

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

#### QUALIFICATION FILE

##### General Duty Assistant 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: 4

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>	General Duty Assistant 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> General Duty Assistant 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-04-HE-03617-2025-V2-HSSC	<b>6. NCrf/NSQF Level:</b> 4										
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 healthcare settings for providing assistance to patient's personal care, comfort and assistance in fulfilling the nutritional and elimination needs of the patient while ensuring their safety.											
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>12<sup>th</sup> Pass</td> <td></td> </tr> <tr> <td>2</td> <td>NSQF Level 3 (Home Health Aide Trainee)</td> <td>1.5 years of experience in healthcare sector</td> </tr> </tbody> </table>			S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	12 <sup>th</sup> Pass		2	NSQF Level 3 (Home Health Aide Trainee)	1.5 years of experience in healthcare sector
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)											
1	12 <sup>th</sup> Pass												
2	NSQF Level 3 (Home Health Aide Trainee)	1.5 years of experience in healthcare sector											
10.	<b>Credits Assigned to this Qualification, Subject to Assessment</b> (as per National Credit Framework (NCrF))	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</b> (wherever applicable)	Not Applicable											

13.	<b>Training Duration by Modes of Training Delivery</b> (Specify <b>Total Duration</b> as per selected training delivery modes and as per requirement of the qualification)	<input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input type="checkbox"/> Blended <table border="1" data-bbox="920 172 1854 363"> <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 Codes</b> (if no code is available mention the same)	NCO-2015/5329.0101																			
15.	<b>Progression path after attaining the qualification</b> (Please show Professional and Academic progression)	NA																			
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> (Specify the NOS/Module which covers it)	<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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No																			
22.	<b>Name and Contact Details of Submitting / Awarding Body SPOC</b> (In case of CS or MS, provide details of both Lead AB & Supporting ABs)	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<sup>th</sup> February 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	30	30	0	0	60	85	120	40	35	280	25
2.	Support individuals to eat and drink	HSS/N5104 Version 3.0	Core	3	1.5	25	20	0	0	45	30	30	10	10	80	10
3.	Assist the patient in maintaining normal elimination	HSS/N5105, Version 3.0	Core	3	2	40	20	0	0	60	30	30	10	10	80	10
4.	Transferring patients and their samples, drugs, documents within the hospital	HSS/N5134, Version 3.0	Core	3	2.5	30	45	0	0	75	55	20	18	20	113	10
5.	Provide support in routine activities of inpatient department	HSS/N5135, Version 3.0	Core	3	2	35	25	0	0	60	71	40	50	49	210	20
6.	Carry out last office (death care)	HSS/N5115, Version 3.0	Core	3	1	20	10	0	0	30	18	30	0	16	64	5
7.	Maintain a safe, healthy and secure working environment	HSS/N9617, Version 2.0	Non-Core	4	1	15	15	0	0	30	20	0	9	30	59	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)
8.	Follow infection control policies & procedures including biomedical waste disposal protocols	HSS/N9618, Version 2.0	Non-Core	4	1	15	15	0	0	30	21	0	13	30	64	5
9.	Employability Skills (30 Hours)	DGT/VSQ/N0101, Version 1.0	Non-Core	2	1	30	0	0	0	30	20	30	0	0	50	10
<b>Duration (in Hours) / Total Marks</b>					<b>14</b>	<b>240</b>	<b>180</b>	<b>0</b>	<b>0</b>	<b>420</b>	<b>350</b>	<b>300</b>	<b>150</b>	<b>200</b>	<b>1000</b>	<b>100</b>

## 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.																
<b>Duration (in Hours) / Total Marks</b>																

## 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.																
<b>Duration (in Hours) / Total Marks</b>																

## 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 (MBBS/BHMS/BAMS/BUMS/BDS/etc.) or equivalent 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 sector specific 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 (Specify the assessment mode)</b>	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 (details to be provided in Annexure-if it is different for Assessment)

