



QUALIFICATION FILE

Child Health Worker-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: 3

By: Healthcare Sector Skill Council

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Section 1: Basic Details

1.	Qualification Name	Child Health Worker - 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-03-HE-045262025-V1-HSSC	6. NCrF/NSQF Level 3												
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 individual is a trained Childcare Worker who supports the growth, development, early stimulation and well-being of young children. The role involves creating a safe, nurturing, and stimulating environment that fosters holistic development (physical, cognitive, language, social, moral and emotional). The course would be covering a comprehensive range of topics, including key elements like developmental age-appropriate learning activities, health, wellness, hygiene, immunization, first aid, emergency response, nutrition, Assisted Daily Living Activities, Daily schedule of a child, their comfort techniques, responsive feeding techniques, 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. They would also acquire necessary knowledge, skills, and attitudes to identify and screen developmental delays/disabilities as well as observe, record and report the progress of children in diaries or MCP card in early childhood care and learning centres.													
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <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>10th Grade</td> <td>N/A</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>2</td> <td>8th Grade</td> <td>3 years of relevant experience in childcare</td> </tr> </tbody> </table>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	10 th Grade	N/A		or		2	8 th Grade	3 years of relevant experience in childcare
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)													
1	10 th Grade	N/A													
	or														
2	8 th Grade	3 years of relevant experience in childcare													

		or																			
	3	5 th Grade	6 years of relevant Experience in childcare																		
		Or																			
	4	Anganwadi Helper	NA																		
		Or																			
	5	ASHA Or Anganwadi worker	1.5 years of relevant Experience in childcare																		
b. Age: 21																					
10 Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))	9	11. Common Cost Norm Category (I/II/III) (wherever applicable): Category II																			
12 Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)	Not Applicable																				
13 Training Duration by Modes of Training Delivery (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)	☒ Offline ☐ 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>60+ES 30 (90)</td><td>90</td><td>90</td><td>NA</td><td>270</td></tr> <tr> <td>Online</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> ☐ Online (Refer Blended Learning Annexure for details)			Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)	60+ES 30 (90)	90	90	NA	270	Online					
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)																
Classroom (offline)	60+ES 30 (90)	90	90	NA	270																
Online																					
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 (Please show Professional and Academic progression)	Geriatric Care Giver																				
16 Other Indian languages in which the Qualification & Model Curriculum are being	Hindi																				

	submitted	
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	1. Women participation is encouraged. This role is meant for women empowerment and increasing women workforce participation.
20	Are Greening/ Environment Sustainability Aspects Covered (Specify the NOS/Module which covers it)	☒ Yes ☐ No Implement and monitor nutritional, health, and safety requirements for children according to their developmental milestones to ensure overall 2. 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 (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	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 to the curriculum document.

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

S.	NOS/Module Name	NOS/Module Code	Core/	NCrF/NSQF	Credits	Training Duration (Hours)	Assessment Marks
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No		& Version (if applicable)	Non-Core	Level	as per NCrF	Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Address the basic needs of children	HSS/N8912, V1.0	Core	3	2	15	25	20	00	60	50	30	55	30	165	20
2.	Prepare food and responsively feed the child as per nutritional and health requirements	HSS/N8913, V1.0	Core	3	1.5	10	10	25	00	45	54	35	15	20	124	20
3.	Carry out age and developmentally appropriate activities to promote holistic development of children under supervision	HSS/N8914, V1.0	Core	3	3	20	35	35	00	90	145	130	55	100	430	30
4.	Follow safety, Health and hygiene protocols for self and children	HSS/N8915, V1.0	Core	3	1.5	15	20	10	00	45	81	75	25	50	231	20
6.	Employability Skills (90 Hours)	DGT/VSQ/N0101, V1.0	Non-Core	3	1	30	00	00	00	30	20	30	00	00	50	10
Duration (in Hours) / Total Marks					9	90	90	90	0	270	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.	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																

Assessment - Minimum Qualifying PercentagePlease 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: Trainer Related

