

*Please refer Guidelines for STT/LTT/Apprenticeship/OEM Qualification File*

#### QUALIFICATION FILE

Home Health Aide Trainee

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

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

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

NCrF/NSQF Level: 3

Submitted By:

Healthcare Sector Skill Council

Office No. 520-521, 5th Floor, DLF Tower A, Jasola, New Delhi - 110025, India

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## Section 1: Basic Details

1.	<b>Qualification Name</b>	Home Health Aide Trainee							
2.	<b>Sector/s</b>	Healthcare							
3.	<b>Type of Qualification:</b> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	<b>NQR Code &amp; version of existing/previous qualification:</b> 2022/HLT/HSSC/05642	<b>Qualification Name of existing/previous version:</b> Home Health Aide Trainee						
4.	<b>a. OEM Name</b> <b>b. Qualification Name</b> (Wherever applicable)								
5.	<b>National Qualification Register (NQR) Code &amp;Version</b> (Will be issued after NSQC approval)	QG-03-HE-03619-2025-V2-HSSC	<b>6. NCrF/NSQF Level:</b> 3						
7.	<b>Award (Certificate/Diploma/Advance Diploma/ Any Other</b> (Wherever applicable specify multiple entry/exits also & provide details in annexure)	Skill Certificate							
8.	<b>Brief Description of the Qualification</b>	This course is meant for training individuals to further pursue the opportunities in the different care settings like home, old age home, hospice, etc. for providing assistance to patients with diverse needs in carrying out their daily living activities, providing personal care, comfort and assistance to the patients while they are coping up with their health conditions.							
9.	<b>Eligibility Criteria for Entry for Student/Trainee/Learner/Employee</b>	<b>a. Entry Qualification &amp; Relevant Experience:</b> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>10<sup>th</sup> Grade Pass</td> <td></td> </tr> </tbody> </table>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	10 <sup>th</sup> Grade Pass	
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)							
1	10 <sup>th</sup> Grade Pass								
10.	<b>Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))</b>	14	<b>11. Common Cost Norm Category (I/II/III)</b> (wherever applicable):  Category I						
12.	<b>Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)</b>	Not Applicable							

13.	<b>Training Duration by Modes of Training Delivery</b> ( <i>Specify Total Duration as per selected training delivery modes and as per requirement of the qualification</i> )	<input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input type="checkbox"/> Blended <table border="1"> <thead> <tr> <th>Training Delivery Modes</th> <th>Theory (Hours)</th> <th>Practical (Hours)</th> <th>OJT Mandatory (Hours)</th> <th>OJT Recommended (Hours)</th> <th>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td>240</td> <td>180</td> <td>NA</td> <td>NA</td> <td>420</td> </tr> <tr> <td>Online</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> (Refer Blended Learning Annexure for details)					Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)	240	180	NA	NA	420	Online					
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)																			
Classroom (offline)	240	180	NA	NA	420																			
Online																								
14.	<b>Aligned to NCO/ISCO Code/s</b> ( <i>if no code is available mention the same</i> )	NCO-2015/5322.0101																						
15.	<b>Progression path after attaining the qualification</b> ( <i>Please show Professional and Academic progression</i> )	Vertical Mobility: NSQF Level 4: General Duty Assistant Trainee																						
16.	<b>Other Indian languages in which the Qualification &amp; Model Curriculum are being submitted</b>	Hindi																						
17.	<b>Is similar Qualification(s) available on NQR-if yes, justification for this qualification</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No   URLs of similar Qualifications:																						
18.	<b>Is the Job Role Amenable to Persons with Disability</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", specify applicable type of Disability:																						
19.	<b>How Participation of Women will be Encouraged</b>	Healthcare is a field where equal opportunity and participation of women is being given as patients could belong to all genders.																						
20.	<b>Are Greening/ Environment Sustainability Aspects Covered</b> ( <i>Specify the NOS/Module which covers it</i> )	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No																						
21.	<b>Is Qualification Suitable to be Offered in Schools/Colleges</b>	Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   Colleges <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No																						
22.	<b>Name and Contact Details of Submitting / Awarding Body SPOC</b> <i>(In case of CS or MS, provide details of both Lead AB &amp; Supporting ABs)</i>	Name: Mr. Ashish Jain Email: ashish.jain@healthcare-ssc.in Contact No.: 011-40505850, 011 41017346 Website: www.healthcare-ssc.in																						
23.	<b>Final Approval Date by NSQC: 18/02/2025</b>	24. Validity Duration: 3 years			25. Next Review Date : 18/02/2028																			

## Section 2: Module Summary

## NOS/s of Qualifications

(In exceptional cases these could be described as components)

## Mandatory NOS/s:

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

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

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Assist patient in bathing, dressing up and grooming	HSS/N5133, Version 2.0	Core	3	2.5	35	40		0	75	85	120	40	35	280	20
2.	Support individuals to eat and drink	HSS/N5104 Version 3.0	Core	4	1.5	30	15		0	45	30	30	10	10	80	10
3.	Assist the patient in maintaining normal elimination	HSS/N5105, Version 3.0	Core	4	1.5	20	25		0	45	30	30	10	10	80	10
4.	Support patients with diverse needs in coping up with their health conditions	HSS/N5136, Version 3.0	Core	3	1.5	15	30		0	45	54	0	24	30	108	20
5.	Implement the interventions planned for patients with diverse needs	HSS/N5137, Version 3.0	Core	4	3.5	70	35		0	105	90	90	44	55	279	20
6.	Maintain a safe, healthy and secure working environment	HSS/N9617, Version 2.0	Non-Core	4	1	15	15		0	30	20	0	9	30	59	5
7.	Follow infection control policies & procedures	HSS/N9618, Version 2.0	Non-Core	4	1.5	25	20		0	45	21	0	13	30	64	5

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
	including biomedical waste disposal protocols															
8.	Employability Skills (30 Hours)	DGT/VSQ/N0101, Version 1.0	Non-Core	2	1	30	0	0		60	20	30	0	0	50	10
Duration (in Hours) / Total Marks					14	240	180	0	0	420	350	300	150	200	1000	100

## Elective NOS/s:

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

## Optional NOS/s:

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

## Assessment - Minimum Qualifying Percentage

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

**Minimum Pass Percentage – Aggregate at qualification level: 70%** (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

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

## Section 3: Training Related

1.	<b>Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)</b>	Registered Medical Graduate Or Registered Nurse with (B.Sc. (Nursing)/ Post Basic B.Sc. Nursing) with 1 year sector relevant experience Or Registered Nurse with (GNM (General Nursing Midwifery)) with 2 year sector specific experience
2.	<b>Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)</b>	Registered Medical Graduate with 2 years' experience, with 1 year sector specific and 1 year teaching experience Or Registered B.Sc. (Nursing)/ Post Basic B.Sc. Nursing with 4 years' experience, with 3 year sector specific and 1 year teaching experience Or Registered GNM (General Nursing Midwifery) with 5 years' experience, with 4-year sector specific and 1 year teaching experience
3.	<b>Tools and Equipment Required for Training</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure)
4.	<b>In Case of Revised Qualification, Details of Any Upskilling Required for Trainer</b>	

## Section 4: Assessment Related

1.	<b>Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	Registered Medical Graduate with 2 years' experience, with 1 year sector specific and 1 year teaching experience Or Registered B.Sc. (Nursing)/ Post Basic B.Sc. Nursing with 3 years' experience, with 1 year sector specific and 2-year teaching/assessment experience Or Registered GNM (General Nursing Midwifery) with 4 years' experience, with 2-year sector specific and 2-year teaching/assessment experience
2.	<b>Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	Diploma/Graduate
3.	<b>Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	Registered Medical Graduate with 3 years' experience, with 1-year specific sector and 2 year teaching experience Or Registered B.Sc. (Nursing)/ Post Basic B.Sc. Nursing with 5 years' experience, with 2-year sector specific and 3-year teaching/assessment experience Or Registered GNM (General Nursing Midwifery) with 6 years' experience, with 2-year sector specific and 4-year teaching/assessment experience

4.	<b>Assessment Mode</b> ( <i>Specify the assessment mode</i> )	Blended (Theory: Online, Practical and Viva: Blended)
5.	<b>Tools and Equipment Required for Assessment</b>	<input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No ( <i>details to be provided in Annexure-if it is different for Assessment</i> )

## Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

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

## Section 6: Annexure &amp; Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	<b>Annexure:</b> NCrf/NSQF level justification based on NCrf level/NSQF descriptors ( <i>Mandatory</i> )	Yes
2.	<b>Annexure:</b> List of tools and equipment relevant for qualification ( <i>Mandatory, except in case of online course</i> )	Yes
3.	<b>Annexure:</b> Detailed Assessment Criteria ( <i>Mandatory</i> )	Yes
4.	<b>Annexure:</b> Assessment Strategy ( <i>Mandatory</i> )	Yes
5.	<b>Annexure:</b> Blended Learning ( <i>Mandatory, in case selected Mode of delivery is "Blended Learning"</i> )	No
6.	<b>Annexure:</b> Multiple Entry-Exit Details ( <i>Mandatory, in case qualification has multiple Entry-Exit</i> )	No
7.	<b>Annexure:</b> Acronym and Glossary ( <i>Optional</i> )	Yes
8.	<b>Supporting Document:</b> Model Curriculum ( <i>Mandatory – Public view</i> )	Yes
9.	<b>Supporting Document:</b> Career Progression ( <i>Mandatory - Public view</i> )	Yes
10.	<b>Supporting Document:</b> Occupational Map ( <i>Mandatory</i> )	Yes



11.	<b>Supporting Document:</b> Assessment SOP (Mandatory)	Yes
12.	<b>Any other document you wish to submit:</b>	

## Annexure: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
<b>Professional Theoretical Knowledge/Process</b>	<ul style="list-style-type: none"> <li>The Home Health Aide Trainee provides patient care and help maintain a suitable environment for the patient at home.</li> <li>The Home Health Aide Trainee provide routine individualized healthcare to the elderly, convalescents, or persons with disabilities at the patient's home.</li> <li>Monitor or report changes in health status. Provide personal care such as bathing, dressing, and grooming of patient.</li> <li>They work in familiar, predictable, routine, situation of clear choice</li> <li>Limit risks of infection by using appropriate infection control procedures at home</li> </ul>	The Home Health Aide Trainee during the job works in familiar, predictable, routine, and situation of clear choice. Refer to the evidences provided in the adjacent column. Hence it falls under Level 3.	3
<b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b>	<ul style="list-style-type: none"> <li>The Home Health Aide Trainee should</li> <li>also be able to demonstrate basic patient care skills such as patient's daily care, patient's</li> <li>comfort, patient's safety and patient's health needs at home care settings</li> <li>The Home Health Aide Trainee work in collaboration with patient carers and other healthcare providers.</li> <li>He should be result oriented. He should also be able to demonstrate basic patient</li> <li>care skills, communication skills and ethical behaviour.</li> <li>He needs to be calm and patient while dealing with elderly person. Should also be able to demonstrate clinical skills,</li> <li>Communication skills and ethical behaviour. This indicates that a Home Health Aide Trainee must have factual</li> </ul>	<p>The Home Health Aide Trainee should possess practical and factual knowledge of his field.</p> <p>Refer to the evidence provided in the adjacent column. Hence it falls under Level 3.</p>	3

	<p>knowledge of field or study in order to perform activities correctly.</p> <ul style="list-style-type: none"> <li>process, condition, and resources required by the body to support healthy functioning such as body regulation including maintenance of body temperature, support in elimination of body wastes, protection from infection</li> <li>encourage and support active and passive physical activities</li> <li>basic structure and function of the body systems</li> </ul>		
<b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b>	<ul style="list-style-type: none"> <li>Recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality concepts</li> <li>Home Health Aide Trainee is expected to provide patient care during bathing, grooming, dressing-up</li> <li>Support individuals to eat and drink and encourage to drink and eat on their own as well</li> <li>assist during elimination</li> <li>Home Health Aide Trainee is responsible for providing routine individualised healthcare to the elderly, convalescents, or persons with disabilities at the patient's home.</li> <li>demonstrate his practical skill, as per the scope of the job role, using appropriate tool, quality concepts, responsible for carrying out range of activities, requiring either laid down approach or may adopt alternative approaches as per the best evidenced practices.</li> <li>Listen in a responsive and empathetic manner to establish rapport. This requires communication skills (written or oral) with required clarity and indicates that he/she should have the basic understanding of social environment.</li> </ul>	<p>The Home Health Aide Trainee should have practical skills which are routine and repetitive and should use quality concepts.</p> <p>Refer to the evidence provided in the adjacent column. Hence it falls under Level 3.</p>	3
<b>Broad Learning Outcomes/Core Skill</b>	<p>Language to communicate written or oral, with required clarity</p> <ul style="list-style-type: none"> <li>provide the patient clear instructions regarding the procedure and confirm patient's understanding of it and its related requirements</li> <li>Essential attributes of Home Health</li> <li>Aide is to record the completion of the procedure with relevant details by marking the template. Read the</li> </ul>	<p>The Home Health Aide Trainee should have good communication skills, both written and oral. He/ She should be able to solve basic arithmetic and algebraic principles and should have better understanding of social</p>	3

	<p>doctor/nurse instructions to follow at home and cross check in case of any clarifications</p> <ul style="list-style-type: none"> <li>• Understanding. Discuss procedures with the patient and make him/ her feel comfortable.</li> <li>• Answer questions that the patient may have. This requires communication skills (written or oral) with required clarity and indicates that he/she should have a basic understanding of social, political and natural environment.</li> </ul>	<p>political and natural environment.</p> <p>Refer to the evidence provided in the adjacent column. Hence it falls under Level 3.</p>	
<b>Responsibility</b>	<p>Responsibility for own work and learning.</p> <ul style="list-style-type: none"> <li>• The Home Health Aide Trainee is responsible for providing routine individualized healthcare to the elderly, convalescents, or people with disabilities at the patient's home.</li> <li>• Prevention of patient fall.</li> <li>• Rehabilitation of the patient in terms of motivating them, enabling patient to cope with changes to their health &amp; well being</li> <li>• Monitor or report changes in health status. Provide personal care such as bathing, dressing, and grooming of patients.</li> <li>• This is critical as it indicates that the person is responsible for his own work and learning.</li> <li>• This is further reconfirmed by the fact that the Home Health Aide Trainee is expected to learn and improve his/her practice while on the job and is referred as "skilled workers.</li> </ul>	<p>The Home Health Aide Trainee should know to take responsibility of own work and learning.</p> <p>Refer to the evidence provided in the adjacent column. Hence it falls under Level 3.</p>	3

## Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 30

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	Steam Inhaler	Nos	1
2	Diaper Infant	Bundle	1
3	Diaper Adult	Bundle	1
4	Hot water Bottle	Nos	2
5	Measuring Glass	Nos	2
6	CPR Manikin	Nos	1
7	Spirometer	Eqpt Nos	2
8	Wall Clock with seconds hand	Eqpt Nos	1

9	Sputum Mug	Eqpt Nos	2
10	Crepe Bandage	Bundle	2
11	Home Bed	Eqpt Nos	2
12	Gas Stove with cylinder/Induction	Nos	1
13	Home Clothes Female	Nos	1
14	Home Clothes Male	Nos	1
15	Air Mattress	Nos	1
16	Crutch	Nos	2
17	Wheelchair	Nos	2
18	Splint (Medium)	Nos	2
19	Iv Stand	Nos	2
20	Measuring Tape	Nos	3
21	Walker	Nos	2
22	Goggles (PPE)	Nos	3
23	Table (3 Ft By 6 Ft) for display / Racks	Nos	1
24	Footrest	Nos	3
25	Steel Basin (Medium)	Nos	3
26	Urinal (Male)	Nos	2
27	Oxygen Cylinder	Nos	1
28	Pillow	Nos	4
29	Bathtub	Nos	2
30	Oxygen Cylinder Trolley	Nos	1
31	Back Rest	Nos	3
32	Steel Bowl	Nos	4
33	Cupboard	Nos	1
34	Blanket	Nos	4
35	Scissor	Nos	2
36	Bed Sheet	Nos	4
37	Cane	Nos	3
38	Hair Oil/ Coconut oil	ml	2
39	Gauze Piece	Nos	10
40	Spatula	Nos	5
41	Call Bell	Nos	2
42	Ryle's Tube of Varied Size	Types	2

43	Gloves (Surgical) - Packet	Nos	3
44	Suction Catheter of varied size	Types	2
45	Liquid Soap Bottle	ml	4
46	Betadine Solution Bottle	ml	4
47	Bath Soap	Nos	4
48	Bandage	Nos	10
49	Bulb Syringe	Nos	2
50	Dressing Scissor	Nos	3
51	Rubber Sheet/Mackintosh	Nos	2
52	Shoe Cover - Packet	Nos	3
53	Normal Saline Bottle	ml	2
54	Mattress	Nos	2
55	Toothpaste	Nos	2
56	Shampoo Bottle	ml	2
57	Hydrogen Peroxide Bottle	ml	2
58	Ice Caps	Nos	2
59	Nail Cutter & Filer	Nos	5
60	Suction Apparatus	Nos	1
61	Sandbag	Nos	2
62	Weighing Machine	Nos	2
63	Oxygen Key	Nos	1
64	Steel Glass	Nos	4
65	Pillow Cover	Nos	4
66	Splint (Small)	Nos	2
67	Cervical Collar (Medium)	Nos	3
68	Steel Jug	Nos	2
69	Hospital Fowler Bed	Nos	1
70	Bed Pan	Nos	3
71	Stopwatch	Nos	3
72	Ambu Mask (Adult)	Nos	3
73	Steel Plate	Nos	4
74	Stretcher	Nos	2
75	Splint (Large)	Nos	2
76	Spoon	Nos	4

77	Wet Wipes - Packet	Nos	2
78	B.P. Monitoring Machine	Nos	3
79	Comb	Nos	4
80	Toothbrush	Nos	4
81	Gloves (Disposable) - Packet	Nos	4
82	Uro Bag	Nos	5
83	Thermometer	Nos	3
84	Needle Burner	Nos	1
85	Syringe 50 Cc/MI	Nos	4
86	Gown (PPE)	Nos	3
87	Mask - Packet	Nos	3
88	Hair Cap - Packet	Nos	1
89	Cotton Rolls	Nos	2
90	Different Color Plastic Bags with Dustbins (Red)	Nos	1
91	Registers (Attendance)	Nos	2
92	Folley Catheter of varied size	Types	2
93	Oxygen Mask Adult	Nos	3
94	Nursing Manikin	Nos	1
95	Sample Collection Bottle	Nos	10
96	Cotton Absorbent	Nos	2
97	Draw Sheet	Nos	4
98	Sponge Cloth	Nos	2
99	Tourniquet	Nos	3
100	Micropore of different size	Nos	5
101	Vaccutanour (Red/Black/Violet)	Nos	1
102	Cleaning Solution (Colin)	ml	2
103	Different Color Plastic Bags with Dustbins (Blue)	Nos	1
104	Stethoscope	Nos	4
105	Big Towel	Nos	4
106	Different Color Plastic Bags with Dustbins (Black)	Nos	1
107	Registers (Records)	Nos	2
108	Drum	Nos	1
109	Kidney Tray - Small/Medium/Large	Types	2

## Classroom Aids

The aids required to conduct sessions in the classroom are:

1. AV Aids
2. Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed)
3. (all software should either be latest version or one/two version below)
4. UPS
5. Scanner cum Printer
6. Computer Tables
7. Computer Chairs
8. LCD Projector
9. White Board/Smart Board 1200mm x 900mm
10. Marker
11. Duster
12. Charts
13. Models
14. Flip Chart