## 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> 23
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 (Mandatory)	Yes
2.	<b>Annexure:</b> List of tools and equipment relevant for qualification (Mandatory, except in case of online course)	Yes
3.	<b>Annexure:</b> Detailed Assessment Criteria (Mandatory)	Yes
4.	<b>Annexure:</b> Assessment Strategy (Mandatory)	Yes
5.	<b>Annexure:</b> Blended Learning (Mandatory, in case selected Mode of delivery is "Blended Learning")	No
6.	<b>Annexure:</b> Multiple Entry-Exit Details (Mandatory, in case qualification has multiple Entry-Exit)	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 ( <i>Mandatory</i> )	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>	Work in familiar, predictable, routine, situation of clear choice. <ul style="list-style-type: none"> <li>• Provides patient care and help maintain a suitable environment for the patient.</li> <li>• Patient's daily care, facilitate patient's comfort, patient's safety and patient's health needs.</li> <li>• Work under the supervision of doctors and nurses and other healthcare providers and deliver the healthcare services suggested by them.</li> <li>• Limit risks of infection by using appropriate infection control procedures</li> </ul>	The GDA Trainee during the job will carry out limited range of activities which are routine and predictable.  Refer to the evidences provided in the adjacent column. Hence it falls under Level 4.	4
<b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b>	Factual knowledge of field of knowledge or study. <ul style="list-style-type: none"> <li>• He should be willing to work in wards or clinics in shifts.</li> <li>• GDA Trainee must have factual knowledge of field or study in order to perform activities correctly</li> <li>• Process, condition, and resources required by the body to support healthy functioning such as assisting to nutritional demands, elimination of body wastes; prevent from infection; active and passive physical activities</li> <li>• Basic structure and function of the body systems</li> </ul>	The GDA Trainee should have the knowledge of basic facts, process and principles applied in trade of employment.  Refer to the evidences provided in the adjacent column. Hence it falls under Level 4.	4
<b>Employment Readiness &amp; Entrepreneurship</b>	Recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality concepts	The GDA Trainee should have practical skills which are routine and repetitive in narrow range of application.	4

<b>Skills &amp; Mind-set/Professional Skill</b>	<ul style="list-style-type: none"> <li>• General Duty Assistant Trainee is expected to provide patient care during bathing, grooming, dressing-up</li> <li>• Support individuals to eat and drink</li> <li>• Assist in elimination needs</li> <li>• Transferring patient within the hospital along with their documents and samples</li> <li>• Respond to patient's call</li> <li>• Clean medical equipment as suggested by nurse, transport patient samples, drugs, patient documents and manage changing and transporting laundry/ linen</li> <li>• Carry out last office (death care) under supervision. All these are activities that require him/her to 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>Refer to the evidences provided in the adjacent column. Hence it falls under Level 4.</p>	
<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>• Maintain patient's privacy</li> <li>• Assist the patient in bathing</li> <li>• Assist the patient in dressing up</li> <li>• Assist the patient in grooming</li> <li>• Provide adequate support to the patient during drinking and eating</li> <li>• Support the patient during elimination needs</li> <li>• Transfer the patient</li> <li>• Transfer patient's paraphernalia such as samples, drugs and documents within hospital</li> <li>• respond to call promptly</li> <li>• observe and report changes in patient's overall condition</li> <li>• support the healthcare team in measurement of patient's parameters</li> <li>• decontaminate commonly used basic patient care equipment</li> </ul>	<p>The GDA Trainee should have written and oral communication skills and should be able to solve basic arithmetic and algebraic principles, also having understanding of social and natural environment.</p> <p>Refer to the evidences provided in the adjacent column. Hence it falls under Level 4.</p>	<p>4</p>

	<ul style="list-style-type: none"> <li>• manage changing and transporting laundry/ linen on the floor</li> <li>• Providing death care while preserving privacy and dignity of the deceased</li> <li>• Comply the health, safety and security requirements and procedures for workplace</li> <li>• Classification of the waste generated, segregation of biomedical waste, proper collection and storage of waste</li> <li>• Comply with effective infection control protocols that ensures the safety of the patient(or end-user of health-related products/ services)</li> <li>• Maintain personal protection and preventing the transmission of infection from person to person</li> </ul>		
<b>Responsibility</b>	Responsibility for own work and learning. <ul style="list-style-type: none"> <li>• Supporting healthcare team for patient care in their day-to-day working in a variety of roles.</li> <li>• Provide support to patient's in maintaining activities of daily living, patient's comfort, patient's safety</li> <li>• Assists in carrying out the last office activities while honoring the cultural and religious considerations of the patient</li> <li>• This is further reconfirmed by the fact that the General Duty Assistant Trainee is expected to learn and improve his/her practice while on the job and is referred as skilled workers</li> </ul>	The GDA Trainee should be able to deal with the responsibilities for own work within defined limit.  Refer to the evidences provided in the adjacent column. Hence it falls under Level 4.	4

## 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	CPR Manikin	Nos	1
2	Thermometer - Mercury	Nos	3
3	3 Part Mattress	Nos	2
4	Bedpan	Nos	2
5	Spirometer	Eqpt Nos	1
6	I V cannula of various sizes	Each	2

7	Syringes of Varied sizes	Each	4
8	Sputum Mug	Eqpt Nos	2
9	Food Items	Eqpt Nos	1
10	Glucometer with lancets/strips	Eqpt Nos	2
11	Sharp Container	Eqpt Nos	1
12	Personal Hygiene Tray	Eqpt Nos	4
13	Back Care Tray	Eqpt Nos	4
14	Nail Care Tray	Eqpt Nos	4
15	Oral Care Tray	Eqpt Nos	4
16	Hair Care Tray	Eqpt Nos	4
17	Patient Dress Female	Nos	2
18	Patient Dress Male	Eqpt Nos	2
19	Hand Washing area with sink and hand washing instructions	Nos	1
20	Steam Inhaler	Nos	4
21	Shaving Kit	Nos	4
22	Diaper Paediatric	Eqpt Nos	5
23	Diaper (Adult)	Eqpt Nos	5
24	Screens for Privacy	Eqpt Nos	2
25	Isopropyl Solution	ml	2
26	Nasal Canula	Eqpt Nos	3
27	Nasal Prong	Nos	3
28	Syringe 50 cc/ ml	ml	3
29	Ambu bag with Mask Paediatric	Eqpt Nos	1
30	Iv cannula of various sizes	Types	2
31	Spirometry	Nos	1
32	Hospital Bed - Manual Fowler Bed (3 parts at least)	Nos	1
33	Thermometer - Digital	Nos	3
34	B.P. Monitoring Machine - Digital	Nos	3
35	face towel	Nos	2
36	Small Bath Towel	Nos	2
37	Air Mattress	Nos	1
38	Hospital Bed (Automatic)	Nos	1
39	Wheel Chair	Nos	2
40	Steel Plate	Nos	2

41	Weighing Machine	Nos	2
42	Steel Instrument Tray (Small)	Nos	2
43	Scissors	Nos	2
44	Foot Rest	Nos	2
45	Dissecting Forcep	Nos	2
46	Syringe Destroyer with needle burner	Nos	1
47	Ambu bag with Mask (Adult)	Nos	1
48	Measuring Tape	Nos	3
49	Spoon	Nos	4
50	Steel Bowl	Nos	2
51	Cervical Collar (Medium)	Nos	1
52	Cardiac Table	Nos	2
53	Crutch	Pair	2
54	Scoop stretcher	Nos	1
55	Steel Glass	Nos	2
56	I V Stand	Nos	2
57	Wall Clock with seconds hand	Nos	1
58	Oxygen Cylinder B type with trolley	Nos	1
59	Pillow	Nos	4
60	Sand Bag	Nos	1
61	Pillow Cover	Nos	4
62	Steel Basin (Medium)	Nos	2
63	Shampoo	ml	2
64	Gauze Piece (4x4)	Nos	5
65	Steel Instrument Tray (Medium)	Nos	2
66	Bed Pan	Nos	2
67	Nail Cutter & Filer	Nos	5
68	Urinal (Male)	Nos	2
69	Urinal (Female)	Nos	2
70	Kidney Tray of varied size	Each	2
71	Goggles (PPE)	Nos	3
72	Back Rest	Nos	2
73	Steel Instrument Tray (Large)	Nos	2
74	Artery Forcep	Nos	2

