipes, bed, bed sheets, pillows, pillow covers, carpets, other necessary items.	

Module 4: Safe, Secure and Hygienic Environment for the Elderly Person

Mapped to DWC/N0803, v.2

Terminal Outcomes:

- Discuss how to establish and maintain safe, secure and hygienic environment for the elders.

- Discuss the basics of the statutes for the rights and provisions for the elders.

Duration: *10:00*	Duration: *15:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Discuss the methods to secure the surrounding for the elderly. - Describe the assistive technology, that can add value and safety to the elders in day to day living - Identify the hazards, which may cause injuries to the elders, and discuss the methods of avoiding the risk of falling, slipping and tripping. - Explain the basic provisions of the Maintenance and Welfare of Parents, Senior Citizens Act, 2007 and National Policy for Senior Citizens, 2011. - Explain how to maintain the record of the physical and mental state of the elders and keep their family/ guardians informed of the same regularly. - List helpline numbers and emergency contact details.	- Identify various hazardous and unsafe conditions for elderly people in the given place. - Demonstrate the methods to deal with given hazards for safe movement for the elders in their living area. - Demonstrate the operation of various aides, appliances sand equipment used for the safety and convenience of the elderly such as hearing aide, monitoring appliance, wheel chairs etc. - Interpret the given safety instructions and identify different labels/ safety symbols
Classroom Aids:	
PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery.	
Tools, Equipment and Other Requirements	
CCTV, monitors, hand rails, hearing aide, walking sticks, wheel chair and other necessary items	

Module 5: Effective Communication Specific to Elderly Persons

Mapped to DWC/N0804, v.2

Terminal Outcomes:

- Discuss how to build effective communication and positive relationship with the elders, family and friends and concerned healthcare personnel.

Duration: *15:00*	Duration: *15:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Discuss the method of developing a positive relationship with the elder, and their family and healthcare personnel. - Discuss how to interact with the elders with a view to stimulate their mnemonic skills. - Explain the age related issues of the elderly. - Explain the ways to encourage the elderly person to pursue their interest/ hobby and maintain their social connect. - Discuss the stress an Elderly Caretaker can face and methods to overcome the same.	- Apply the principles of effective communication in mock situations. - Demonstrate ways for overcoming resistance and managing conflicts with the elderly and his/ her family. - Evaluate the methods to appraise and deal with age related issues during communication. - Demonstrate the ways of developing a positive relationship with the elders, their social network and healthcare personnel. - Demonstrate an activity that would help stimulate an elderly and trigger their mnemonic (aid-memory) skills.
Classroom Aids:	
PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery	
Tools, Equipment and Other Requirements	
Telephone, mobile, notepad, pen, other necessary items.	

Module 6: Hygiene and Work Etiquettes

Mapped to DWC/N9902 v.2

Terminal Outcomes:

- Demonstrate the ways of effective communication and maintaining work etiquettes.
- State the ways of dressing professionally and maintaining a well-groomed personality.
- Demonstrate ways of communication that reflects gender and PwD sensitivity.
- Explain the ways of maintaining the standards of personal hygiene.
- Manage time and workload appropriately while having a positive attitude.

Duration: *10:00*	Duration: *20:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain about effective communication with employer, co-workers and the family. - Define ethical behaviour and personal integrity. - Discuss the method of dressing professionally and maintaining personal hygiene and grooming. - Explain gender discrimination, gender equality and various ways of being gender sensitive. - Explain the rudimentary rights and privileges of the PwDs, and methods to be sensitive to them - Discuss about personal, social and telephone etiquettes. - Explain the ways of managing time and maintaining a positive outlook. - Explain one's responsibilities, duties and rights.	- Demonstrate the ways of communicating effectively with employer, his/ her family, co-workers, visitors and guests. - Demonstrate the way of dressing/ grooming professionally and maintaining personal hygiene. - Demonstrate ways of communication that reflects gender and PwD sensitivity. - Demonstrate ways to support the PwD with their chores or help as required by them. - Demonstrate telephone etiquette while taking a call. - Prepare a sample plan to manage time and workload based on one's personal and professional life.

Classroom Aids:
PPT, Laptop, White Board, Marker, Projector and Screen, Audio-visual, Chart paper, Telephone connection, Landline phone, and other required stationery.

Tools, Equipment and Other Requirements
Mobile phones, Papers, Pen, Fax, Computer, Cleaners, Broom, Wiper, Napkins, Handkerchief, PPE, Clean Clothes, Tooth Brush, Soap, Dresses, Shoes, Sandals, Wrist Watch, Notepad, etc.

Module 7: Clean and Secure Working Environment

Mapped to DWC/N9903, v.2

Terminal Outcomes:

- Demonstrate ways to maintain a safe and secure environment at work.
- Demonstrate ways to handle emergency situations.
- Explain the ways of conservation of energy and material while performing daily activities.
- State the importance of practicing environment friendly methods of working.
- Explain the importance and ways of keeping the surrounding clean, hygienic and pollution free.

Duration: *10:00*	Duration: *20:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Identify unsafe conditions and hazards in the households/ workplace, and explain various safety measures to deal with them. - Explain about various emergency responses to different emergency situations/ hazards - Describe the causes of fire and various fire extinguishants. - Describe how to identify symptoms of an illness/ injury, and apply requisite first aid. - Describe ABC (Airway, breathing and circulation) procedure and CPR (Cardiopulmonary Resuscitation). - Explain environment friendly practices to minimise pollution of air, water, noise, earth etc. - Describe different types of waste, their segregation, and applying 3 Rs (Reduce, recycle and re-use) of waste management. - Discuss the method of keeping the workplace bugs/ germs/ rodent free. - State the importance of conservation of energy and materials.	- Inspect given area for unsafe conditions and hazards. - Demonstrate responses to different emergency situations. - Operate of the different types of fire extinguishers based on the type of fire - Address given medical emergencies through process of ABC and provision of first aid, evacuation thereof. - Carry out CPR or mouth to mouth respiration in case required. - Demonstrate ways of conserving energy and material at the workplace. - Demonstrate how to sort and dispose waste of different categories. - Demonstrate the ways of disinfecting and keeping the house bug free.