## Annexure: Industry Validations Summary

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

S.No	Organization	Name of Representative	Designation	City/State
1	Sun Hospital	Dr. Deepak Mitra	CMD	Cuttack, Odisha
2	World skill center	Pragyan Panda	Nodal Officer- Health Care	Bhubaneswar, Odisha
3	Cure Bay Technologies Pvt. Ltd.	Ranjan Mishra	Head Compliance	Bhubaneswar, Odisha
4	HCG Panda care	Dr. Subrahman Pany	Medical Admin Head	Bhubaneswar, Odisha
5	Banchbo Sociocultural Association/Banchbo School of Human Skill Development	Dr Dhires Kumar Chowdhuri	Founder and President	Kolkata, WB

6	Bangalore Hospice Trust	Ms SANGEETHA N	Nursing Tutor	Bengaluru, Karnataka
7	Marengo Asia Hospitals	Lt Gen AK Das	Group Medical Director	Faridabad, Haryana
8	Apollo Hospitals	Dr Umashankar Raju D	General Manager – Quality & Operations	Bengaluru, Karnataka
9	The Neotia University	Dr. Soumen Mukherjee	Associate Professor & Dean	Kolkata, West Bengal
10	Quess Corp	Mr.Venkatesh Murthy	General Manager. Staffing	Bengaluru, Karnataka
11	Keshayurved Hair & Skin Care Pvt.Ltd.	Dr.Vivek Ambare	Consultant, Keshayurved	Pune, Maharashtra
12	Keshayurved Hair & Skin Care Pvt.Ltd.	Dr.Harish Patankar	Director, Keshayurved	Pune, Maharashtra
13	Foundation for Innovations in Health	Prof (Dr.) Satadal Saha	President	Kolkata, West Bengal
14	BVG India Ltd.	Dr Meghana Zende	Head-EMS Training	Maharashtra
15	Suguna Hospital	Dr. Rekha G	Medical Superintendent	Bengaluru, Karnataka
16	AIIMS, New Delhi	DR RAKESH GARG	PROFESSOR	New Delhi
17	Felix Hospital P Ltd	Mr Pankaj Mathur	Sr GM	Noida
18	AIIMS, Raipur, Chhattisgarh	Dr Atul Jindal	Professor	Raipur, Chhattisgarh
19	Delhi Child Heart Center	Dr Vikas Kohli	Director	Delhi
20	Maharaja Agrasen Hospital, Punjabi Bagh	Dr Deepak Singla	Medical Director	New Delhi
21	Shri Aurobindo Institute of Medical Sciences (SAIMS)	Dr Vinod Bhandari	Founder Chairman	Madhya Pradesh
22	Aravind Eye Hospital & Post Graduate Institute of Ophthalmology	Dr. R. Banu Shree	Head Of the General physician Department	Tamil Nadu
23	Antara Senior Care	Prem Singh Rathore	EVP & Head Business Processes & Quality	Gurugram, Haryana

## Annexure: Training &amp; Employment Details

## Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
2025-26	30000					
2026-27	30000					
2027-28	30000					

Data to be provided year-wise for next 3 years



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

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed
1.0	2022-23	40070											
1.0	2023-24	47569											
1.0	2024-25	6384											

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

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

1. RMSA
- 2.

**Content availability for previous versions of qualifications:**

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

**Languages in which Content is available:** English

Annexure: Blended Learning

**Blended Learning Estimated Ratio & Recommended Tools:**

**Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:**

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

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline : Online Ratio
1	<input type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge		
2	<input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners		
3	<input type="checkbox"/> Showing Practical Demonstrations to the learners		
4	<input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training		
5	<input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice		
6	<input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations		

7	<input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training		
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## Annexure: Detailed Assessment Criteria