75	Splint of varied size	Nos	2
76	Sitz Bath Tub	Nos	1
77	Walker	Nos	2
78	Bed Sheet	Nos	6
79	Bedside Locker	Nos	2
80	Gown - PPE	Nos	3
81	Sponge Cloth	Nos	2
82	Different Color Plastic Bags With Dustbins (Blue)	Nos	1
83	Stethoscope	Nos	3
84	Mask - Packet	Nos	5
85	Sample Collection Bottle	Nos	5
86	Vacutainer (Red/ Black/ Violet)	Bundle	1
87	Cotton Rolls	Bundle	1
88	Cotton Absorbent	Nos	1
89	Uro Bag	Nos	5
90	Hydrogen Peroxide Bottle	Litres	1
91	Different Color Plastic Bags With Dustbins (Red)	Nos	1
92	Oxygen Mask	Nos	3
93	Nursing Manikin male/ female	Nos	1
94	Big Towel	Nos	3
95	Liquid Soap Bottle	Litres	5
96	Cleaning Solution (Colin)	ml	2
97	Registers (Attendance)	Nos	1
98	Suction catheter of varied size	Each	2
99	Ryle's Tube of varied size	Types	2
100	Draw Sheet	Nos	3
101	Comb	Nos	2
102	Registers (Records)	Nos	1
103	Toothbrush	Nos	2
104	Bath Soap	Nos	2
105	Different Color Plastic Bags with Dustbins (Yellow)	Bundle	1
106	Hair Cap - Packet	Nos	5
107	Rubber Sheet/ disposable under sheet	Nos	3
108	Bandage	Nos	5

109	Gloves (Surgical) - Packet	Nos	3
110	Normal Saline Bottle	ml	2
111	B.P. Monitoring Machine - Manual	Nos	3
112	Call Bell	Nos	2
113	Hot Water Bag	Nos	3
114	Shoe Cover - Packet	Nos	5
115	Dressing Kit	Nos	1
116	Ice Caps	Nos	3
117	Toothpaste	Nos	2
118	Hair Oil	Nos	2
119	Spatula	Nos	5
120	Oxygen Key	Nos	2
121	Woolen Blanket	Nos	3
122	Steel Basin (Small)	Nos	2
123	AED Trainer With Adult Pad	Nos	1
124	Suction Apparatus	Nos	1
125	Steel Jug	Nos	2
126	Measuring Glass	ml	1
127	Stretcher Trolley with wheels	Eqpt Nos	1
128	Cane	Nos	2
129	Micropore	Types	1
130	Wet Wipes	Bundle	2
131	Folley Catheter of varied size	Each	2
132	Gloves (Disposable) - Packet	Nos	5
133	Betadine Solution Bottle	Litres	2
134	Spine Board	Nos	1
135	Steel Gauze Drums	Nos	1
136	Bulb Syringe	Nos	3
137	Different Color Plastic Bags with Dustbins (Black)	Nos	1

#### 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

Approved



## 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	58458											
1.0	2023-24	37891											
1.0	2024-25	4334											

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:

## 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		

## 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 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/N5134:Transferring patient and its samples, drugs, documents within the hospital	Transfer the patient using correct equipment and techniques	32	10	10	10
	Transfer the patient samples, drugs and documents within hospital	23	10	8	10
	<b>Total</b>	<b>55</b>	<b>20</b>	<b>18</b>	<b>20</b>
HSS/N5135 Provide support in routine activities of in-patient department	Respond to call promptly and communicate with patients/relatives/guardians effectively	18	5	10	9
	Observe and report changes in patients overall condition and communicate with healthcare professionals and peers effectively	15	5	10	10
	Support nurse in measurement of patient parameters	13	10	10	10
	Decontaminate commonly used basic patient care equipment	15	10	10	10
	Manage changing and transporting laundry/ linen on the floor with care to prevent the spread of infection	10	10	10	10
	<b>Total</b>	<b>71</b>	<b>40</b>	<b>50</b>	<b>49</b>
HSS/N5115 Carry out last office (death care)	Providing death care while preserving privacy and dignity of the deceased	18	30	0	16
	<b>Total</b>	<b>18</b>	<b>30</b>	<b>0</b>	<b>16</b>
HSS/N9617 Maintain a safe, healthy and	Comply the health, safety and security requirements and procedures for workplace	7	0	2	10

secure working environment	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
	Total	20	0	9	30
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
	Total	21	0	13	30
DGT/VSQ/N0101, V1.0, Employability Skills (30 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 Log Book/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
AA	Assessment Agency
AB	Awarding Body
ISCO	International Standard Classification of Occupations
NCO	National Classification of Occupations
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
OJT	On the Job Training

## Glossary

Term	Description
<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>