Classroom Aids:
PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, telephone connection, landline phone, and other required stationery.

Tools, Equipment and Other Requirements
Cleaners, Broom, Wiper, PPE, Ladder, Carpets, Ropes, Gas Stove, Gas Cylinder, Matchsticks, Fire Extinguishers, Water, Hose Pipe, Different Colour Dustbins As Per Waste Categorisation, Different Types Of Waste, Water, Household gadgets and appliances, Coal, Wood, Matchstick, First Aid Kit, Garbage Bags, Etc.

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training Experience**		**Remarks**
		Years	*Specialization*	*Years*	*Specialization*	
Diploma	Nursing	3	Child Care			
B.Ed. or M.Ed.	Special Education or Equivalent or Relevant Education	2	Faculty in related types of Institutions or Any experience equivalent to/ above	1	Training/ teaching in related courses in any professional set up.	
Graduation	Child Development/ Human Development/ Nursing/ Home Science/ Psychology/ Occupational Therapy/ Physiotherapy or Equivalent or Relevant Education					
Post-Graduation						

Trainer Certification	
Domain Certification	**Platform Certification**
Certified in ToT for Job Role: "Elderly Caretaker (Non Clinical) " mapped to QP: "DWC/Q0801, v2.0". Minimum accepted score is 80%.	Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MEP/Q2601, v1.0". Minimum accepted score is 80%.

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training/Assessment Experience**		**Remarks**
		Years	*Specialization*	*Years*	*Specialization*	
B.Ed. or M.Ed.	Special Education or Equivalent or Relevant Education	2		1 or 2	Minimum 1 year of work experience in teaching/training in nursing school/ hospitals children ward. Or Minimum 2 year working experience in children shelter homes/ Old Age Homes.	
Graduate	Child Development/ Human Development/ Nursing/ Home Science/ Psychology/ Occupational Therapy/ Physiotherapy or Equivalent or Relevant Education	5		2 or 3	Minimum 2 years of work experience in teaching/training in nursing school/ hospitals children ward. Or Minimum 3 years working experience in children shelter homes/ Old Age Homes	
Post Graduate		2		1 or 2	Minimum 1 year of work experience in teaching/training in nursing school/ hospitals children ward. Or Minimum 2 year working experience in children shelter homes/ Old Age Homes.	

Assessor Certification	
Domain Certification	**Platform Certification**
Certified in ToA for Job Role: Elderly Caretaker (Non-Clinical) mapped to QP: "DWC/Q0801, v 2.0". Minimum accepted score is 80%.	Recommended that the Assessor is certified for the Job Role: "Assessor", mapped to the Qualification Pack: "MEP/Q2701, v1.0. Minimum accepted score is 80%.

Assessment Strategy

1. Assessment System Overview:
   - Batches assigned to the assessment agencies for conducting the assessment on SDSM/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:
   - Confirm that the centre is available at the same address as mentioned on SDMS or SIP
   - Check the duration of the training.
   - Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
   - 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.
   - Check the mode of assessment—Online (Tablet/Computer) or Offline (OMR/PP).
   - Confirm adequate number of Tablets available to execute the Assessment smoothly.
   - Check the availability of the Lab Equipment for the particular Job Role.

3. Assessment Quality Assurance levels / Framework:
   - Question papers created by the Subject Matter Experts (SME)
   - Question papers created by the SME verified by the other Subject Matter Experts
   - Questions are mapped with NOS and PC
   - Question papers are prepared considering that level 1 to 3 are for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
   - Assessor must be ToA certified & trainer must be ToT Certified
   - Assessment agency must follow the assessment guidelines to conduct the assessment

4. Types of evidence or evidence-gathering protocol:
   - Time-stamped & geo-tagged reporting of the assessor from assessment location
   - Centre photographs with signboards and scheme specific branding
   - Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
   - Time-stamped & geo-tagged assessment (Theory + Viva + Practical) photographs & videos

5. Method of verification or validation:
   - Surprise visit to the assessment location
   - Random audit of the batch
   - Random audit of any candidate

6. Method for assessment documentation, archiving, and access
   - Hard copies of the documents are stored
   - Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage
   - Soft copies of the documents & photographs of the assessment are stored in the Hard Drives

References

Glossary

Terms	Description
Declarative Knowledge	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Procedural Knowledge	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do **upon the completion of the training**.
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do **upon the completion of a module.** A set of terminal outcomes help to achieve the training outcome.

Acronyms and Abbreviations

Terms	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
PC	Performance Criteria
DWSSC	Domestic Workers Sector Skill Council
MC	Model Curriculum
OJT	On Job Training
KLO	Key Learning Outcomes
SME	Subject Matter Expert
ToA	Training of Assessors
ToT	Training of Trainers
SIP	Skill India Portal
TP	Training Partner
SDMS	Skill Development and Management System
VTP	Vocational Training Provider
TC	Training Centre
OMR	Optical Mark Recognition
PPE	Personal Protective Equipment
SSC	Sector Skill Council
PwD	Persons with Disabilities
ADL	Activities of Daily Living
CPR	Cardio Pulmonary Resuscitation
UV	Ultraviolet
ABC	Airways, Breathing and Circulation