

QUALIFICATION FILE

Governess

☒ 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: **NSQF Level 5**

Submitted By:

Home Management and Care Givers Sector Skill Council

A-15, FIEE Complex, Okhla Industrial Area, Phase-II, New Delhi-110020

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Section 1: Basic Details

1.	Qualification Name	Governess																			
2.	Sector/s	Home Management and Care Givers Sector Skill Council																			
3.	Type of Qualification: ☒ New ☐ Revised ☐ Has Electives/Options ☐ OEM	NQR Code & version of existing/previous qualification: <i>(change to previous, once approved)</i>	Qualification Name of existing/previous version:																		
4.	a. OEM Name b. Qualification Name <i>(Wherever applicable)</i>	NA Governess																			
5.	National Qualification Register (NQR) Code &Version <i>(Will be issued after NSQC approval)</i>	QG-05-DW-03624-2025-V1-DWSSC	6. NCrf/NSQF Level: <i>NSQF Level 5</i>																		
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other <i>(Wherever applicable specify multiple entry/exits also & provide details in annexure)</i>	Certificate																			
8.	Brief Description of the Qualification	The individual at work provides care to children, are in charge of physical and emotional health of children and how effectively they integrate into society as responsible adults. The individual is primarily expected to provide education to the school-aged children and is responsible for their intellectual development along with providing general care to the children. They are mainly hired by the parents to focus on the educational and emotional development of children in a private household setting.																			
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>UG Diploma or equivalent</td> <td>No Experience required</td> </tr> <tr> <td>2</td> <td>UG Certificate or equivalent</td> <td>1.5 years of experience in Child Care</td> </tr> <tr> <td>3</td> <td>12th or equivalent</td> <td>3 year experience in Child Care</td> </tr> <tr> <td>4</td> <td>NSQF Level 4.5</td> <td>1.5 year experience in childcare</td> </tr> <tr> <td>4</td> <td>NSQF Level 4</td> <td>3 year experience in childcare</td> </tr> </tbody> </table> b. Age: 21		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	UG Diploma or equivalent	No Experience required	2	UG Certificate or equivalent	1.5 years of experience in Child Care	3	12th or equivalent	3 year experience in Child Care	4	NSQF Level 4.5	1.5 year experience in childcare	4	NSQF Level 4	3 year experience in childcare
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)																			
1	UG Diploma or equivalent	No Experience required																			
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3	12th or equivalent	3 year experience in Child Care																			
4	NSQF Level 4.5	1.5 year experience in childcare																			
4	NSQF Level 4	3 year experience in childcare																			
10.	Credits Assigned to this Qualification, Subject to Assessment <i>(as per National Credit Framework (NCrF))</i>	19	11. Common Cost Norm Category (I/II/III) <i>(wherever applicable): II</i>																		

12.	Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)	NA																						
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 ☐ 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>200</td> <td>370</td> <td>0</td> <td>120</td> <td>570 (Min)</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)	200	370	0	120	570 (Min)	Online					
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)																			
Classroom (offline)	200	370	0	120	570 (Min)																			
Online																								
14.	Aligned to NCO/ISCO Code/s (if no code is available mention the same)	NCO-2015/5311.0300 Governess																						
15.	Progression path after attaining the qualification (Please show Professional and Academic progression)	Entrepreneurial Job role																						
16.	Other Indian languages in which the Qualification & Model Curriculum are being submitted	Will be translated in 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																							
20.	Are Greening/ Environment Sustainability Aspects Covered (Specify the NOS/Module which covers it)	☒ Yes ☐ No																						
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: Ms. Mona Gupta Position in the organisation: CEO Address : Home Management and Care Givers Sector Skill Council A-15, FIEE Complex, Okhla Industrial Area, Phase-II, New Delhi-110020 Tel number(s): 011-42831823 E-mail address: info@dwsscindia.com																						
23.	Final Approval Date by NSQC: 18-02-2025	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/NS QF 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.	Provide Physical and Emotional Care to Children	DWC/N0229, V1.0	Core	5	5	50	100		30	150	40	60			100	20
2.	Facilitate overall Educational Development of Children to support school learning	DWC/N0230, V1.0	Core	5	3	30	60		30	90	20	30			50	20
3.	Support children to develop social, cultural and interpersonal skills	DWC/N0231, V1.0	Core	5	3	30	60		30	90	20	30			50	20
4.	Manage Household Responsibilities Related to Childcare	DWC/N0232, V1.0	Core	5	2	20	40		30	60	20	30			50	20
5.	Maintain service standards and communicate effectively	DWC/N9902, V5.0	Non-Core	4	1	10	20			30	39	61			100	5
6.	Maintain health, hygiene and safety standards at workplace	DWC/N9903 (v7.0)	Non-Core	4	1	10	20			30	37	63			100	5