1.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	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 or equivalent) with 2 years of experience in ECCE centre or Preschools or Nursery School or NGOs and 1 year in training experience in ECCE centre or Preschools or Nursery School or NGOs. Or 10th pass or equivalent (Anganwadi worker /supervisor or ANM /ICDS or HSSC certified GDA/HHA or equivalent) with 5 years of experience ECCE centre or Preschools or Nursery School or NGOs with 2 years' experience in ECCE centre or Preschools or Nursery School or NGOs as a full-time faculty Or Graduate/ post-graduate (Nursing preferably certified in maternal and childcare or paediatrics or equivalent) with a year of experience in childcare) with 1 year in childcare and 1 year in teaching experience as a Full time or as guest faculty for module on childcare giving and development
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		Or <i>Graduate/ Postgraduate (Dietetic or nutrition or equivalent) with a year in child nutrition and 1 year in teaching experience as a Full time or as guest faculty for module on childcare giving and development</i> Or <i>Medical graduate MD/DNB / fellowship in paediatrics or equivalent as a guest faculty for module on medicine, administration, vaccination, emergency response and early detection of 4d's.</i> Or <i>NSQF Certification HSSC certified carepreneur – ECD services / Associate cum coordinator –ECD services with 2-year relevant experience and 1 years of training experience as a full time or as guest faculty for module on childcare giving and development</i>
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	<i>Graduate/post-graduate (preferably certified in ECD OR ECCE or Home science or social work or child psychology or Public Health or Education or HSSC certified carepreneur or equivalent) with 4 years of experience in ECCE centre or Preschools or Nursery School or NGOs and 3 years in training experience in ECCE centre or Preschools or Nursery School or NGOs.</i> Or <i>Graduate/ post-graduate (Nursing preferably certified in maternal and childcare or paediatrics or equivalent) with a year of experience in childcare) with 3 years in childcare and 3 years in teaching experience as a Full time or as guest faculty for module on childcare giving and development</i> Or <i>Graduate/ Postgraduate (Dietetic or nutrition or equivalent) with 3 years in childcare and 3 years in teaching experience as a Full time or as guest faculty for module on childcare giving and development</i> Or <i>Medical graduate MD/DNB / fellowship in paediatrics or equivalent with a experience of 2 years as a guest faculty for module on medicine, administration, vaccination, emergency response and early detection of 4d's.</i> Or

		<i>NSQF Certification HSSC certified carepreneur – ECD services / Associate cum coordinator –ECD services with 3-year relevant experience and 2 years of training experience as a full time or as guest faculty for module on childcare giving and development</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 3: 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 Education or HSSC certified carepreneur or equivalent) with 4-year experience in ECCE centre or Preschools or Nursery School or NGOs and 2 years of relevant training experience in ECCE centre or Preschools or Nursery School.</i> <i>Or</i> <i>10th Pass or equivalent Anganwadi worker/supervisor or ANM /ICDS or HSSC certified GDA/HHA or equivalent 7 years in ECCE centre /preschools/Nursery School /NGOs or institutional /home care 3 years of training experience In ECCE centre / Preschools/ Nursery School /NGOs or institutional /home care</i>
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		<i>Or</i> <i>Diploma /graduate/Post graduate Nursing, preferably certified in maternal and childcare or paediatrics or equivalent with 2 years of experience in childcare/pediatrics and 2 years training experience</i> <i>Or</i> <i>Medical graduate MD/DNB / fellowship in paediatrics or equivalent with 1 year relevant training experience.</i> <i>Or</i> <i>NSQF Certification HSSC certified carepreneur – ECD services / Associate cum coordinator –ECD services with 3 year relevant experience and 2 years of training 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)	Graduation/post-graduate (certified in ECD or ECCE or Home Science or social work or child psychology or Public Health or Education or HSSC certified carepreneur or equivalent) with 6-year experience in ECCE centre or Preschools or Nursery School or NGOs and 4 years of relevant training experience in ECCE centre or Preschools or Nursery School. Or 10th Pass or equivalent Anganwadi worker/supervisor or ANM /ICDS or HSSC certified GDA/HHA or equivalent 9 years in ECCE centre /preschools/Nursery School /NGOs or institutional /home care 5 years of training experience In ECCE centre / Preschools/ Nursery School /NGOs or institutional /home care Or Diploma /graduate/Post graduate Nursing, preferably certified in maternal and childcare or paediatrics or equivalent with 4 years of experience in childcare/paediatrics and 4 years training experience Or Medical graduate MD/DNB / fellowship in paediatrics or equivalent with 1 year relevant training experience.
4.	Assessment Mode (Specify the assessment mode)	Blended (Theory: Online, Practical and Viva: 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: 3000 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 (<i>Mandatory</i>)	Yes
2.	Annexure: List of tools and equipment relevant for qualification (<i>Mandatory, except in case of online course</i>)	Yes
3.	Annexure: Detailed Assessment Criteria (<i>Mandatory</i>)	Yes
4.	Annexure: Assessment Strategy (<i>Mandatory</i>)	Yes
5.	Annexure: Blended Learning (<i>Mandatory, in case selected Mode of delivery is "Blended Learning"</i>)	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/ NSQF Level
Professional Theoretical Knowledge/Process	Possesses knowledge involving a defined range of standard procedures employed in routine contexts. Understands the basic concept of timely delivery and Quality. Can interpret the available information and communicate the same. Basic knowledge of collecting and organizing information for problem identification and solution. Understands the basic financial and, Uses limited discretion and judgement over a range of known responses to familiar problems. Range of knowledge Knowledge involving a defined range of standard procedures, uses limited discretion and judgement over a range of known responses to familiar problems	It includes knowledge on defined range of standard procedures and familiar problems limited to following activities: Explain the role and responsibilities of a childcare worker. Perform daily living activities as per child including bathing, grooming, dressing-up, cleaning, toilet and potty training. Monitor and assure sound sleep of the child. Maintain the daily schedule of children and apply comfort techniques. Carry out precooking activities. Prepare healthy, tasty and nutritious meals for the children. Assist in responsive Feeding of children. Perform activities for physical, cognitive, creative, communication, language, and socio-emotional development of children. Demonstrate the method to use teaching and learning aides, materials, and methodologies. Observing, Recording and Reporting. Apply proper methods to maintain health, hygiene and safety standards. Maintain interpersonal relationships with others. Always maintain professional conduct. Follow hygiene and sanitization policies and procedures. Segregate and dispose of waste disposal according to protocols.	3
Professional and Technical Skills/ Expertise/ Professional Knowledge	A range of skills and technical capabilities of carrying out a choice of processes and procedures within the range of familiar contexts. The ability to gain, and where relevant apply a range of knowledge, skills and understanding. Has the required skills for Identification of the problem and issues within the range of familiar contexts and generate possible solution. Skills to identify the relevant tools and materials in given context. Possesses operational knowledge and understanding of the work/ job. Skill to deliver job/work with reasonable precision. Range of technical skills Required skills for Identification of the problem and issues within the range of familiar contexts	It includes skills for defined range of standard procedures and familiar problems limited to following activities: Explain the role and responsibilities of a childcare worker. Perform daily living activities as per child including bathing, grooming, dressing-up, cleaning, toilet and potty training. Monitor and assure sound sleep of the child. Maintain the daily schedule of children and apply comfort techniques. Carry out precooking activities. Prepare healthy, tasty and nutritious meals for the children. Assist in responsive Feeding of children. Perform activities for physical, cognitive, creative, communication, language, and socio-emotional development of children. Demonstrate the method to use teaching and learning aides, materials, and methodologies. Observing, Recording and Reporting. Apply proper methods to maintain health, hygiene and safety standards. Maintain interpersonal relationships with others. Always maintain professional conduct. Follow hygiene and sanitization policies and procedures. Segregate	3