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

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
HSS/N5133: Assist patient in bathing, dressing up and grooming	Maintain patient's privacy	10	30	10	5
	Assist in bathing of the patient	25	30	10	10
	Assist patient in dressing up	23	30	10	10
	Assist in grooming the patient	27	30	10	10
	<b>Total</b>	<b>85</b>	<b>120</b>	<b>40</b>	<b>35</b>
HSS/N5104 Support individuals to eat and drink	Provide adequate support to patient during eating	30	30	10	10
	<b>Total</b>	<b>30</b>	<b>30</b>	<b>10</b>	<b>10</b>
HSS/N5105 Assist patient in maintaining normal elimination	Support the patient during elimination	30	30	10	10
	<b>Total</b>	<b>30</b>	<b>30</b>	<b>10</b>	<b>10</b>
HSS/N5136: Support patients with diverse needs in coping up with their health conditions	Communicate with patient and their acquaintances effectively	28		12	15
	Help patients to cope up with their health conditions	26		12	15
	<b>Total</b>	<b>54</b>	<b>0</b>	<b>24</b>	<b>30</b>
HSS/N5137: Implement the interventions planned for patients with diverse needs"	Support in mobility of the patient	21	30	12	15
	Support service provider in development of care plan	19	20	12	15

	Implement the interventions as per individualized care plans	25	20	10	10
	Monitor the outcomes of interventions undertaken	25	20	10	15
	<b>Total</b>	<b>90</b>	<b>90</b>	<b>44</b>	<b>55</b>
HSS/N9617 Maintain a safe, healthy and secure working environment	Comply the health, safety and security requirements and procedures for workplace	7	0	2	10
	Handle any hazardous situation with safely, competently and within the limits of authority	8	0	5	10
	Report any hazardous situation and breach in procedures to ensure a safe, healthy, secure working environment	5	0	2	10
	<b>Total</b>	<b>20</b>	<b>0</b>	<b>9</b>	<b>30</b>
HSS/N9618 Follow biomedical waste disposal and infection control policies and procedures	Classification of the waste generated segregation of biomedical waste, proper collection and storage of waste	5	0	3	10
	Complying with effective infection control protocols that ensures the safety of the patient (or end-user of health-related products/services)	8	0	5	10
	Maintaining personal protection and preventing the transmission of infection from person to person	8	0	5	10
	<b>Total</b>	<b>21</b>	<b>0</b>	<b>13</b>	<b>30</b>
DGT/VSQ/N0102, V1.0, Employability Skills (60 Hours)	Introduction to Employability Skills	1	1		
	Constitutional values – Citizenship	1	1		
	Becoming a Professional in the 21st Century	2	4		
	Basic English Skills	2	3		
	Career Development & Goal Setting	1	2		
	Communication Skills	2	2		

	Diversity & Inclusion	1	2		
	Financial and Legal Literacy	2	3		
	Essential Digital Skills	3	4		
	Entrepreneurship	2	3		
	Customer Service	1	2		
	Getting ready for apprenticeship & Jobs	2	3		
	<b>NOS Total</b>	<b>20</b>	<b>30</b>	<b>0</b>	<b>0</b>
	<b>Grand Total</b>	<b>350</b>	<b>300</b>	<b>150</b>	<b>200</b>

#### Annexure: Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the Candidate on the required competencies of the program.  
*Mention the detailed assessment strategy in the provided template.*

##### <1. Assessment System Overview:

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

##### 2. Testing Environment:

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

##### 3. Assessment Quality Assurance levels/Framework:

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

##### 4. Types of evidence or evidence-gathering protocol:

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

##### 5. Method of verification or validation:

- Surprise visit to the assessment location

## 6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored

**On the Job:**

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

## Annexure: Acronym and Glossary

## Acronym

Acronym	Description
<b>AA</b>	Assessment Agency
<b>AB</b>	Awarding Body
<b>ISCO</b>	International Standard Classification of Occupations
<b>NCO</b>	National Classification of Occupations
<b>NCrF</b>	National Credit Framework
<b>NOS</b>	National Occupational Standard(s)
<b>NQR</b>	National Qualification Register
<b>NSQF</b>	National Skills Qualifications Framework
<b>OJT</b>	On the Job Training

## Glossary

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