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NS QF 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)
7.	Communicate effectively with individuals at all levels and practice inclusivity	DWC/N0228, V2.0	Non-Core	4	1	10	20			30	20	30			50	5
8.	Employability skills	DGT/VSQ/N0103	Non-Core	5	3	40	50			90	20	30			50	5
Duration (in Hours) / Total Marks					19	200	370		120	570	204	346			550	100

Elective NOS/s:

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

Optional NOS/s:

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NS QF 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: 70 % (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>Ph.D in Education</i> OR <i>Post-Graduate in Education with 3 years of relevant experience with 2 years of training experience</i> OR <i>Graduate in Education with 5 years of relevant experience with 3 years of training experience</i>
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	
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>Ph.D in Education</i> OR <i>Post-Graduate in Education with 4 years of relevant experience with 2 years of assessment experience</i> OR <i>Graduate in Education with 6 years of relevant experience with 4 years of assessment experience</i>
2.	Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Graduate with proctoring experience of 1 year

3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) <i>(as per NCVET guidelines)</i>	
4.	Assessment Mode <i>(Specify the assessment mode)</i>	Offline
5.	Tools and Equipment Required for Assessment	☒ Same as for training ☒ Yes ☐ No <i>(details to be provided in Annexure-if it is different for Assessment)</i>

Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): No
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): Frost & Sullivan's latest report on the Indian domestic services market highlights the growing demand for qualified, trustworthy, and reliable governess services. As more families in India seek professional childcare, evidence of the governess's experience, qualifications, and background is essential. The report emphasizes that service providers offering governess services need to ensure that detailed background checks, certifications, and references are easily accessible. This evidence reassures parents about the safety and well-being of their children, which is crucial in gaining their trust and loyalty. - This Qualification Pack will be used across industry which is organised. - It would be used by the training institute for new trainings/For employers to conduct RPL and for annual Appraisal
3.	Government /Industry initiatives/ requirement (Yes/No): No
4.	Number of Industry validation provided: 22
5.	Estimated nos. of persons to be trained and employed: 1200
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: <i>Line Ministry Concurrence is awaited</i> 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>	<i>Annexure 1</i>
2.	Annexure: List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i>	<i>Annexure 2</i>

3.	Annexure: Detailed Assessment Criteria (Mandatory)	Annexure 6
4.	Annexure: Assessment Strategy (Mandatory)	Annexure 7
5.	Annexure: Blended Learning (Mandatory, in case selected Mode of delivery is "Blended Learning")	Annexure 5
6.	Annexure: Multiple Entry-Exit Details (Mandatory, in case qualification has multiple Entry-Exit)	
7.	Annexure: Acronym and Glossary (Optional)	Annexure 8
8.	Supporting Document: Model Curriculum (Mandatory – Public view)	Model Curriculum
9.	Supporting Document: Career Progression (Mandatory - Public view)	
10.	Supporting Document: Occupational Map (Mandatory)	
11.	Supporting Document: Assessment SOP (Mandatory)	
12.	Any other document you wish to submit:	

