

## Qualification Pack



# Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes)

QP Code: DWC/Q0203

Version: 3.0

NSQF Level: 3

Domestic Workers Sector Skill Council || A-2/19, 2nd Floor, Safdarjung Enclave  
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## Qualification Pack

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## Qualification Pack

# DWC/Q0203: Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes)

## Brief Job Description

The individual at work is responsible for taking care of the physical, emotional, and social well-being of mother and newborn/infant baby as along with 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 critical situations.

## Applicable National Occupational Standards (NOS)

### Compulsory NOS:

- [1. DWC/N0216: Attend to the basic needs of mother](#)
- [2. DWC/N0218: Attend to the basic needs of newborn/infant](#)
- [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

|                   |                             |
|-------------------|-----------------------------|
| <b>Sector</b>     | Domestic Workers            |
| <b>Sub-Sector</b> | Care Giving (Non Clinical)  |
| <b>Occupation</b> | Child Care (Non - Clinical) |
| <b>Country</b>    | India                       |
| <b>NSQF Level</b> | 3                           |
| <b>Credits</b>    | 13                          |



## Qualification Pack

|   |   |
|---|---|
| <b>Aligned to NCO/ISCO/ISIC Code</b>                      | NCO-2022/5311.0400  |
| <b>Minimum Educational Qualification &amp; Experience</b> | 10th grade pass ( OR 8th Grade pass and pursuing continuous schooling in regular school (in case of 2 year program) OR 9th Grade pass and pursuing continuous schooling in regular school OR 9th Grade pass with 1 year of relevant experience OR 8th Class pass with 2 year of relevant experience OR 5th Class Pass with 5 years of relevant experience OR Previous relevant Qualification of NSQF Level 2.5 with 1.5 Year of relevant experience OR Previous relevant Qualification of NSQF Level 2 with 3 Year of relevant experience (For Women Only)) |
| <b>Minimum Level of Education for Training in School</b>  | Not Applicable  |
| <b>Pre-Requisite License or Training</b>                  | NA  |
| <b>Minimum Job Entry Age</b>                              | 18 Years  |
| <b>Last Reviewed On</b>                                   | NA  |
| <b>Next Review Date</b>                                   | 29/09/2025  |
| <b>NSQC Approval Date</b>                                 | 29/09/2022  |
| <b>Version</b>  | 3.0   |
| <b>Reference code on NQR</b>                              | QG-03-TH-00558-2023-V1.1-DWSSC  |
| <b>NQR Version</b>  | 1   |

### Remarks:

For Women Only

## Qualification Pack

### DWC/N0216: Attend to the basic needs of mother

#### Description

This OS unit is about providing care and assistance to expectant and new mother to cope up with the new role.

#### Scope

The scope covers the following :

- Provide assistance during pregnancy
- Provide care to new mother

#### Elements and Performance Criteria

##### *Provide assistance during pregnancy*

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

- PC1.** collect information regarding the pregnancy details of the expectant mother and complexities if any
- PC2.** provide information and guidance regarding high quality, culturally sensitive health education to promote healthy, helpful family life, and positive parenting
- PC3.** resolve the concerns and questions of the expectant mother
- PC4.** provide physical support to the expectant mother in daily chores
- PC5.** make routine observations like temperature, pulse, blood pressure, breathing, etc.
- PC6.** maintain record of the daily observations and identify problems, if any
- PC7.** counsel the pregnant woman on prenatal self-care including nutrition, hygiene, breastfeeding, and danger signs in pregnancy and childbirth
- PC8.** provide companionship to the expectant mother if she feels emotionally low
- PC9.** assist the pregnant woman with personal care, health, and hygiene
- PC10.** make sure the expectant mother takes prescribed meals and medication on time
- PC11.** assist mother in doing regular exercise as recommended by a medical professional
- PC12.** act quickly and responsibly in case of emergency
- PC13.** provide support to the expectant mother to pack the hospital bag
- PC14.** update maternal diary with LMP (Last Month Period), EDD, any issues, weight gain, and doctor's contact

