



QUALIFICATION FILE

Carepreneur-Early Child Development (ECD) Services

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

☒ Entrepreneurship ☒ Fresh Skilling ☒ For ToT ☒ For ToA

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

NCrF/NSQF Level: 5.5

Submitted By: Healthcare Sector Skill Council

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Section 1: Basic Details

1.	Qualification Name	Carepreneur - Early Child Development (ECD) Services	
2.	Sector/s	Healthcare	
3.	Type of Qualification: ☒ New ☐ Revised ☐ Has Electives/Options ☐ OEM	NQR Code & version of existing/previous qualification:	Qualification Name of existing/previous version:
4.	a. OEM Name b. Qualification Name <i>(Wherever applicable)</i>		
5.	National Qualification Register (NQR) Code &Version <i>(Will be issued after NSQC approval)</i>	QG-5.5-HE-045282025-V1-HSSC	6. NCrF/NSQF Level:5.5
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other) <i>(Wherever applicable specify multiple entry/exits also & provide details in annexure)</i>	Skill Certificate	
8.	Brief Description of the Qualification	The role of the carepreneur is that of a change-maker and leader, one who combines child development expertise with entrepreneurial skills to create accessible, inclusive, and high-quality early child development services. This qualification is designed to equip aspiring entrepreneurs with the essential skills, knowledge, and tools to establish and lead high-quality early childhood care and learning centers. As the demand for reliable, professional childcare services continues to rise, this program empowers entrepreneurs to create nurturing, developmentally appropriate environments that foster children's growth while also ensuring operational and business success. The qualification covers a comprehensive range of topics, including legal compliance, financial planning, and operational setup, as well as designing learning activities tailored to different age groups. It also integrates key elements like developmental age-appropriate learning activities, health, hygiene, immunization, nutrition, and safety standards that are critical to providing quality care to children including children with disabilities and sick children with protection from child abuse and neglect. By the end of this training, participants will also have the knowledge and confidence to network and collaborate with community and engage parents in learning activities and decision making; create an inclusive centre for children with developmental delays, learning disabilities and impairments ensuring advocacy, counselling, referral and support services to their parents and families; monitor, evaluate, and scale early childhood care, learning and development activities that meets national and international standards, ensuring both child development and sustainable business operations.	
9.	a. Entry Qualification & Relevant Experience:		

Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	<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>Completed 3-year of UG</td><td>preferably in education and social subjects</td></tr> <tr> <td></td><td>or</td><td></td></tr> <tr> <td>2</td><td>Completed diploma after 12th or equivalent</td><td>preferably in education and social subjects and 1.5 year in relevant experience.</td></tr> <tr> <td></td><td>or</td><td></td></tr> <tr> <td>3</td><td>12th Grade pass or equivalent</td><td>4.5 years in relevant experience.</td></tr> <tr> <td></td><td>Or</td><td></td></tr> <tr> <td>6</td><td>Previous relevant Qualification of NSQF Level (4.5 Associate cum Coordinator-ECD Services)</td><td>3 Years of experience childcare</td></tr> </tbody> </table>	S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	Completed 3-year of UG	preferably in education and social subjects		or		2	Completed diploma after 12 th or equivalent	preferably in education and social subjects and 1.5 year in relevant experience.		or		3	12th Grade pass or equivalent	4.5 years in relevant experience.		Or		6	Previous relevant Qualification of NSQF Level (4.5 Associate cum Coordinator-ECD Services)	3 Years of experience childcare
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	b. Age: 21																								
10 Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))	<table border="1"> <tr> <td data-bbox="721 667 1339 834"> 18 </td><td data-bbox="1339 667 2110 834"> 11. Common Cost Norm Category (I/II/III) (wherever applicable): Category II </td></tr> </table>	18	11. Common Cost Norm Category (I/II/III) (wherever applicable): Category II																						
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12 Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)	Not Applicable																								
13 Training Duration by Modes of Training Delivery (Specify <i>Total Duration</i> as per selected training delivery modes and as per requirement of the qualification)	☒Offline ☐Online ☐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>120+ES 90 (210)</td><td>150</td><td>180</td><td>NA</td><td>540</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)	120+ES 90 (210)	150	180	NA	540	Online											
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14 Aligned to NCO/ISCO Code/s (if no code is available mention the same)	NCO-2015/3222.9900																								