Employment Readiness & Entrepreneurship Skills & Mind-set /Professional Skill	Working as a member of a team/ within a team. Display Personal Motivation. Positive Attitude and Passion for Work, Good skills in written and oral communication with some clarity, basic knowledge of Language to support such communication. Intermediate literacy and Numeracy skills, Skills for workshop calculations and basic of arithmetic and algebraic principles. Have broader Employability Skills including self-employment and mini entrepreneurship skills creating job for more than 1 person. Can use digital tools, has basic Financial and Digital literacy, Aadhar and Mobile, digital payments etc with some proficiency. Basic understanding of social political natural and work environment. Basic understanding of Constitutional values and Citizenship, inclusion and Diversity Team readiness and Entrepreneurial readiness Team worker, with broad employability skills who display of motivation and positive attitude for work.	It a team worker who would be working under defined scope and limitations and escalate the issues and problems to higher authority following escalation matrix. They have to use certain basic pre-defined tools for screening the children, tracking against developmental milestones and recording activities, signs and progress on MCP Card.	3
Broad Learning Outcomes/Core Skill	The candidate must be able to carry out job/ work/ tasks/ /small project /assignments in a familiar, predictable, routine, situation of clear choice. Focus on range of application of standard procedures or operations in production/ services. Able to identify/ anticipate the problems and possible range of solutions in production/ services, Tasks are mostly performed by own and require little instructions and supervision. Understands all safety and general hygiene norms and environmental aspects, together with Risks For self-help group members, mini entrepreneurs end to end clear understanding of production process, quality parameters, delivery and local marketing. Carry out Range of tasks and may provide range of solutions The candidate carries out a job in familiar, predictable, routine, situation of clear choice, can focus on range of application of standard procedures or operations in production/ services. Must be able to identify/ anticipate the problems and possible range of solutions	The individual has to carry out following activities in defined range and scope and encounter usually the familiar problems: Explain the role and responsibilities of a childcare worker. Perform daily living activities as per child including bathing, grooming, dressing-up, cleaning, toilet and potty training. Monitor and assure sound sleep of the child. Maintain the daily schedule of children and apply comfort techniques. Carry out precooking activities. Prepare healthy, tasty and nutritious meals for the children. Assist in responsive Feeding of children. Perform activities for physical, cognitive, creative, communication, language, and socio-emotional development of children. Demonstrate the method to use teaching and learning aides, materials, and methodologies. Observing, Recording and Reporting. Apply proper methods to maintain health, hygiene and safety standards. Maintain interpersonal relationships with others. Always maintain professional conduct. Follow hygiene and sanitization policies and procedures .Segregate and dispose of waste disposal according to protocols.	3