##### *Provide care to new mother*

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

- PC15.** assist the mother with positioning in the bed, lifting, bending, etc. post-delivery
- PC16.** provide guidance to the new mother on all aspects of recovery and infant care, like breastfeeding, massaging, bathing, picking up in lap, etc.
- PC17.** clean the space around the mother to create a calm and safe environment like picking up discarded items, dusting surfaces, etc.
- PC18.** ensure the mother gets healthy and nutritious meals as suggested by the doctor

## Qualification Pack

- PC19.** assist the new mother with positioning for breastfeeding the child
- PC20.** help in dealing with common problems such as breast enlargement, inverted / Cract nipples, encourage breast feeding instead of formula feed, etc.
- PC21.** assist in genital wound care as instructed by the doctor
- PC22.** make sure the mother takes all medication, as directed
- PC23.** advise mother to take proper rest and care of themselves as they recover from labor and birth
- PC24.** identify signs of postpartum depression and provide support
- PC25.** ensure to give massage to new mother as soon as possible and can continue up to 2 - 3 months and can be avoided for those with surgery

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** basics of pregnancy and its requirements
- KU2.** precautions to be taken during pregnancy
- KU3.** best practices to ensure healthy delivery
- KU4.** physical and emotional requirements of an expectant mother
- KU5.** procedure to conduct routine health check-ups like temperature, BP, pulse, etc.
- KU6.** counselling techniques for pregnant and new mothers
- KU7.** types of exercises recommended for expectant as well as a new mother
- KU8.** types of emergencies and ways to deal with them during a pregnancy
- KU9.** how to pack bag for delivery at the hospital
- KU10.** correct postures, positioning and other activities to be performed by a new mother, both in case of normal as well as c-section delivery
- KU11.** breastfeeding techniques
- KU12.** methods to handle a newborn/infant
- KU13.** nutritional requirements of pregnant and a new mother
- KU14.** concept of postpartum depression and effective ways to deal with it
- KU15.** importance of maintaining hygiene and overall health during and after pregnancy
- KU16.** significance of self-care during and after pregnancy, including breast and genital wound care, dressing and clothing of pregnant and lactating mother

## Generic Skills (GS)

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

- GS1.** read and write the instructions received from the doctor
- GS2.** communicate effectively with the mother and family members
- GS3.** make decisions in case of an emergency

## Qualification Pack

### Assessment Criteria

| Assessment Criteria for Outcomes   | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Provide assistance during pregnancy</i>   | 20           | 20              | -             | 10         |
| <b>PC1.</b> collect information regarding the pregnancy details of the expectant mother and complexities if any  | -            | -               | -             | -          |
| <b>PC2.</b> provide information and guidance regarding high quality, culturally sensitive health education to promote healthy, helpful family life, and positive parenting | -            | -               | -             | -          |
| <b>PC3.</b> resolve the concerns and questions of the expectant mother   | -            | -               | -             | -          |
| <b>PC4.</b> provide physical support to the expectant mother in daily chores   | -            | -               | -             | -          |
| <b>PC5.</b> make routine observations like temperature, pulse, blood pressure, breathing, etc.   | -            | -               | -             | -          |
| <b>PC6.</b> maintain record of the daily observations and identify problems, if any  | -            | -               | -             | -          |
| <b>PC7.</b> counsel the pregnant woman on prenatal self-care including nutrition, hygiene, breastfeeding, and danger signs in pregnancy and childbirth                     | -            | -               | -             | -          |
| <b>PC8.</b> provide companionship to the expectant mother if she feels emotionally low   | -            | -               | -             | -          |
| <b>PC9.</b> assist the pregnant woman with personal care, health, and hygiene  | -            | -               | -             | -          |
| <b>PC10.</b> make sure the expectant mother takes prescribed meals and medication on time  | -            | -               | -             | -          |
| <b>PC11.</b> assist mother in doing regular exercise as recommended by a medical professional  | -            | -               | -             | -          |
| <b>PC12.</b> act quickly and responsibly in case of emergency  | -            | -               | -             | -          |
| <b>PC13.</b> provide support to the expectant mother to pack the hospital bag  | -            | -               | -             | -          |

### Qualification Pack

| Assessment Criteria for Outcomes   | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <b>PC14.</b> update maternal diary with LMP (Last Month Period), EDD, any issues, weight gain, and doctor's contact  | -            | -               | -             | -          |
| <i>Provide care to new mother</i>  | <b>20</b>    | <b>20</b>       | -             | <b>10</b>  |
| <b>PC15.</b> assist the mother with positioning in the bed, lifting, bending, etc. post-delivery   | -            | -               | -             | -          |
| <b>PC16.</b> provide guidance to the new mother on all aspects of recovery and infant care, like breastfeeding, massaging, bathing, picking up in lap, etc.    | -            | -               | -             | -          |
| <b>PC17.</b> clean the space around the mother to create a calm and safe environment like picking up discarded items, dusting surfaces, etc.                   | -            | -               | -             | -          |
| <b>PC18.</b> ensure the mother gets healthy and nutritious meals as suggested by the doctor  | -            | -               | -             | -          |
| <b>PC19.</b> assist the new mother with positioning for breastfeeding the child  | -            | -               | -             | -          |
| <b>PC20.</b> help in dealing with common problems such as breast enlargement, inverted / Cract nipples, encourage breast feeding instead of formula feed, etc. | -            | -               | -             | -          |
| <b>PC21.</b> assist in genital wound care as instructed by the doctor  | -            | -               | -             | -          |
| <b>PC22.</b> make sure the mother takes all medication, as directed  | -            | -               | -             | -          |
| <b>PC23.</b> advise mother to take proper rest and care of themselves as they recover from labor and birth   | -            | -               | -             | -          |
| <b>PC24.</b> identify signs of postpartum depression and provide support   | -            | -               | -             | -          |
| <b>PC25.</b> ensure to give massage to new mother as soon as possible and can continue up to 2 - 3 months and can be avoided for those with surgery            | -            | -               | -             | -          |
| <b>NOS Total</b>   | <b>40</b>    | <b>40</b>       | -             | <b>20</b>  |





## Qualification Pack

### National Occupational Standards (NOS) Parameters

|                            |                                     |
|----------------------------|-------------------------------------|
| <b>NOS Code</b>            | DWC/N0216                           |
| <b>NOS Name</b>            | Attend to the basic needs of mother |
| <b>Sector</b>              | Domestic Workers                    |
| <b>Sub-Sector</b>          | Care Giving (Non Clinical)          |
| <b>Occupation</b>          | Child Care (Non Clinical)           |
| <b>NSQF Level</b>          | 3                                   |
| <b>Credits</b>             | 4                                   |
| <b>Version</b>             | 2.0                                 |
| <b>Last Reviewed Date</b>  | NA                                  |
| <b>Next Review Date</b>    | 29/09/2025                          |
| <b>NSQF Clearance Date</b> | 29/09/2022                          |

## Qualification Pack

### DWC/N0218: Attend to the basic needs of newborn/infant

#### Description

This OS unit is about providing routine care to new-born and looking after them during illnesses as per the requirements.

#### Scope

The scope covers the following :

- Provide routine care to newborn/infant
- Provide care during illnesses

#### Elements and Performance Criteria

##### *Provide routine care to newborn/infant*

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

- PC1.** wash and sanitize the hands before handling the baby
- PC2.** massage the new-born as per standard techniques
- PC3.** arrange water at the appropriate temperature 100 – 105 degree Fahrenheit and other bathing equipment and supplies for the baby
- PC4.** bathe the new-born appropriately, using proper methods to hold the baby
- PC5.** dry and wrap the baby immediately after bath
- PC6.** change the diapers of the baby at regular intervals or as required
- PC7.** clean the sensitive parts of the baby properly after nappy change
- PC8.** ensure the daily required feeds are taken by the infant
- PC9.** help the baby burp after every feed
- PC10.** clean up any messes made by the infant especially after meals
- PC11.** clean and sterilize baby's utensils and products on a regular basis
- PC12.** keep an accurate record of the infant's daily activities for reporting to the parents
- PC13.** rock and verbally comfort the infant when they are agitated
- PC14.** make bed for the baby and put the baby to bed
- PC15.** ensure that there is a constant supply of diapers and other baby products
- PC16.** communicate with parents or guardians regarding infants' progress or problems
- PC17.** observe and report any significant behavioral patterns to the parents
- PC18.** maintain a safe and healthy environment in the home
- PC19.** monitor growth milestones and health of the newborn/infant
- PC20.** avoid use of social media