15	Progression path after attaining the qualification <i>(Please show Professional and Academic progression)</i>	N/A	
16	Other Indian languages in which the Qualification & Model Curriculum are being submitted	Hindi	
17	Is similar Qualification(s) available on NQR-if yes, justification for this qualification	☐ Yes ☒ No URLs of similar Qualifications:	
18	Is the Job Role Amenable to Persons with Disability	☐ Yes ☒ No If "Yes", specify applicable type of Disability:	
19	How Participation of Women will be Encouraged	Women participation is encouraged. This role is meant for women empowerment and increasing women workforce participation.	
20	Are Greening/ Environment Sustainability Aspects Covered <i>(Specify the NOS/Module which covers it)</i>	☒ Yes ☐ No Implement and monitor nutritional, health, and safety requirements for children according to their developmental milestones to ensure overall Wellness.	
21	Is Qualification Suitable to be Offered in Schools/Colleges	Schools ☐ Yes ☒ No Colleges ☒ Yes ☐ No	
22	Name and Contact Details of Submitting / Awarding Body SPOC <i>(In case of CS or MS, provide details of both Lead AB & 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	Final Approval Date by NSQC: 07/10/2025	24. Validity Duration: 3 years	25. Next Review Date : 07/10/2028

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.	Plan and set-up early childhood care, learning and development facility/centre	HSS/N8902, V1.0	Core	5.5	3.5	41:00	35:00	29:00	00:00	105:00	125	40	45	45	255	20
2.	Develop and institutionalize age and developmentally appropriate childcare programs	HSS/N8903, V1.0	Core	5.5	1.5	07:00	10:00	28:00	07:00	45:00	37	35	15	20	107	10
3.	Integrate nutritional, health and safety requirements for children according to their developmental milestones to ensure overall wellness	HSS/N8904, V1.0	Core	5.5	1.5	28:00	45:00	47:00	00:00	120:00	73	90	40	45	248	20
4.	Run and manage sustainable early childhood care, learning and development facility/center effectively, profitably and qualitatively	HSS/N8905, V1.0	Core	5.5	4	30:00	45:00	45:00	00:00	120:00	65	70	35	60	230	20
5.	Create an inclusive centre for children with special needs ensuring advocacy, counselling, referral and support services for the parents and families	HSS/N8906, V1.0	Core	5.5	2	14:00	15:00	31:00	00:00	60:00	30	35	15	30	110	20
6.	Employability Skills (90 Hours)	DGT/VSQ/N0103, V1.0	Non-Core	5	3	90	0	0	0	90	20	30	0	0	50	10
Duration (in Hours) / Total Marks					18	210	150	180	0	540	350	300	150	200	1000	100

Elective NOS/s:

S.	NOS/Module Name		NCrF/NSQF		Training Duration (Hours)	Assessment Marks
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No		NOS/Module Code & Version (if applicable)	Core/ Non-Core	Level	Credits as per NCrF	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.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	<i>Graduation/post-graduation (preferably certified in ECD or ECCE or Home Science or social work or child psychology or Public Health or Education or HSSC certified carepreneur) with 4 years of experience in childcare administration and 2 years in ECCE centre or Preschools or Nursery School.</i> <i>Or</i> <i>Diploma /graduate /Post-graduate (Nursing preferably certified in maternal and childcare or paediatrics or equivalent) with 3 years of experience in childcare/pediatrics and 3 years relevant training experience as a full time or as guest faculty for module on childcare giving and development.</i> <i>Or</i> <i>Graduate/ post-graduate (dietetics or nutrition or equivalent) with 3 years preferably in child nutrition and 1 year in relevant teaching experience or as guest faculty for module on Childcare giving and development.</i> <i>Or</i> <i>Medical Graduate (MD/DNB / fellowship in pediatrics or equivalent) with 1 year's relevant industry experience or As a guest faculty for module on medicine, administration, vaccination, emergency response and early detection of 4d's.</i> <i>Or</i> <i>Diploma/ Graduate/ post-graduate (preferably certified in ECCE or special education or equivalent and 2 years in relevant experience and 1 year of teaching experience as guest faculty for module on childcare programme.</i> <i>Or</i> <i>HSSC certified 6 carepreneur- ECD services with 3 years relevant industry and 2 years relevant teaching experience.</i>
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2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	<i>Graduation/post-graduation (preferably certified in ECD or ECCE or Home Science or social work or child psychology or Public Health or Education or HSSC certified carepreneur) with 7 years of experience in ECCE centre or Preschools or Nursery School or NGOs and 5 years in ECCE centre or Preschools or Nursery School.</i> Or <i>Diploma /graduate /Post-graduate (Nursing preferably certified in maternal and childcare or paediatrics or equivalent) with 6 years of experience in childcare and 5 years relevant experience.</i> Or <i>Graduate/ post-graduate (dietetics or nutrition or equivalent) with 5 years preferably in child nutrition and 3 year in relevant experience.</i> Or <i>Medical Graduate (pediatrics or equivalent) with 3 years' experience as guest faculty for Module on nutrition and meal management.</i>
3.	Tools and Equipment Required for Training	☒ Yes ☐ No (If "Yes", details to be provided in Annexure)
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	

Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	<i>Graduation/post-graduate (certified in ECD or ECCE or Home Science or social work or child psychology or Public Health or equivalent) with 4-year experience in childcare administration and 1 years of teaching/assessment experience in ECCE center /Preschools/NurserySchool /NGOs.</i> Or
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		<i>Diploma /graduate /Post-graduate (Nursing preferably certified in maternal and childcare or paediatrics or equivalent) with 5 years of experience in childcare administration and 3 years relevant teaching/ assessment experience.</i> Or <i>Medical Graduate (MD/DNB / fellowship in paediatrics or equivalent) with 1 year in childcare administration.</i> Or <i>Diploma/ Graduate/ post-graduate (Education, preferably certified in ECCE / Special Education or equivalent) with 2 years preferably in childcare administration with 1 year training and assessment experience.</i> Or <i>HSSC Certified carepreneur- ECD services with 3 years of similar experience and 2 years in training and assessment experience.</i>
2.	Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Graduate with 2 years in relevant sector.
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	<i>Graduation/post-graduate (certified in ECD or ECCE or Home Science or social work or child psychology or Public Health or equivalent) with 4-year experience in childcare administration and 1 years of teaching/assessment experience in ECCE center /Preschools/NurserySchool /NGOs.</i> Or <i>Diploma /graduate /Post-graduate (Nursing preferably certified in maternal and childcare or paediatrics or equivalent) with 5 years of experience in childcare administration and 3 years relevant teaching/ assessment experience.</i> Or

		Medical Graduate (MD/DNB / fellowship in paediatrics or equivalent) with 1 year in childcare administration.
4.	Assessment Mode (Specify the assessment mode)	Blended
5.	Tools and Equipment Required for Assessment	☒ Same as for training ☐ Yes ☐ 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.	Latest Skill Gap Study (not older than 3 years) (Yes/No): No
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): No
3.	Government /Industry initiatives/ requirement (Yes/No): No
4.	Number of Industry validations provided: 30
5.	Estimated numbers of people to be trained and employed: 1500 Trained and to be employed
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: Yes If "No", why:

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	Annexure: NCrf/NSQF level justification based on NCrf level/NSQF descriptors (Mandatory)	Yes
2.	Annexure: List of tools and equipment relevant for qualification (Mandatory, except in case of online course)	Yes
3.	Annexure: Detailed Assessment Criteria (Mandatory)	Yes
4.	Annexure: Assessment Strategy (Mandatory)	Yes
5.	Annexure: Blended Learning (Mandatory, in case selected Mode of delivery is "Blended Learning")	No

6.	Annexure: Multiple Entry-Exit Details (<i>Mandatory, in case qualification has multiple Entry-Exit</i>)	No
7.	Annexure: Acronym and Glossary (<i>Optional</i>)	Yes
8.	Supporting Document: Model Curriculum (<i>Mandatory – Public view</i>)	Yes
9.	Supporting Document: Career Progression (<i>Mandatory - Public view</i>)	Yes
10.	Supporting Document: Occupational Map (<i>Mandatory</i>)	Yes
11.	Supporting Document: Assessment SOP (<i>Mandatory</i>)	Yes
12.	Any other document you wish to submit:	