Responsibility	Takes responsibility for delivery and quality of own work and tangible output. At Level 2.5 the candidate is a Junior Technician. At level 3.0 the candidate works as a skilled worker/ technician. Take work from the helpers or assistants and collaboratively work with junior technician. Able to assist in the planning of the routine and predictable tasks within a specific field. Accountable/ responsible Jr. Technician and Technician. Takes responsibility for delivery and quality of own work and tangible output. Can assist in the planning of the routine and predictable tasks within a specific field.	They are responsible for their own work and report to higher authorities for their activities on time-to-time basis	3
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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	Pateela with lid	Nos	2
31	Pressure Cooker	Nos	1
32	Heavy base Kadhaai	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 Chilamchi	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	Dari	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 (langot)	Nos	60
97	Bloomers	Nos	20
98	Tunic frocks (jhabla)	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

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	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

1Annexure: Training & Employment Details

Training and Employment Projections:3000

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	1250	1000	1250	1000	0	0
3	2027- 2028	1500	1000	1500	1000	0	0
	TOTAL	3000	2150	3000	2150	0	0

Data to be provided year-wise for next 3 years

Training, Assessment, Certification, and Placement Data for previous versions of qualifications:30

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/N8912.Address the basic needs of children	Sensitize about Early Child Development (ECD), Early childhood Years and attitude building towards its moral responsibility	5		20	5	30

	Create a nurturing environment that promotes holistic development and fosters lifelong learning in children	5		20	5	30
	Perform assisted daily living activities as per age of child	15	10	5	10	40
	Monitor and assure sound sleep of the child	15	10	5	5	35
	Maintain daily schedule of child	10	10	5	5	30
	Nos Total	50	30	55	30	165
HSS/N8913.Prepare food and responsively feed the child as per nutritional and health requirements	Carry out precooking activities	18	10	5	5	38
	Preparing meals tailored to nutritional needs	18	10	5	5	38
	Demonstrate the responsive feeding techniques for the children	18	15	5	10	48
	Nos	54	35	15	20	124
HSS/N8914.Carry out age and developmentally appropriate activities to promote holistic development of children under supervision	Perform a wide range of activities to support physical development that are appropriate to the age needs and ability of the children	15	15	5	10	45
	Perform various activities to support cognitive and creative development of a child	15	15	5	10	45
	Perform various activities to support communication and language development of a child	15	15	5	10	45
	Perform various activities to support socio emotional and moral development of a child	15	15	5	10	45
	Identify signs and symptoms of 4 D's: Defects at birth, diseases, deficiencies, and development delays	15	10	5	10	40
	Handling, caring, supporting children with developmental delays and special needs	15	15	5	10	45
	Conducting activities and organizing materials as per TLM (Teaching Learning Materials)	15	10	10	10	45
	Adapting with customized TLM as per special needs of children	10	10	5	10	35

	Maintain records related to child developmental growth in a development chart or diary or MCP (Mother and Child Protection) Card of the child.	17	15	5	10	47
	Observe and report the alarming signs related to developmental growth as per organizational policies and procedures	13	10	5	10	38
	Nos Total	145	145	130	55	100
HSS/N8915.Follow safety, Health and hygiene protocols for self and children	Child protection, safety, Abuse, First Aid and Emergency Response	17	20	5	10	52
	Maintain personal, children, environmental hygiene and sanitation	17	20	5	10	52
	Identify the infectious and other ailments in children and report it timely	17	15	5	10	47
	Orient towards health, wellness and immunization domains	12	5	5	10	32
	Provide effective care for sick children	18	15	5	10	48
	Nos Total	81	75	25	50	231
DGT/VSQ/N0101.Employability Skills (30 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
- 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:

3. Each module will be assessed separately.
4. 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
5. 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