Annexure 1: 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	- Supervise the daily work of the children - Help children with their schoolwork - Act as a tutor for children - Assist children in expanding their skills and knowledge base - Support children to grasp various subjects	As can be inferred from the learning outcomes and performance criteria of the Qualification listed in the adjacent cell, the Governess requires well-developed skills and a clear choice of procedures in a familiar context. Hence NSQF level for this descriptor is 5.	5
Professional and Technical Skills/ Expertise/ Professional Knowledge	- Techniques of teaching children of different age groups - Plan and implement activities to meet the	As can be inferred from the knowledge and understanding related points mentioned in the adjacent cell, which have been taken from the Governess	5

	physical, emotional, intellectual, developmental and social needs of the children • Knowledge of different subjects • Knowledge of specialized subjects such as musical instrument, other languages and so on. • Different milestones in life of a child • Techniques to communicate and build rapport with children and their parents • Varied behavioural issues in children and ways to tackle them • Importance, purpose, and use of etiquettes and manners • Use of first aid kit • Reward system • Record maintenance practices	qualification pack, job role holder must have a knowledge of facts, principles, processes and general concepts, in a field of work or study. Hence NSQF level for this descriptor is 5.	
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	• Communication Skill • Decision Making • Planning • Mathematical Skills • Supervisory skills • Coordinating skills • Digital skills • Teaching skills • Skills to keep others motivated • Reading and writing skills • Strong base of various concepts in different subjects	As can be inferred from the knowledge and understanding related points mentioned in the adjacent cell, which have been taken from the Governness qualification pack, job role holder must have a knowledge of facts, principles, processes and general concepts, in a field of work or study Hence NSQF level for this descriptor is 5.	5

Broad Learning Outcomes/Core Skill	• Reading and writing skills • Communication Skills • Decision Making • Planning • Mathematical Skills • Digital skills	As can be inferred from the knowledge and understanding related points mentioned in the adjacent cell, which have been taken from the Governess qualification pack, job role holder must have a knowledge of facts, principles, processes and general concepts, in a field of work or study. Hence NSQF level for this descriptor is 5.5	5
Responsibility	• Develop personal and professional goals and objectives • Identify strengths and weaknesses in relation to goals and objectives • Evaluate own capacity to meet goals and objectives • Determine personal development needs in order to perform role as desired	As can be inferred from the knowledge and understanding related points mentioned in the adjacent cell, the Governess must take responsibility for own work and learning and some responsibility for others' works and learning. Hence NSQF level for this descriptor is 5	5

Annexure 2: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size:

	Tool / Equipment Name	Specification	Quantity for specified Batch size
1.	Books		1 each
2.	Flashcards		1 each
3.	Charts		1 each

4.	Workbooks		1 each
5.	activity sheets		1 each
6.	Puzzles		1 each
7.	building blocks		1 each
8.	Montessori kits		1 each
9.	Crayons		1 each
10.	paints		1 each
11.	colored pencils		1 each
12.	Notepad		1 each
13.	craft materials.		1 each
14.	Storytelling Props		1 each
15.	Tablets or computers with age-appropriate educational apps		1 each
16.	Socket covers		1 each
17.	safety gates		1 each
18.	Basic kitchen tools for meal preparation demonstrations		1 each
19.	Fire Extinguishers		1 each
	Vacuum cleaners		1 each
20.	Water		1 each
21.	Hose Pipe		1 each
	mops and child-safe detergents.		1 each
22.	Different Colour Dustbins As Per Waste Categorisation		1 each

23.	Different types Of Waste		1 each
24.	Planners		1 each
25.	checklists and storage containers for managing household routines.		1 each
26.	First Aid Kit		1 each
27.	Garbage Bags		1 each
28.	PPE (such as eyewear, gloves, boots etc.)		1 each

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Laptops
2. Whiteboards and markers
3. Projector
4. Screen
5. Chart paper
6. AV equipment
7. Stationery
8. Telephone connection

Annexure 3: Industry Validations Summary

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

S. No.	Name of Organization	Name of SPOC	Designation	Address	Contact No.	E-mail ID	LinkedIn Profile (if available)
1	Aalamaram learning Academy pvt ltd	Lakshmi	Trainer	Thiruvanniyur Chennai 600041	9962339278	aalamaramglobal@gmail.com	