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/N SQF Level
Professional Theoretical Knowledge/Process	Advanced knowledge about a multidisciplinary/ interdisciplinary/ cross disciplinary field of technology/ skills/ job role, with specialized in-depth knowledge in one or more related fields. Has awareness and knowledge of the emerging and futuristic developments and issues in the chosen fields of technology/ skills/ job role. Has advanced understanding and Knowledge about the Change management processes and systems. Acquired advanced knowledge and skills on a wide range of sources for identifying problems and issues relating to the chosen fields of learning, and future improvements Advanced multidisciplinary and specialized knowledge Proficient in interdisciplinary knowledge including tech with specialized expertise in related fields; knowledgeable in emerging trends, change management, and problem-solving.	It includes interdisciplinary knowledge and skills in a comprehensive range of topics, including legal compliance, financial planning, and operational setup, as well as designing learning activities tailored to different age groups. It also integrates key elements like developmental age-appropriate learning activities, health, hygiene, immunization, nutrition, and safety standards that are critical to providing quality care to children including children with disabilities and sick children with protection from child abuse and neglect. As the demand for reliable, professional childcare services continues to rise, this program empowers entrepreneurs to create nurturing, developmentally appropriate environments that foster children's growth while also ensuring operational and business success.	5.5

Professional and Technical Skills/ Expertise/ Professional Knowledge	Possesses a range of advanced cognitive, professional and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of technology/ skills/ job role. Wide range of cognitive and practical skills required to create innovative and feasible solutions to complex problems and situations in uncertain environment. Project Management Skills, Understanding and application of techno Commercial aspect of technology/ associate skills or job role. Skills to adapt to the culture of work and to the demands of the fast pace of innovations and technological developments. Social Intelligence Advanced Technical and Managerial Skills proficiently skilled in advanced cognitive abilities, project. management, techno-commercial aspects, and future adaptability, with social intelligence.	It includes advanced cognitive abilities, project management, techno commercial aspects, and future adaptability, with social intelligence, including legal compliance, financial planning, and operational setup, as well as designing learning activities tailored to different age groups. It also integrates key elements like developmental age-appropriate learning activities, health, hygiene, immunization, nutrition, and safety standards that are critical to providing quality care to children including children with disabilities and sick children with protection from child abuse and neglect. As the demand for reliable, professional childcare services continues to rise, this program empowers entrepreneurs to create nurturing, developmentally appropriate environments that foster children's growth while also ensuring operational and business success.	5.5
Employment Readiness & Entrepreneurship Skills & Mind-set /Professional Skill	Excellent leadership, Communication, collaboration and organizational skills, Possesses Administrative outlook and leadership traits for managing technical workforce. Effective mentoring, people management, listening, delegation skills, Organisation and Time Management, Creative thinking and Innovation, Good logical and mathematical analysis/ simulation modelling skills, Complete understanding of social, political, natural and work environment. Organizing, analysing, interpreting and acting on the information and effectively communicating and presenting/ using its outcome for decision making. A keen sense of observation, enquiry, and capability for asking relevant/ appropriate questions, Managing complex technical or professional activities or projects, requiring effective, envisioning, planning and full personal responsibility for output of own work as well as for the outputs of the group as a member of the group/team, Apply leadership skills to manage people and resources for achieving organizational objectives and outcomes. Emotional Intelligence Leadership, effective resource management Dynamic leader with exceptional organizational, communication and mentoring skills, capable of driving innovation for optimal group performance	The role of the carepreneur is that of a change-maker and leader, one who combines child development expertise with entrepreneurial skills to create accessible, inclusive, and high-quality early child development services. This qualification is designed to equip aspiring entrepreneurs with the essential skills, knowledge, and tools to establish and lead high- high-quality early childhood care and learning centres.	5.5