##### *Provide care during illnesses*

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

- PC21.** monitor baby on regular basis
- PC22.** check and report the baby's physical signs of illness, if any



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- PC23.** assist mother and family in seeking medical assistance
- PC24.** administer prescribed medication if the need arises inform mother and family in case of any immediate requirement
- PC25.** perform emergency procedures such as First Aid and CPR in the event of an emergency

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** importance of hygiene while handling an infant
- KU2.** massaging techniques for infants
- KU3.** how to bathe and dress the baby
- KU4.** significance of cleaning the infant
- KU5.** nutritional requirement of an infant
- KU6.** routine schedule of an infant like, feed, napping time, etc.
- KU7.** method to clean the area for the infant
- KU8.** how to ease the agitated infant
- KU9.** effective ways to put baby to sleep
- KU10.** standard behavioral patterns among infants
- KU11.** causes, symptoms and treatment of common illness among infants
- KU12.** procedure to put the infant at ease during illness
- KU13.** first-aid procedures

## Generic Skills (GS)

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

- GS1.** read and write the instructions received by the doctor
- GS2.** communicate effectively with the mother and family members
- GS3.** make decisions concerning the relevant area of work

## Qualification Pack

### Assessment Criteria

| Assessment Criteria for Outcomes   | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Provide routine care to newborn/infant</i>  | <b>30</b>    | <b>30</b>       | -             | <b>15</b>  |
| <b>PC1.</b> wash and sanitize the hands before handling the baby   | -            | -               | -             | -          |
| <b>PC2.</b> massage the new-born as per standard techniques  | -            | -               | -             | -          |
| <b>PC3.</b> arrange water at the appropriate temperature 100 - 105 degree Fahrenheit and other bathing equipment and supplies for the baby | -            | -               | -             | -          |
| <b>PC4.</b> bathe the new-born appropriately, using proper methods to hold the baby  | -            | -               | -             | -          |
| <b>PC5.</b> dry and wrap the baby immediately after bath   | -            | -               | -             | -          |
| <b>PC6.</b> change the diapers of the baby at regular intervals or as required   | -            | -               | -             | -          |
| <b>PC7.</b> clean the sensitive parts of the baby properly after nappy change  | -            | -               | -             | -          |
| <b>PC8.</b> ensure the daily required feeds are taken by the infant  | -            | -               | -             | -          |
| <b>PC9.</b> help the baby burp after every feed  | -            | -               | -             | -          |
| <b>PC10.</b> clean up any messes made by the infant especially after meals   | -            | -               | -             | -          |
| <b>PC11.</b> clean and sterilize baby's utensils and products on a regular basis   | -            | -               | -             | -          |
| <b>PC12.</b> keep an accurate record of the infant's daily activities for reporting to the parents   | -            | -               | -             | -          |
| <b>PC13.</b> rock and verbally comfort the infant when they are agitated   | -            | -               | -             | -          |
| <b>PC14.</b> make bed for the baby and put the baby to bed   | -            | -               | -             | -          |

### Qualification Pack

| Assessment Criteria for Outcomes   | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <b>PC15.</b> ensure that there is a constant supply of diapers and other baby products   | -            | -               | -             | -          |
| <b>PC16.</b> communicate with parents or guardians regarding infants' progress or problems                                     | -            | -               | -             | -          |
| <b>PC17.</b> observe and report any significant behavioral patterns to the parents   | -            | -               | -             | -          |
| <b>PC18.</b> maintain a safe and healthy environment in the home   | -            | -               | -             | -          |
| <b>PC19.</b> monitor growth milestones and health of the newborn/infant  | -            | -               | -             | -          |
| <b>PC20.</b> avoid use of social media   | -            | -               | -             | -          |
| <i>Provide care during illnesses</i>   | <b>10</b>    | <b>10</b>       | -             | <b>5</b>   |
| <b>PC21.</b> monitor baby on regular basis   | -            | -               | -             | -          |
| <b>PC22.</b> check and report the baby's physical signs of illness, if any   | -            | -               | -             | -          |
| <b>PC23.</b> assist mother and family in seeking medical assistance  | -            | -               | -             | -          |
| <b>PC24.</b> administer prescribed medication if the need arises inform mother and family in case of any immediate requirement | -            | -               | -             | -          |
| <b>PC25.</b> perform emergency procedures such as First Aid and CPR in the event of an emergency                               | -            | -               | -             | -          |
| <b>NOS Total</b>   | <b>40</b>    | <b>40</b>       | -             | <b>20</b>  |



## Qualification Pack

### National Occupational Standards (NOS) Parameters

|                            |   |
|----------------------------|---|
| <b>NOS Code</b>            | DWC/N0218                                   |
| <b>NOS Name</b>            | Attend to the basic needs of newborn/infant |
| <b>Sector</b>              | Domestic Workers                            |
| <b>Sub-Sector</b>          | Care Giving (Non Clinical)                  |
| <b>Occupation</b>          | Child Care (Non Clinical)                   |
| <b>NSQF Level</b>          | 3   |
| <b>Credits</b>             | 4   |
| <b>Version</b>             | 2.0   |
| <b>Last Reviewed Date</b>  | NA  |
| <b>Next Review Date</b>    | 29/09/2025                                  |
| <b>NSQC Clearance Date</b> | 29/09/2022                                  |



## Qualification Pack

### 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, color, 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 to 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



## Qualification Pack

### Assessment Criteria

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

### Qualification Pack

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



## Qualification Pack

### National Occupational Standards (NOS) Parameters

|                            |  |
|----------------------------|--|
| <b>NOS Code</b>            | DWC/N9902  |
| <b>NOS Name</b>            | Maintain service standards and communicate effectively |
| <b>Sector</b>              | Domestic Workers                                       |
| <b>Sub-Sector</b>          | Generic  |
| <b>Occupation</b>          | Generic  |
| <b>NSQF Level</b>          | 4  |
| <b>Credits</b>             | 1  |
| <b>Version</b>             | 3.0  |
| <b>Last Reviewed Date</b>  | NA   |
| <b>Next Review Date</b>    | 29/09/2025   |
| <b>NSQC Clearance Date</b> | 29/09/2022   |



## Qualification Pack

### 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*

## Qualification Pack

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
- 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

## Qualification Pack

### Assessment Criteria

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

### Qualification Pack

| Assessment Criteria for Outcomes  | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <b>PC13.</b> recognize workplace risks and promptly inform anybody who should know about them       | -            | -               | -             | -          |
| <b>PC14.</b> report to various emergency circumstances with prompt response and reporting           | -            | -               | -             | -          |
| <b>PC15.</b> attend regular health check-ups  | -            | -               | -             | -          |
| <b>PC16.</b> place medicines and hazardous chemicals away   | -            | -               | -             | -          |
| <b>PC17.</b> keep sharp objects out of reach of child   | -            | -               | -             | -          |
| <i>Manage waste at workplace</i>  | <b>10</b>    | <b>10</b>       | -             | <b>6</b>   |
| <b>PC18.</b> identify and separate hazardous, recyclable, and non-recyclable waste at the workplace | -            | -               | -             | -          |
| <b>PC19.</b> manage wastages like food, water, etc., as directed                                    | -            | -               | -             | -          |
| <b>PC20.</b> dispose of sanitary and other hazardous wastes appropriately                           | -            | -               | -             | -          |
| <b>PC21.</b> recycle waste wherever applicable  | -            | -               | -             | -          |
| <b>PC22.</b> discard PPEs in plastic bags that are sealed and labeled "infectious waste"            | -            | -               | -             | -          |
| <b>PC23.</b> conserve materials, natural resources, and energy at work                              | -            | -               | -             | -          |
| <b>PC24.</b> use eco-friendly methods at work to reduce pollution of the air, water, and earth      | -            | -               | -             | -          |
| <b>NOS Total</b>  | <b>40</b>    | <b>40</b>       | -             | <b>20</b>  |



## Qualification Pack

### National Occupational Standards (NOS) Parameters

|                            |   |
|----------------------------|---|
| <b>NOS Code</b>            | DWC/N9903                                     |
| <b>NOS Name</b>            | Maintain health, hygiene and safety standards |
| <b>Sector</b>              | Domestic Workers                              |
| <b>Sub-Sector</b>          | Generic                                       |
| <b>Occupation</b>          | Generic                                       |
| <b>NSQF Level</b>          | 4   |
| <b>Credits</b>             | 1   |
| <b>Version</b>             | 3.0   |
| <b>Last Reviewed Date</b>  | NA  |
| <b>Next Review Date</b>    | 29/09/2025                                    |
| <b>NSQC Clearance Date</b> | 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

## Qualification Pack

### Assessment Criteria

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

### Qualification Pack

| Assessment Criteria for Outcomes   | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <b>PC15.</b> prepare meals for mother/infant/toddler such as breakfast, lunch, dinner, etc. as required  | -            | -               | -             | -          |
| <b>PC16.</b> cook meals for the mother/infant/toddler using minimally processed foods, whole grains, fresh fruits, vegetables, and proteins, as directed | -            | -               | -             | -          |
| <b>PC17.</b> verify the food's uniformity in flavour, colour, taste, and quality, as per the requirement   | -            | -               | -             | -          |
| <b>PC18.</b> make dietary adjustments based on the specific needs  | -            | -               | -             | -          |
| <b>PC19.</b> prepare a variety of drinks, such as tea, coffee, juice, shakes, and smoothies, using proper tools and equipment                            | -            | -               | -             | -          |
| <b>PC20.</b> serve the prepared meal to the mother/ feed the infant/toddler  | -            | -               | -             | -          |
| <b>NOS Total</b>   | <b>40</b>    | <b>40</b>       | <b>-</b>      | <b>20</b>  |



## Qualification Pack

### National Occupational Standards (NOS) Parameters

|                            |  |
|----------------------------|--|
| <b>NOS Code</b>            | DWC/N9901                                      |
| <b>NOS Name</b>            | Prepare basic food as per dietary requirements |
| <b>Sector</b>              | Domestic Workers                               |
| <b>Sub-Sector</b>          | Generic  |
| <b>Occupation</b>          | Generic, Generic                               |
| <b>NSQF Level</b>          | 3  |
| <b>Credits</b>             | 1  |
| <b>Version</b>             | 4.0  |
| <b>Last Reviewed Date</b>  | NA   |
| <b>Next Review Date</b>    | 29/09/2025                                     |
| <b>NSQC Clearance Date</b> | 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.

## Qualification Pack

**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

## 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





## Qualification Pack

- 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>  | <b>1</b>     | <b>1</b>        | -             | -          |
| <b>PC1.</b> identify employability skills required for jobs in various industries  | -            | -               | -             | -          |
| <b>PC2.</b> identify and explore learning and employability portals  | -            | -               | -             | -          |
| <i>Constitutional values - Citizenship</i>   | <b>1</b>     | <b>1</b>        | -             | -          |
| <b>PC3.</b> 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.   | -            | -               | -             | -          |
| <b>PC4.</b> follow environmentally sustainable practices   | -            | -               | -             | -          |
| <i>Becoming a Professional in the 21st Century</i>   | <b>2</b>     | <b>4</b>        | -             | -          |
| <b>PC5.</b> recognize the significance of 21st Century Skills for employment   | -            | -               | -             | -          |
| <b>PC6.</b> 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>  | <b>2</b>     | <b>3</b>        | -             | -          |
| <b>PC7.</b> use basic English for everyday conversation in different contexts, in person and over the telephone  | -            | -               | -             | -          |
| <b>PC8.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English   | -            | -               | -             | -          |
| <b>PC9.</b> write short messages, notes, letters, e-mails etc. in English  | -            | -               | -             | -          |
| <i>Career Development &amp; Goal Setting</i>   | <b>1</b>     | <b>2</b>        | -             | -          |