2	Columbia Pacific Communities	V Sivakumar	Chief Financial Officer	2999, 12th A Main Road, HAL 2nd Stage, Indiranagar, Bengaluru, Karnataka-560008	9840987212	sivakumar.v@columbiacommunities.in	
3	Hire For Care	Rajat	CEO & Management Trustee	Mumbai	9619218826	Rajat@hireforcare.com	
4	Hope Ek ASHA	Dr Sushma Chawla	Founder-President	D – 52, Greater Kailash Enclave – II, New Delhi– 110048	9810130635	hopeekasha2001@gmail.com	
5	Kam-Avida Enviro Engineers Private Limited	Mr M Krishna, Managing Director	Managing Director	Plot No. 2, Survey No. 255/1, Hinjewadi, Tal., Mulshi, Maharashtra 411057	9822025166	mk@kam-avida.com	
6	KAVIN FACILITY SERVICES	V. KARTHIKEYAN	Proprietor	# 58, Bay Watch Farm Pandian Nagar, Vettuvankeni Chennai – 600115	9841086878	kavinfacilityservices@gmail.com	
7	Khushii	Gitanjali	Consultant	A-15, FIEE Complex, Okhla Industrial Area, Phase II, New Delhi-110020	011-41410075	contact@khushii.org	
8	Lady Irwin College	Dr. Madhuri Nigam, Associate Professor, Teacher in Charge	Associate Professor, Teacher in Charge	Lady Irwin College, Sikandra Road, New Delhi - 110001	9811455857	Madhuri.nigam@lic.du.ac.in	

9	Muskan Foundation for People with Multiple Disabilities	Aanchal Tejuja	Deputy CEO	15 Prashanti, Kala Nagar, Bandra East, Mumbai, Maharashtra 400051	9930386115, 9820201053	dyceo.muskan@gmail.com	
10	Naveen Enterprises	Rajesh Kumar	Project Co-ordinator	3602-3603, Raja Park, Shakurbasti, Delhi-110034	9313307050	naveenlko06@gmail.com	
11	Portea Medical (Healthvista India Limited)	Mr Sushil Rathor	HRBP North India	FIEE Complex, A29, Block A, Okhla Phase II, New Delhi, 110020	8447756948	sushil.rathor@porteamedical.com	
12	Royal South Vegetarian Paradise Restaurent and Caterers	Prerna Nand	Executive Director	Sco-13, Gol Market Urban Estate, Ludhiana, Punjab	8979746291	royalsouth0058@gmail.com	
13	Sahajya Foundation	Biplap Naik	CEO & Management Trustee	Orrisa	7008195714	sahajya.foundation@gmail.com	
14	Sarika Safety Services	Amol Mane	General Manager	D-403, Shreyash Vihar Purandar colony, Bhekari Nagar, Phursungi, Pune, Maharashtra - 412308	9689429201	sarikasafty10@gmail.com	
15	Satyam College of polytechnic	Mr. Paras Chaddha	Principal	Opp. Allowal Gate, Jalandhar Road, Nakodar Punjab	9501315310	satyampolytechnic2011@gmail.com	
16	Satyam Institute of Management and Technology	Mr. Vipin Sharma	President	Opp. Allowal Gate, Jalandhar Road, Nakodar Punjab	9814525549	chairmansgi11@gmail.com	

17	Shivanshi Enterprises	Satpal Singh	Project Co-ordinator	Jhilmil Colony, Shahdra, Delhi-110032	9554307050	sp.torous05@gmail.com	
18	Skill Care	Daniel Longkumar	COO		8251941282	ikrdaniel@gmail.com	
19	Special Saathi	Shilpi Mayank Awasthi	Founder	A-1204, Gaur Grandeur, Sector 119, Noida, Uttar Pradesh	8860068398	shilpi@specialsaathi.com	
20	Swami Praganand ji Educational Society	Mr. Vipin Sharma	President	Opp. Allowal Gate, Jalandhar Road, Nakodar Punjab	9814525549	chairmansgi11@gmail.com	
21	Help for All Foundation	Mr. Zaher Basha	Chairman	Near Samantha Nursing Home pagothota nellor	7207281934	babululakshman@gmail.com	
22	Vesta Elder Care	Ishita Bagchi	Head-HR & Operations	M-72, Connaught Circus, New Delhi-110001	9899607154	<ishita@vestaeldercare.com	

Annexure 4: Training & 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
2024	200	140				
2025	400	280				
2026	600	420				

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:

Annexure 5: 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 6: 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
DWC/N0229: Provide Physical and Emotional Care to Children	Supervise daily work of the child	15	25		10
	PC1. Ensure that children follow personal hygiene routines such as bathing, brushing teeth, and wearing clean clothes.				
	PC2. Ensure nutritious meals served on the basis of dietary preferences and health requirements.				
	PC3. Monitor children's physical health, including signs of illness or injury, and take appropriate action when needed.				
	PC4. Provide a safe and secure environment by removing potential hazards and supervising children effectively.				

	PC5. Recognize and address signs of emotional distress or discomfort in children.				
	PC6. Provide emotional support by actively listening to children and encouraging them to express their feelings.				
	PC7. Organize age-appropriate recreational activities to promote physical and mental well-being.				
	PC8. Ensure children get adequate sleep and rest as per their age-specific requirements.				
	Total Marks	15	25		10
DWC/N0230: Facilitate overall Educational Development of children to support school learning	Assist child to expand various skills and knowledge base	20	30		
	PC1. Plan and follow a structured routine for educational activities, including reading, writing, and arithmetic.				
	PC2. Assist children with school homework and projects while promoting independence.				
	PC3. Use engaging teaching methods, such as storytelling, games, and visual aids, to enhance learning outcomes.				
	PC4. Organize age-appropriate activities that encourage problem-solving, creativity, and critical thinking.				
	PC5. Monitor children's academic progress and identify areas for improvement.				
	PC6. Provide support and guidance in developing good study habits and time management skills.				
	PC7. Select and use educational tools and resources, such as books, puzzles, and digital apps, to enhance learning.				
	PC8. Encourage a love for learning by fostering curiosity and exploration of new topics.				
	PC8. Integrate multicultural education by blending traditional values with modern learning techniques.				
	PC9. Design and manage homeschooling and alternative education plans tailored to the child's individual learning needs and goals.				
	Total Marks	20	30		
DWC/N0231: Support children to develop social, cultural and	Promote Social Integration and Responsibility	20	30		
	PC1. Teach children social etiquette, such as polite greetings, table manners, and respect for others.				
	PC2. Encourage participation in group activities to develop teamwork				

interpersonal skills	and collaboration skills.				
	PC3. Guide children on how to communicate effectively and build positive relationships with peers and adults.				
	PC4. Discuss age-appropriate topics on societal norms, values, and responsibilities to build a sense of morality.				
	PC5. Organize community engagement activities, such as visits to museums, libraries, or charity events, to promote cultural and social awareness.				
	PC6. Encourage children to express gratitude and compassion through acts of kindness and sharing.				
	PC7. Support children in managing conflicts and resolving issues peacefully.				
	PC8. Foster independence by assigning simple responsibilities, such as tidying their rooms or packing school bags.				
	PC9. foster traditional interpersonal skills and moral values, such as respect, empathy, and discipline, through daily interactions and activities.				
	Total Marks	20	30		
DWC/N0232: Manage Household Responsibilities Related to Childcare	Fulfill Household Responsibilities Related to Childcare	20	30		
	PC1. Develop and maintain a daily schedule for childcare activities, including education, meals, and recreational time.				
	PC2. Manage child-related household tasks, such as organizing clothes, toys, and school supplies.				
	PC3. Ensure that the children's living spaces, such as bedrooms and playrooms, are clean, organized, and child-friendly.				
	PC4. Coordinate with parents to understand specific needs and preferences related to childcare.				
	PC5. Communicate regularly with parents to update them on children's progress, activities, and concerns.				
	PC6. Arrange for resources, such as books, art supplies, and educational tools, to support children's development.				
	PC7. Handle emergencies, such as health issues or unexpected situations, calmly and effectively.				
	PC8. Ensure all childcare tasks are completed within specified timelines while adhering to household protocols.				
	PC9. Collaborate with parents to reinforce traditional values and				