Broad Learning Outcomes/Core Skill	Applies advance theoretical knowledge and specialized professional and technical skills involving complex variable environment and contexts, Effective understanding, monitoring and supervision of critical parameters and KPIs or others, Evaluation and improvement of processes, procedures and work or study activities, Examine and assess the implications and consequences of emerging developments and critical issues. Make judgement in a range of situations by critically reviewing and consolidating evidence and risks, Constantly and regularly pursue self-paced and problems and issues. Judgement / decision making specialized skilled professional with technical expertise, adept at solving complex problems and improving output. self-directed learning to upgrade knowledge and skills that will help accomplish complex tasks or pursue education and research. Can identifying problems and issues relating to the chosen fields of learning, and ways of future improvements, Exercises judgement based on evaluation of evidence from a range of sources to arrive at a solution to complex real-life problems in chosen fields of technology/ skills/ job role. Judgement in complex problems Applies advanced technical skills, monitors critical parameters, evaluates and improves processes, and solves complex problems with evidence-based judgement in complex problems.	The individuals will have the knowledge and confidence to network and collaborate with community and engage parents in learning activities and decision making; create an inclusive centre for children with developmental delays, learning disabilities and impairments ensuring advocacy, counselling, referral and support services to their parents and families; monitor, evaluate, and scale early childhood care, learning and development activities that meets national and international standards, ensuring both child development and sustainable business operations	5.5
Responsibility	At level 5.5 the candidate is a Manager/ Technical Manager/ product Manager or equivalent. At level 6.0 the candidate is a Senior Manager/ Senior Technical Manager/ Sr. Product Manager or equivalent. Is responsible for managing a bigger independent unit/ business activity/project, Responsible for managing activities like planning, resourcing, processes, people, within broad parameters and with complete accountability for determining, achieving and evaluating personal and group outcomes. Effective delegation and monitoring, Exercise full management and supervision of unpredictable work; Responsible for the work of others. Change agent, Team Building, the exercise of full personal responsibility and accountability for the initiatives undertaken and the outputs/outcomes of own work as well as of the group as a team member/ lead Vertical/ Business unit management Manager or Senior Manager Accountable leader effectively manages independent units/projects, delegates, supervises and drives change with full responsibility and team building.	A professional responsible to establish and lead high-quality early childhood care and learning centers.	5.5

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	Wooden Cradle	Nos	5
2	Low Height Round Tables	Nos	3
3	Chairs	Nos	15
4	Almirah	Nos	1 Or 2
5	Wooden Racks	Nos	2
6	Creche Changing Table with cabinets (Drawers)	Nos	1
7	Shoe Rack	Nos	1
8	Fridge	Nos	1
9	Bluetooth Speakers (with electric speakers)	Nos	1
10	Electric Kettle	Nos	1 (optional)
11	Induction Stove	Nos	1
12	GAS Stove	Nos	1
13	GAS Cylinder	Nos	2
14	Lock and key	Nos	2
15	Mirror	Nos	2
16	Wall Clock	Nos	1
17	Hammer	Nos	1
18	Iron Nails	Nos	1 set
19	Canisters	Nos	5

20	Plastic storage containers	Nos	6
21	Oil dispenser	Nos	1
22	Spice Container	Nos	1
23	Basket with holes and slots for drying plates and bowls	Nos	1
24	Tray/Stand (spoons, ladles, knives etc.)	Nos	1
25	Vegetable stand	Nos	2
26	Rectangular plastic containers for toys	Nos	5
27	Rectangular plastic containers for TLM	Nos	6
28	Stove Lighter	Nos	1
29	Tea mugs	Nos	6
30	<i>Pateela</i> with lid	Nos	2
31	Pressure Cooker	Nos	1
32	Heavy base <i>Kadhaai</i>	Nos	1
33	Sauce Pan	Nos	2
34	Ladle	Nos	2
35	Ladle with holes	Nos	1
36	Grater	Nos	1
37	Knife	Nos	2
38	Big Round Sieve	Nos	1
39	Beater	Nos	1
40	Sieve	Nos	1
41	Tea Sieve	Nos	1
42	Measuring Cup Set	Nos	1

43	Measuring Mug	Nos	1
44	Steel Glass	Nos	25
45	Steel Plate	Nos	25
46	Steel Teaspoons	Nos	50
47	Steel Bowls	Nos	25
48	Bucket	Nos	5
49	Mug	Nos	5
50	Spin Mop with bucket	Nos	1
51	Mop	Nos	6
52	Duster	Nos	2
53	Brooms (seek jhaadu, phool jhaadu)	Nos	4
54	Steel <i>Chilamchi</i>	Nos	6
55	Colour Coded Dustbins with lid	Nos	3
56	Dustpan	Nos	2
57	Soap Dish	Nos	2
58	Soap Dispenser	Nos	4
59	Potty pots	Nos	3
60	Stool	Nos	1
61	Round Cloth Hangers	Nos	4