### Qualification Pack

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

### Qualification Pack

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



## Qualification Pack

### National Occupational Standards (NOS) Parameters

|                            |                                 |
|----------------------------|---------------------------------|
| <b>NOS Code</b>            | DGT/VSQ/N0102                   |
| <b>NOS Name</b>            | Employability Skills (60 Hours) |
| <b>Sector</b>              | Cross Sectoral                  |
| <b>Sub-Sector</b>          | Professional Skills             |
| <b>Occupation</b>          | Employability                   |
| <b>NSQF Level</b>          | 4                               |
| <b>Credits</b>             | 2                               |
| <b>Version</b>             | 1.0                             |
| <b>Last Reviewed Date</b>  | NA                              |
| <b>Next Review Date</b>    | 30/12/2024                      |
| <b>NSQC Clearance Date</b> | 30/12/2021                      |

## 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.

## Qualification Pack

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/N0216.Attend to the basic needs of mother                    | 40           | 40              | 0             | 20         | 100         | 30         |
| DWC/N0218.Attend to the basic needs of newborn/infant            | 40           | 40              | 0             | 20         | 100         | 30         |
| DWC/N9902.Maintain service standards and communicate effectively | 40           | 40              | 0             | 20         | 100         | 10         |
| DWC/N9903.Maintain health, hygiene and safety standards          | 40           | 40              | 0             | 20         | 100         | 10         |
| DWC/N9901.Prepare basic food as per dietary requirements         | 40           | 40              | -             | 20         | 100         | 10         |
| DGT/VSQ/N0102.Employability Skills (60 Hours)                    | 20           | 30              | -             | -          | 50          | 10         |
| <b>Total</b>   | <b>220</b>   | <b>230</b>      | <b>-</b>      | <b>100</b> | <b>550</b>  | <b>100</b> |



## Qualification Pack

### Acronyms

|             |   |
|-------------|---|
| <b>NOS</b>  | National Occupational Standard(s)               |
| <b>NSQF</b> | National Skills Qualifications Framework        |
| <b>QP</b>   | Qualifications Pack                             |
| <b>TVET</b> | Technical and Vocational Education and Training |
|             |   |

## Qualification Pack

### Glossary

|  |  |
|--|--|
| <b>Sector</b>                                | 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.  |
| <b>Sub-sector</b>                            | Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.   |
| <b>Occupation</b>                            | Occupation is a set of job roles, which perform similar/ related set of functions in an industry.  |
| <b>Job role</b>                              | Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.  |
| <b>Occupational Standards (OS)</b>           | 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. |
| <b>Performance Criteria (PC)</b>             | Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.  |
| <b>National Occupational Standards (NOS)</b> | NOS are occupational standards which apply uniquely in the Indian context.   |
| <b>Qualifications Pack (QP)</b>              | 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.   |
| <b>Unit Code</b>                             | Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'  |
| <b>Unit Title</b>                            | Unit title gives a clear overall statement about what the incumbent should be able to do.  |
| <b>Description</b>                           | 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.   |
| <b>Scope</b>                                 | 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.  |



## Qualification Pack

|   |  |
|---|--|
| <b>Knowledge and Understanding (KU)</b> | 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.   |
| <b>Organisational Context</b>           | 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.   |
| <b>Technical Knowledge</b>              | Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.   |
| <b>Core Skills/ Generic Skills (GS)</b> | 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. |
| <b>Electives</b>                        | 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.  |
| <b>Options</b>                          | 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.  |
| <b>Sector</b>                           | 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.  |
| <b>Sub-Sector</b>                       | Sub-sector is derived from a further breakdown based on the characteristics and interests of its components  |
| <b>Occupation</b>                       | Occupation is a set of job roles, which perform similar/ related set of functions in an industry.  |
| <b>Job Role</b>                         | Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.  |
| <b>Occupational Standards</b>           | 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.   |
| <b>Performance Criteria (PC)</b>        | Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.  |

## Qualification Pack

|                                       |   |
|---------------------------------------|---|
| <b>National Occupational Standard</b> | NOS are occupational standards which apply uniquely in the Indian context.  |
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| <b>Description</b>                    | 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.  |
| <b>Scope</b>                          | 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.   |
| <b>Knowledge and Understanding</b>    | 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.  |
| <b>Organisational context</b>         | 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.  |
| <b>Technical Knowledge</b>            | Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.  |
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