	principles in the child's daily routine and behavior.				
	Total Marks	20	30		
DWC/N9902: Display standards of hygiene and work etiquettes	Maintain standards of behavioral, personal and telephone etiquette	11	14		
	PC1. interact in a courteous and disciplined manner with all				
	PC2. dress appropriately and maintain a well- groomed personality				
	PC3. ensure not to argue with the employer/guest				
	PC4. listen attentively and answer back politely				
	Follow practices of hygiene	18	32		
	PC5. maintain personal hygiene				
	PC6. follow hygiene practices at workplace, such as covering ones mouth while coughing or sneezing, washing hands regularly etc.				
	PC7. do not eat or chew while talking				
	PC8. report any personal health issues related to injury, food, air and infectious diseases to the appropriate person				
	Handle work in a professional manner	10	15		
	PC9. establish and agree your work requirements with the person concerned				
	PC10. report any kind of issue to the appropriate person				
	Total Marks	39	61		
DWC/N0228: Communicate effectively with individuals at all levels and practice inclusivity	Communicate with others in an efficient manner	10	20		
	PC1. interact with people at workplace in a polite and professional manner				
	PC2. listen actively to the issues or requirements and respond timely and appropriately				
	PC3. trust, support and respect people at workplace				
	PC4. offer friendly, courteous and hospitable service to others				
	PC5. avoid interrupting others while they talk				
	PC6. pass on appropriate information to others and in a time bound manner				
	PC7. seek and provide feedback to others on a regular basis				
	PC8. maintain clarity, honesty and transparency while communicating with others				
	PC9. respect the personal and professional space of people at workplace				
	PC10. maintain appropriate body language while communicating with others				

	Practice inclusive behaviour	10	10		
	PC11. respect people across all, age groups, genders, religions, and caste				
	PC12. empathize with the people with disability and elderly				
	PC13. offer support or help to a person with a disability and elderly, if asked				
	PC14. use inclusive language that is sensitive to people towards all gender, disability and age				
	PC15. ensure to adhere to the guidelines laid in Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act				
	PC16. report any violation of prevention of sexual harassment (POSH) rules immediately to the POSH committee				
	Total Marks	20	30		
DWC/N9903: Maintain a clean and safe working environment	Follow measures of safety and security at workplace	11	19		
	PC1. perform first aid techniques including CPR in case of such a situation				
	PC2. report any identified breaches in health, safety, and security to the designated person				
	PC3. identify any hazards and deal with them in safe and competent manner within the limits of ones authority				
	Manage waste and ensure cleanliness	17	28		
	PC4. identify and wear appropriate cleaning gear for waste disposal as required				
	PC5. clean waste from the work area thoroughly and according to instructions				
	PC6. collect and segregate waste according to type				
	PC7. reduce the volume of waste through appropriate techniques and throw waste in appropriate waste container/ assigned bins				
	PC8. change disposable garbage bags when full and clean the waste bins regularly				
	PC9. inspect the work site and ensure they are clear of waste				
	Adopt practices to promote wellbeing	9	16		
	PC10. clean the place of dust or any particulate matters				

	PC11. arrange for adequate ventilation				
	PC12. make use of techniques to manage pollution such as noise, air etc.				
	Total Marks	37	63		
DGT/VSQ/N0103: Employability skills	1. Introduction to Employability skills				
	2. Constitutional values				
	3. Becoming a professional in the 21st century				
	4. Basic English skills				
	5. Career development and goal setting				
	6. Communication skills				
	7. Diversity and inclusion				
	8. Financial and legal literacy				
	9. Essential digital skills				
	10. Entrepreneurship				
	11. Customer service				
	12. Getting ready for apprenticeship and job				
	Total Marks	20	30		
Grand Total		550			

Annexure 7: 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. The candidate must score 70% in each module to successfully complete the OJT.
3. 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 of Trainees during OJT
4. 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 8: 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 from an individual engaged in a particular task. They list down what an individual performing that task should know and also 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