62	Plastic Rope for drying clothes	Nos	1 roll
63	Brush	Nos	1
64	Nail cutters	Nos	2
65	Combs	Nos	6
66	Bathroom Slippers	Pairs	6 pairs
67	Small Dustbins	Nos	4
68	CPR Manikin	Nos	2
69	Salter scale	Nos	1
70	Steel Trays (for medicines)	Nos	2
71	First Aid Box with all bandages, solution, etc.	Nos	1
72	ORS Solution packs	Nos	5
73	Anthropometric scale	Nos	1
74	Divyang protocol given under ICDS (Integrated Child Development Services), Disability Screening Schedule (DSS)	Nos	1
75	Health monitoring chart	Nos	1
76	Normal Digital Thermometer	Nos	2
77	Torch	Nos	1
78	Fire Extinguisher	Nos	1
79	Sand Bucket	Nos	1
80	Ladder	Nos	1

81	Plastic Sheets	Nos	4
82	Quick Dry Sheets	Nos	12
83	Cradle Cloth	Nos	12
84	Curtains	Nos	
85	<i>Dari</i>	Nos	2
86	Fiber Mattress	Nos	6
87	Double Bed sheets	Nos	4
88	Covering sheets	Nos	6
89	Blankets	Nos	8
90	Medium size towels	Nos	12
91	Hand towels	Nos	12
92	Small size towels	Nos	50
93	Bibs	Nos	20
94	Aprons for children	Nos	30
95	Adult aprons	Nos	02
96	Napkins (<i>langot</i>)	Nos	60
97	Bloomers	Nos	20
98	Tunic frocks (<i>jhabla</i>)	Nos	12
99	Lowers (pajama)	Nos	10 of each size

100	Sweaters	Nos	3 of each size
101	Socks	Pair	24 pairs
102	Stringing beads	Nos	8 packets
103	Plastic string	Nos	4
104	Blocks (wooden)	Sets	4 sets
105	Ring Minar	Sets	4 sets
106	Balls (Big & Small)	Nos	2 of each size
107	Dolls (good quality)	Nos	4
108	Kitchen set	Nos	1
109	Tool set	Nos	1
110	Plumber set	Nos	1
111	Doctor Set	Nos	1
112	String toys	Nos	6
113	Rattles	Nos	6
114	Skipping rope	Nos	2
115	Specialized equipment: Sensory kits for children with special needs	Nos	2
116	Sand Box (wooden tray)	Nos	1
117	Swings	Nos	1
118	Slides	Nos	1

119	Humpty Dumpty	Nos	2
120	Dholak	Nos	1
121	Dhaphli	Nos	1
122	Scales	Nos	6
123	Pencils	Nos	12
124	Erasers	Nos	12
125	Sharpeners	Nos	12
126	Crayons	Nos	15
127	Markers	Nos	2 each
128	Sketch Pens	Sets	6 sets
129	Child friendly paint colors	Boxes	8 boxes
130	Plastic bowls	Nos	12
131	Glaze paper	Bundle	3 dozen
132	Kite paper	Bundle	6 dozen
133	Sutli	Nos	4 rolls
134	Child friendly scissors	Nos	6
135	Fevicol	Nos	1
136	Fevisticks	Nos	6
137	Cello tape with dispenser	Nos	1

138	Tape roll	Nos	4
139	Sticky notes	Nos	4 packets
140	Stickers (smileys, stars)	Nos	12 packets
141	Stamps (smileys, stars etc) with stamp pads	Nos	3 each
142	Stapler	Nos	1
143	Calculator	Nos	1
144	A4 size Paper set	Nos	1
145	White Chalk	Box	4 boxes
146	Colored Chalks	Box	4 boxes
147	Scissors	Pair	2 pair
148	Display Boards	Nos	2
149	Stock register	Nos	2
150	Master register	Nos	1
151	Attendance register	Nos	3
152	Record copies (sample records of childcare staff, potential customers, financial records, records of daily routines and schedules, visitors, childcare transport records, activity and meal planners and records of sickness, accidents, abuse, neglect etc.)	Nos	6 each
153	File cover for system formats	Nos	6
154	templates for bill book, receipt books, inventories, cash book/register, petty cash register, Balance sheet	Nos	3 each
155	Stick Files	Nos	30

Classroom Aids

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	Vipla Foundation	Mr Pramod Nigudkar	CEO	Mumbai
2	Project Why	Dr Neena Gulabani	COO	New Delhi
3	Apeejay Sgtya University, Sohna Palwal	Prof Dr Vimala Veeraraghavan	Dean Academics & Emeritus Professor Psychology	Sohna Palwal, Haryana
4	Visva-Bharati, University, Santiniketan,	Mr. Amitabha Mukherjee	Assistant Lecturer	West Bengal
5	Mobile Creches	Ms. Chavi Vohra	Executive Director	New Delhi

6	UNDP India	Mr. Amit Kumar	Head, Sustainable and Inclusive Growth Unit	New Delhi
7	School of Nursing, Sir Ganga Ram Hospital	Ms. Uma Bhalla	Principal	New Delhi
8	Independent Consultant	Dr Sonal Shivagunde	Education & Social Impact Expert	Mumbai
9	Ambedkar University	Sunita Singh	Associate Professor and Dean, School of Educational Studies	New Delhi
10	Delhi University	Prof Geeta Chopra	Professor, Institute of Home Economics, DU	New Delhi
11	Azim Premji University	Ms Kinnari Pandya	Associate Professor	Bangalore
12	NITI Aayog	Dr.Sumita Ghosh	OSD(Health)	New Delhi
13	Bright Vistas	Ms Meena Sivaraman	CEO	Bangalore
14	Titli Early Childhood Training Institute	Mr Pranjal Modi	Founder	Maharashtra
15	LECIN (Let's Educate Children In Need)	Mr Rohit Kumar	Co-Founder & Chief Operating Officer	Ghaziabad
16	Mobile Creches	Ms Amrita Jain	Former, Chairperson	New Delhi
17	Lifecare Hospital	Dr H Abdul Kareem	Independent Consultant	Bangalore
18	Life Circle Health Services Pvt Ltd.	Mr Anant Kumar	CEO	Hyderabad
19	Sparsh Hospital	Dr.T.S Srinath	Group Head, Emergency Medicine	Bangalore
20	Charnock Hospitals	Dr Pramit Das	OSD	West Bengal
21	Suguna Hospital	Dr.G.Rekha	Medical Superintendent	Bangalore
22	Karnataka State Association of Professional Social Workers (KSAPSW)	Mr Venkatesh Murthy B P	Vice-President	Bangalore

23	Bangalore Hospice Trust – Karunashraya	SANGEETHA N	Head of Nursing Education	Bangalore
24	Mahatma Gandhi Institute of Medical Sciences, Sewagram	Dr Subodh S Gupta	Director Professor & Head	Maharashtra
25	UNICEF India	Ms Sunisha Ahuja	Education Specialist	New Delhi
26	UN Women India Country	Ms. Suhela Khan	Country Programme Manager, Women's Economic Empowerment	New Delhi
27	Private Consultant	LATA MENON	Private Consultant	New Delhi
28	A J Hospital & Research Center	Dr Amitha P Marla	Director, Medical Administration	Mangalore
29	Maharaja Agrasen Group of hospitals	Dr Deepak Singla	Medical Director	New Delhi
30	Azim Premji University	Jigisha Shastri, PhD	Visiting Faculty	Bangalore

Annexure: Training & Employment Details

Training and Employment Projections:1500

S.no	Year	Total Candidates		Women		People with Disability	
		Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
1	2025-2026	250	150	250	150	0	0
2	2026- 2027	500	400	500	400	0	0
3	2027- 2028	750	600	750	600	0	0
Total		1500	1150	1500	1150	0	0

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

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.
- 2.

Content availability for previous versions of qualifications:

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

Languages in which Content is available: Hindi

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	☐ Theory/ Lectures - Imparting theoretical and conceptual knowledge		
2	☐ Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners		
3	☐ Showing Practical Demonstrations to the learners		
4	☐ Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training		
5	☐ Tutorials/ Assignments/ Drill/ Practice		
6	☐ Proctored Monitoring/ Assessment/ Evaluation/ Examinations		
7	☐ On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training		

Annexure: Detailed Assessment Criteria

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

National Occupational Standards (NOS)	Element	Theory	Viva	OJT	Skills Practical	Total
HSS/N8902: Plan and set-up early childhood care, learning and development facility/center	Sensitize about Early Child Development (ECD), Early childhood Years and attitude building towards its moral responsibility	7		5	5	17
	Choose the location and space for centre.	13	5	5	5	28
	Raise finances or fund for setting up the centre	15	5	5	5	30
	Ensure legal and banking requirements to start the centre.	15	5	5	5	30
	Build age and developmentally appropriate infrastructure of the centre	15	5	5	5	30
	Plan and implement affordable, effective marketing strategies and activities	15	5	5	5	30
	Establish Connect with parents and local community to maximize utilization of the facility	15	5	5	5	30
	Formulate policies and standard operating procedures for running the centre	15	5	5	5	30
	Plan and manage recruitment, monitoring, training, mentoring and appraising of team/staff.	15	5	5	5	30
	Nos Total	125	40	45	45	255
HSS/N8903: Develop and institutionalize age and developmentally appropriate childcare programs	Plan and design age and developmentally appropriate childcare programs for different age groups covering all developmental domains in collaboration with ECD experts	13	15	5	5	38

	Inculcate play-based age and developmentally appropriate learning environment for holistic development of children.	7	10		5	22
	Create effective implementation strategies for daily routines, ensuring the smooth integration of educational activities into the environment	10	5	5	5	25
	Monitor the curriculum's effectiveness, improvise child development outcomes and adapt education	7	5	5	5	22
	Nos Total	37	35	15	20	107
HSS/N8904: Integrate nutritional, health and safety requirements for children according to their developmental milestones to ensure overall wellness	Plan and ensure provision of balanced meals in the centre while ensuring high standards of nutritional care and optimal nutrition for children and staff.	10	10	5	5	30
	Facilitate regular nutritional assessments for monitoring the growth and development of children, identifying and addressing any nutritional deficiencies.	8	10		5	23
	Promote personal, children, environmental hygiene and sanitation in center	5	10	5	5	25
	Apply self-hygiene, social distancing practices, waste disposal practices and infection control guidelines in center	10	10	5	5	30
	Ensure that infectious and other ailments in children are timely identified and reported by staff	5	10	5	5	25
	Create policies of center related to health, wellness and immunization domains	10	10	5	5	30
	Facilitate effective care of sick children by team and organizing of regular health checkups of children and staff	5	10	5	5	25

	Institutionalize norms of Child protection, safety, Abuse, First Aid and Emergency Response in center	10	10	5	5	30
	Implement child protection policies, conduct staff background checks, and enforce safety protocols	10	10	5	5	30
	Nos Total	73	90	40	45	248
HSS/N8905: Run and manage sustainable early childhood care, learning and development facility/center effectively, profitably and qualitatively	Conduct Financial Planning and Cost management of center	10	10	5	10	35
	Run childcare operations and administration	10	10	5	10	35
	Ensure behavior and discipline management in the centre	8	10	5	5	28
	Institutionalize maintenance of all kinds of records in center including immunization records and MCP card of children	10	10	5	5	30
	Analyse records and appropriately use data for improving business operations	10	10	5	10	35
	Facilitate inventory of materials and resources in the centre required to conduct various learning activities across ages	7	10	5	10	32
	Monitor, evaluate, and scale early childhood care, learning and development activities	10	10	5	10	35
	Nos Total	65	70	35	60	230
HSS/N8906: Create an inclusive centre for children with special needs ensuring advocacy, counselling, referral and support services for their parents and families.	Facilitate early detection and intervention for children covering 4 D's (Defects, Deficiencies, Diseases, Developmental Delays, disabilities and impairments)	10	10	5	10	35
	Apply simple strategies for handling, caring, supporting, managing children with disabilities,	10	10	5	10	35

	developmental delays and special needs in the center to facilitate their inclusivity					
	Provide the advocacy, referral, counselling and support services in childcare centre	10	15	5	10	40
	Nos Total	30	35	15	30	110
DGT/VSQ/N0103, V1.0, Employability Skills (90 Hours)	Introduction to Employability Skills	1	1			2
	Constitutional values – Citizenship	1	1			2
	Becoming a Professional in the 21st Century	2	4			4
	Basic English Skills	2	3			5
	Career Development & Goal Setting	1	2			3
	Communication Skills	2	2			4
	Diversity & Inclusion	1	2			3
	Financial and Legal Literacy	2	3			5
	Essential Digital Skills	3	4			7
	Entrepreneurship	2	3			5
	Customer Service	1	2			3
	Getting ready for apprenticeship & Jobs	2	3			5
	NOS Total	20	30	0	0	50
	Grand Total	350	300	150	200	1000

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

5. Centre photographs with signboards and scheme specific branding

6. Method of verification or validation:

- Surprise visit to the assessment location

7. 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
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
National Occupational Standards (NOS)	NOS define the measurable performance outcomes required by an individual engaged in a particular task. They list down what an individual performing that task should know and do.
Qualification	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
Qualification File	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.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.
Long Term Training	Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf