# QUALIFICATION FILE
# Approved in 25th NSQC Meeting, 25th June, 2020

**NSDA Code:**
**2020/HLT/ASAP/03790**

## CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE

### Name and address of submitting body:


**Additional Skill Acquisition Programme**
**A Joint Initiative of Higher Education and General Education Departments Government of Kerala**
**3rd Floor, Trans Towers**
**Vazhuthacaud,**
**Thiruvananthapuram Kerala –**
**695014**


### Name and contact details of individual dealing with the submission


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**Position in the organisation: Chief Executive Officer,**
**ASAP Address if different from above: NA**
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**List of documents submitted in support of the Qualifications File:**

1. Annexure 1- Affiliation of Skill Training Partners
2. Annexure 2- International Comparability
3. Annexure 3- Outcome based Syllabus
4. Annexure 4- List of Industry Experts
5. Annexure 5- Industry Validation
6. Annexure 6- Evidence of need
7. Annexure 7- Occupation Map
8. Annexure 8- Internship Plan

**Model Curriculum to be added which will include the following:**

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• **SUMMARY**

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| **1** | **Qualification Title :** | Certificate in Child Care Aide |
| **2** | **Qualification Code, if any** | HSS/ASAP/Q006A |
| ***3*** | **NCO code and occupation:** | 2222 ,Midwifery Professionals |
| | | |
| **4** | **Nature and purpose of the qualification (Please specify whether qualification is short term or long term)** | -Nature of the course is **Certificate programme** and it is a short term programme.<br>• The proposed course has a syllabus that clearly fills the skill gaps in child care services in the community by ensuring that the trainee acquire the skills required to meet both the current and future skill demands in their given occupation.<br>• The Curriculum gives special emphasis to the Communication skill development of the trainee, as the attitude of the employee is highly valued by the Industry.<br>• The integrated mode of Internship ensures that theskills acquired are externally accredited which will, over the longer run, assist an individual with their career path. |
| **5** | **Body/bodies which will award the qualification:** | Additional Skill Acquisition Programme, Government of Kerala |
| **6** | **Body which will accredit providers to offer courses leading to the qualification** | Additional Skill Acquisition Programme, Government Of Kerala |

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| **7** | **Whether accreditation/affiliation norms are already in place or not , if applicable (if yes, attach a copy)** | Any Vocational Training Provider / PSU / Educational Institution / Industry can seek affiliation/accreditation from Additional Skill Acquisition Programme (ASAP) for delivering vocational training in ASAP Qualifications under NQR. Evaluation of proposals by the interested agencies/institutions will be based on the norms of affiliation fixed for the same which gives importance to the competence in delivering NOS based training by the interested agencies. Final selection of training agencies will be done based on a comprehensive evaluation which also might involve a preliminary audit depending upon risk based assessment. The affiliation/accreditation norms have been included in detail in the document created for the purpose (Annexure 1) |
| **8** | **Occupation(s) to which the qualification gives access** | • The candidate who successfully completes the course can join as Child care Aide in Anganwadis , child caretaker in crèches/child care centers and other places where suchservices are required.<br>• Child care centers means orphanages, child welfare centre of Govt of Kerala and child care centers run by NGOs and corporate institutions.<br>. |
| ***9*** | **Job description of the occupation** | Individuals at this job will be an Aide in Child care. They will be responsible early childhood characteristic of children and would be counselors for the mother and child from prenatal to kindergarten. |
| **10** | **Licensing requirements** | NA |
| **11** | **Statutory and Regulatory requirement of the relevant sector (documentary evidence to be provided** | NA |

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<table>
<tr><td>12</td><td>Level of the qualification in the NSQF</td><td>3</td></tr>
<tr><td>13</td><td>Anticipated volume of training/learning required to complete the qualification</td><td><table>
<tr><td>Theory classes</td><td>324 Hours</td></tr>
<tr><td>Practical Hours</td><td>486 hours</td></tr>
<tr><td>Internship</td><td>190 hours</td></tr>
<tr><td>Total</td><td>1000 hours</td></tr>
</table></td></tr>
<tr><td>14</td><td>Indicative list of training tools required to deliver this qualification</td><td>Detailed list is attached in Annexure</td></tr>
<tr><td>15</td><td>Entry requirements and/or recommendations and minimum age :</td><td>• Ladies only will be eligible to join<br>• Xth Standard pass</td></tr>
<tr><td>16</td><td>Progression from the qualification (Please show Professional academic progression) :<br>•</td><td>• Professional- Can move up as child Health Assistant in the already listed workplaces. They can transform as trainers for the same job role. They can evolve as entrepreneurs in the field of childcare.<br>• Academic- At present there is no direct academic programme for which this is a prequalification. However the candidates who complete the said programme can pursue</td></tr>
</table>

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| | | academic programmes in Child Health Assistant |
| 17 | **Arrangements for the Recognition of Prior learning (RPL)** | Candidates applying for RPL will have to remit an application fee. RPL is carried out in three stages: (i) Pre- screening (ii) Assessment (iii) Certification. Initial screening of the candidate based on the application submitted will be done by ASAP. If skill gap is found, a maximum of 40 hours skill training will be provided to candidates prior to attending RPL with a training |
| 18 | **International comparability :** | 1.Diploma of Early Childhood Education and Care Fortitude Valley, QLD 4006, Australia. 2.Early Childhood Education ,Canada Toronto<br>3. Early Childcare Assistant Diploma Program, Canada Toronto..<br><br>International Comparability has been attached as Annexure II in detail. |
| 19 | **Date of planned review of the qualification** | 1st March 2024 |

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| 20 | **Formal structure of the qualification Mandatory components** | | |
| | **Title of component and (learning hours)code/NOSs /Learning outcomes** | **Estimated size** | **Level identification** |
| | INTRODUCTION TO CHILD CARE AIDE PROGRAMME | 84 | 3 |

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| | INTRODUCTION TO CHILD DEVELOPMENT | 84 | 3 |
| | HEALTH AND SAFETY IN CHILDCARE-I | 84 | 3 |
| | HEALTH AND SAFETY IN CHILDCARE-II | 72 | 3 |
| | CARE OF THE INFANT AND NEW MOTHER | 84 | 3 |
| | CARE OF THE TODDLER | 114 | 3 |
| | CARE OF SCHOOL GOING CHILDREN | 118 | 3 |
| | **Internship** | **360** | |
| | **Sub Total (A)(Excluding Internship)** | **640** | 3 |
| | **Optional Components** | | |
| | **Title of component and identification code /NOSs/learning outcomes** | **Estimated siz e (Learning hours)** | **Level** |
| | **NIL** | | |
| | **Sub Total (B)** | **NIL** | |
| **Total (A+B)** | | **1000** | 3 |

*Detailed Syllabus with Outcome and Objective attached in Annexure3

*List of Industry Person who were engaged in Curriculum Development is attached in Annexure 4

**SECTION 1**
**ASSESSMENT**

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| **21** | **Body/Bodies which will carry out assessment:**<br><br>Additional Skill Acquisition Programme empaneled third party which can be either a private party or an independent Board of Skill Assessment of ASAP will be responsible for the conduct of Final Assessment. |
| **22** | **How will RPL assessment be managed and who will carry it out?**<br><br>ASAP will be responsible for conduct of RPL Assessment. Assessors identified by ASAP's Board of Skill Assessment will be responsible for the conduct of the RPL assessment. RPL theory exam can be conducted at examination hall and practical exam at field. The level of difficulty of question will be more compared to trainees who attend the regular program. The weightage for skill part assessment will be more compared to that of theory part, for the candidates undergoing RPL. The candidate should be 10$^{th}$ standard pass with at least 2 years of work experience in child care setting. A candidate enrolled under RPL is assessed as per the assessment criteria mentioned in the qualification file for the job role of Child Care Assistant. The assessment could include a theory and practical component with a 20:80 weightage respectively. If the candidate clears competency based assessment under the designated Job Role, candidate is awarded Certificate. The candidates eligible for RPL will be oriented about the standardized NSQF framework and will be assessed on the concerned job role. |

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| 23 | **Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fair and s how that these are in line with the requirements of the NSQF.** |

ASAP follows an assessment framework which has got weightage for all the activities in which students get involved during the training program. The components of assessment include Attendance, Internal Assessment and student involvement, Final Assessment. Of these, attendance and internal assessment come under continuous and comprehensive evaluation (CCE). CCE evaluation refers to a system of MIS based assessment that covers all aspects of the student's development and involvement. All Assessments with regard to the academic status of the student shall be done in marks and overall assessment will be done in grades. The report card/certificate will state only the overall grade.

**TABLE 1**

| TYPE OF ASSESSMENT | | | WEIGHTAGE |
|---|---|---|---|
| CONTINOUS & COMPREHENSIVE EVALUATION | ATTENDANCE | | 10% |
| | STUDENTS INVOLVEMENT | ASSIGNMENT | 10% |
| | | INTERNAL EXAM | 10% |
| PRACTICAL/LABWORK/APPRENTICESHIP/HANDS ON EXPERIENCE BY THE INDUSTRY | | | 30% |
| SKILL PROFICIENCY TEST BY THE INDUSTRY/ASSESSMENT AGENCY | | | 40% |
| **TOTAL** | | | 100% |

1. **ATTENDANCE: Many** classes use lectures, discussions, demonstrations, experiments, and student participation as part of the daily learning activities and those who miss these sessions will not be able to compensate for the loss. Regular student participation in daily classroom activities plays a significant role in student's success. For each course, the student's attendance will be marked daily and grades will be awarded accordingly. The corresponding grade points shall be generated by a system designed for this purpose (MIS). The grade points shall be given as per the table below.

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**2.**

| POINT SCALE | GRADE POINT |
|---|---|
| Attendance above 90% | 10 |
| 86 to 90 % | 8 |
| 80 to 85 % | 5 |
| Below 80% (permissible only in the event of condonation) | 3 |

**INTERNAL ASSESSMENT & STUDENT INVOLVEMENT:**

**Assignments** : Each Student has the opportunity to complete the assignment according to his/her preferred approach. This might involve reading textbook chapters and assigned reading materials to gain a better understanding prior to completing an assignment or exploring new resources to gain additional information. There shall be no restriction on the resources that the students are allowed to consult or any limit to the number of hours he/she choose to spend on the assignment. Since each student employs his/her own personal learning style, an individual assignment may actually be a fairer measure of the students learning. There are two assignments, one after 25% coverage of the total syllabus and the other after 75% of the total syllabus. Each shall be evaluated and assigned a score. The scores should be marked on the student's assignment sheets by the SDE after evaluation. The scores shall be entered in the student profile twice. The first shall be made on completion of the initial 25% of the syllabus. It will be based on the average score up to that point. The second entry shall be made on completion of 75% of the syllabus. This will be based on the grades awarded for the assignment after the first entry. The average of the two shall be the final score for assignments. Questions for the assignments will be generated from a data bank created for the same. The data bank will have questions which will test the vital portions of the syllabus covered which have a direct bearing in the skill acquisition. The SDE can Access this though OTP for each batch and each assignment

Internal Exam: there are two internal tests one after completing the 50% of the syllabus and the other after the end of the training course.

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These test is conducted by the trainer based on the topics covered for the test. Questions are selected at random from the question bank already generated. Of these for each test 50% ofthe questions are theoretical and in the form of objective type and the rest 50% will be short descriptive questions which will be oriented towards procedure/strategies/ways of doing/ ethics of doing etc., (Process of skill acquisition) The duration of the first test after 50% of the total session is 1 hr and the second test after completion of the total syllabus is 3hrs.The durationis so fixed to see that coverage of the total learning events. The grades shall be entered in the students profile twice.

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The first entry shall be made on completion of the initial 50% of the syllabus and the second entry shall be made on completion of the rest of the syllabus. Total score for internal assessment will be the total of the average grade points secure in the internal tests and assignments.

3. **Board of Skill Assessment:** A Curriculum Committee comprising external academic/industry experts from various sectors meets to discuss and decide upon designing new courses for demanding job roles, revision of curricula, training as well as assessment strategies. The Curriculum Committee will have powers to nominate experts from industry/academia in order to form Sub Committees that will act as Board of Study for the skill courses developed in the concerned sectors for purposes of Content development, content standardization and assessment. A sub- committee nominated by the Curriculum Committee comprising academic/industry/training experts from the concerned sector of the skill course serves as the Board of Study for that will also handle assessment.

   Board of Skill Assessment for Skill Courses is responsible for developing a Question Bank and also the conduct of assessment through assessors. Thus this independent Board of Assessment nominated by the curriculum committee will carry out the third party assessment for each qualification based on general assessment guidelines of ASAP on Outcome based skill training. The respective boards will be entrusted with the responsibility of

   a. Development of question bank/assessment items.
   b. Selection of assessors for conducting assessment in Skill Training Centers.
   c. Monitoring of assessment by the assessors.
   d. Final consolidation of assessment scores for publication by the ASAP Assessment Division.

   A Learning Management System (LMS) will be used for conducting the internal and final assessment. Randomly selected questions from the Question bank developed by the Board will be used for internal assessment. 30% of questions will be replaced with new ones every year and a blue print that elaborates weightage to QP/NOS, degree of difficulty and application type questions will be used for theassessment.

4. **FINAL ASSESSMENT:** Final assessment will be conducted by ASAP empaneled third party (Which can be either a private party or an independent Board of Skill Assessment of ASAP). The questions will be generated randomly from the question bank by the trainer. 40% of the

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| | questions are to check trainee's professional knowledge and 50% is to check their professional skills and rest 10% for internship based viva questions. |

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5. **QUESTION BANK:** A Board of Skill Assessment will develop Question Bank using experts by following prescribed norms. Selected questions will be enlisted in the bank. In case of third party vetting of questions will be done by Board of Skill Assessment. The question bank will have 6 times the requirement of questions for the first year to start with and thereafter 20% questions will be replaced in every year with new ones in each category with the help of experts following the same procedures. The maximum weightage for the test will be 70%.

6. **GENERATION OF QUESTION PAPER**: Each batch will have a unique user id and the trainer will be given access to question bank once for each category of test. They will be given access to the test only at the prescribed hour on the day of assessment. Question paper will be automatically generated from the question bank at random based on the criteria specified for assessing each competency given in the session assessment evidence. Guidelines will be given to the trainers in terms of evaluation of assignments and internal test.

7. **THE ASSESSMENT PLAN :** Outcome-based assessment to be followed in the skill courses by the Assessment Division will have the following design:

I. **Continuous and Comprehensive Skill Assessment (30% Weightage)**
   - Knowledge and application tests carried out at four intervals during a skill course (20 Marks)
   - Attendance and assignments (10Marks)

II. **End Assessment – Performance-based (70% Weightage)**
   - Practical test/hands on experience/Skill test in an OJT Centre/SDC – (30 Marks)
   - Skill Proficiency Test (40 Marks)

In the End Assessment, knowledge part will be assessed using conventional multiple choice questions through a Learning Management platform and skill assessment will be carried out at the venue of training by the assessor identified by Board of Skill Assessment through a performance based assessment. Internship Assessment will be carried out through the internship supervisor at the venue and based on performance criteria. The scores thus obtained by candidates for all the three components after consolidation by the Board of Skill Assessment will be handed over to the Assessment Division of ASAP.

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8. **REDRESSAL OF GRIEVANCES IN ASSESSMENT**: Any grievance regarding any of the assessment has to be addressed grievances cell of ASAP. based on the degree grievance ASAP head will choose any one or more of the following

- Deployment of a quality assurer for third party assessment
- Report from the Skill Development Centre Programme Manager
- Direct inspection by the concerned officials from ASAP

Reassessment The factual details will be submitted to the Chief Executive Officer whose decision will be final.

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## 24. Assessment Evidences

| Module Number & Course Title | Topic | Assessment Criteria for the outcomes | Marks for each module- 100 | | |
|---|---|---|---|---|---|
| | | | Theory | Skills | Viva |
| | | | Maximum marks : 90 | | Maximum marks :10 |
| **CCA01 MODULE – 1:** Foundation Module – Introduction to Child Care Aide Programme | 1. Introduction to Childcare and Education | *Understanding the duties and responsibilities of child care aide<br>*Knowing the professionalism in undertaking the assigned work<br>*Understanding the basic nature of child and communicating with children & parents in the most appropriate way conducive for nurturing the growth | 5 | 5 | 10 |
| | 2. Essential attributes of an efficient Childcare Aide | | 10 | 15 | |
| | 3. Professionalism and Values | | 10 | 15 | |
| | 4. Communication | | 10 | 20 | |

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| | | and development of the child | | | |
| **CCA02 MODULE – 2:** Introduction to Child Development | 1.Developmental stages in children | *Knowing the various developmental milestones of infant, toddler and older child<br>*Understanding the various learning process of child<br>* Introduction to the basic knowledge of vision, hearing, personal social, fine-motor, gross-motor and language development of child<br>* Understanding | 10 | 5 | 10 |
| | 2.Development and learning | | 10 | 5 | |
| | 3. Methods of observation and basic developmental screening | | 10 | 25 | |
| | 4. Documentation of growth and learning | | 10 | 15 | |

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| | | growth and deviation in growth velocity of the child | | | |
| **CCA03 MODULE – 3:** Health and Safety in Childcare -I | 1. Health and safety of the child | *Knowing the various infection control methods, personal hygiene, hand hygiene when handling a child and a sick child<br>* Understanding the need of immunization and the schedule<br>*Basic health safety measures while handling the child<br>* Knowing the importance of breast feeding and complementary feeding<br>following hygiene methods | 5 | 5 | 10 |
| | 2. Infection Control Measures | | 5 | 5 | |
| | 3. Immunization in Child Care | | 10 | 10 | |
| | 4. Importance of Breast feeding | | 10 | 10 | |
| | 5. Complementary feeding | | 10 | 20 | |
| **CCA04 MODULE – 4:** Health and Safety in Childcare-II | 1. Disaster preparedness & Management | *Understanding the fundamentals of emergency management and basic handling procedures for risk reduction | 10 | 10 | 10 |
| | 2. Abuse and Neglect: a Caregiver's guide to child abuse | | 10 | 15 | |
| | 3. Stress in Early Childhood | | 10 | 10 | |

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| | 4. Transportation Safety | *Knowing basics of child neglect and child abuse and the signs in child<br>*Understanding the stressful situations children are facing and responding to it<br>*Basic knowledge of child safety during transportation in various situations like going to school, durin g hospital visit in case of emergency and play –times | 10 | 15 | |
| **CCA05 MODULE – 5:** | 1. General care of the infant and mother | *Basic knowledge of general care of mother during | 25 | 25 | |

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| Care of the Infant And New Mother | | antenatal and post natal period<br>*Understanding essential newborn care like feeding, burping, providing massage, bathing, helping mother in ensuring and achieving Activities of Daily Living (ADL)of typically developing child and special child<br>*Knowing the physical, emotional, social and mental health of typically developing child and special child<br>*Understanding the ways and means of improving the endurance and attention span of children and helping them for the smooth transmission | | | 10 |
| | 2. Early identification of children with special needs | | 20 | 20 | |

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| | | from a dependent to independent child | | | |
| **CCA06: MODULE –6:** Care of the Toddler | 1. Development of toddlers | *Understanding growth and developmental milestones of a toddler<br>*Knowing the various methods to support physical and mental growth of these children<br>*Understanding social and emotional development and learning process of toddlers<br>*Need an | 10 | 20 | 10 |
| | 2. Learning patterns in a toddler | | 10 | 10 | |
| | 3. Emotional and Social development | | 10 | 10 | |
| | 4. Indoor & Outdoor play activities | | 10 | 10 | |

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| | | d importance of play, play therapy and various types of play for optimal development of typically developing child and special child | | | |

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| **CCA07 MODULE –7:** Care of School Going Children | 1. Discipline in Childcare | *Knowing the basics of developing discipline in children and achieving an ideal behavioural pattern among children<br>*Importance of identification of special skills of typically developing child and special child and promoting them to understand peer group children with special needs<br>*Nurturing competence and promoting fun and fitness among children | 10 | 10 | 10 |
| | 2. Inclusive Early Childhood Programmes | | 10 | 10 | |
| | 3. Nurturing competence | | 5 | 5 | |
| | 4. Good and bad touch | | 10 | 10 | |
| | 5. Fun and fitness | | 10 | 10 | |

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| **Means of assessment1**<br><br>Internal Assignment and Internal Assessment |
| **Means of assessment 2**<br><br>Final Assessment |
| **Means of assessment 3**<br><br>Practical |
| **Means of assessment 4**<br><br>Viva |
| **Pass/Fail**<br><br>80-100% - A<br>60-80% - B<br>40-60 % - C<br>20-40% - D<br>Below 20 % - E (Not eligible) |

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**SECTION 2**

**24. EVIDENCE OF LEVEL**

| **Title/Name of qualification/component: Child Care Aide Level: 3** | | | |
|---|---|---|---|
| **NSQF Domain** | **Outcomes of the Qualification/Component** | **How the outcomes relates to the NSQF level descriptors** | **NSQF Level** |
| **Process** | The candidate will be working at schools, business places, private households and childcare institutions, Anganwadis, Crèches She performs a variety of activities like feeding the baby, bathing baby, dressing and supervising spontaneous and guided play of children. | The candidate will be able to understand the various components of the course and NSQF level 3 assigned to this course would be justified. | 3 |

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| **Professional knowledge** | The candidate will have the basic knowledge of child care skills like bathing, feeding, dressing children and changing diapers, maintain a safe play environment, observe and monitor children's play activities, Sanitize toys and play equipment, communicate with children's parents or guardians about daily activities, behaviors, and related developmental issues, Keep records on individual children, including daily observations and information about activities, meals served, and medications administered, Support children's emotional and social development of the child, Identifies signs of emotional or developmental problems in children and report to parents or guardians and Instruct children in acquiring healthy personal habits including hygiene and toilet habits. | The candidate will demonstrate practical skills required for undertaking the activities described in this domain of professional knowledge. | 3 |

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| **Professional skill** | Child CareAide will get theoretical knowledge of | The candidate will demonstrate the practical skills in the area of study, which is | |

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| | development of the child, | essential for the | |

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| | health and safety, care of infant and toddler. She will have knowledge of personal hygiene practices including toileting issues, physical and emotional requirement of child. An overview of normal and abnormal growth and development of children will be imparted to the candidates. | nature of the work the child care aide is expected to undertake. She will have professional skills to undertake the task of looking after newborns, infants and preschool children at various place of work assigned to the person. | 3 |
| **Core skill** | The candidate will be taught to have good communication skills, maintain all records in a timely and correct manner, good telephone etiquette. The soft skills needed to interact with the parents and the child are given prime importance. A good attitude towards child care will be created in them apart from the basic core child care activities. | The candidate will demonstrate written and oral communication skills to undertake the assigned job role of Child Care Aide. | 3 |
| **Responsibility** | Child care aides are responsible for helping and assisting mothers and family members, owners and superiors of the institution where she is working. | The candidate will work in close supervision under a superior, but basic responsibility for the work assigned will be ensured. | 3 |

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| **Professional skill** | Apart from theoretical knowledge, the candidate will be given practical skills in putting together a delivery kit bag including essentials for mother and baby care in hospital. She would be given hands on training of routine new born care including baby bath and cord care. She will be taught how to monitor the weight, length and head circumference, how to plot on growth charts, how to interpret the charts. She will be taught the basic immunization schedule and the care of the child after immunization. Practical training regarding hygienic food preparation and weaning will be taught. Bottle hygiene and proper bottle- feeding technique will be demonstrated. Care of the preterm, low birth weight, care of the sick child, care of a special needs child will also be taken in practical sessions. | The candidate is given training in preparing maternity bag, hands on experience on baby bath and cord care. Analytical skills like interpretation of charts and taking care of immunization schedule and care of the child after immunization. Practical Training regarding hygienic food preparation, bottle hygiene and proper bottle feeding technique. A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information. Thus it correlates with the NSQF outcomes. | 3 |

**SECTION 3 EVIDENCE OF NEED**

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| **Core skill** | The soft skills needed to interact with the parents and the child are given great importance. The candidate should have basic skills in child care. A good attitude towards child care will be created in them. A commitment to the child will be created in the candidate. She should have good communication skills , decision making skills, good critical thinking. She should be taught to maintain all records in a timely and correct manner. The importance of documentation and effective communication should be instilled in the candidate | The candidate must be reasonably good in mathematical calculation and should have good meticulous planning and understanding of the actual market, and reasonably good knowledge about Child care and setting up of centers. Desired mathematical skill; understanding of social, political; and some skill of collecting and organizing information, communication | 3 |

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| **Responsibility** | The candidate should be able to negotiate the rates with the shipper, in order to maximise the revenue. He should be responsible for the transport of Dangerous goods/ Special cargo and should ensure the safety while transporting the same. He should be responsible for the filling up of AWB and the documents for the timely delivery of cargo. | The candidate must always bear the responsibility of ensuring Personal hygiene of the mother and baby. safety procedures in nutrition given to the mother and baby. The candidate should ensure the documentation is done properly and effective supervision is required to maintain to ensure work ethics in workplace. | 3 |

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| 26 | What evidence is there that the qualification is needed? What is the estimated uptake of this qualification and what is the basis of this estimate?<br><br>**MINISTRY OF LABOUR AND EMPLOYMENT**<br><br>Ministry of labour and employment has issued a notification (No 914) citing that "Every Establishment having 50 or more employees staff shall have the facility of crèche within such distance as may be prescribed, either separately or along with common facilities.<br><br>**Industry Relevance:** |

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At an Early Childcare and Education conference held in 2014, it was unanimously declared that meaningful early childhood education cannot be delivered without a battery of well trained teachers. Apparently, the Amity Centre for Educational Research and Training (ACERT) in Delhi was an answer to this. The institution has now been researching and formulating a teachers' training programme that comprises international best practices and ways and means to adapt them in schools. The west wins over India only in this aspect- that they have extremely well defined and structured systems for teacher's training and student development, well in place. Because there is a gap in the expectations and the deliverables, Early Childhood Care and Education as an important learning milestone, remains neglected. So, the onus to run an excellent happy establishment rests totally with an owner, who will have to educate himself or herself and provide the best holistic learning environment for early learners.

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| | **Estimate Uptake:**<br><br>According to Techs Research report, "India Preschool/Child Care Market By Facility, By Age Group, By Location, Competition Forecast & Opportunities, 2012–2022", preschool / child care market in India is forecast to grow at a CAGR of around 23% during 2017 - 2022. Factors like rising parent concerns and awareness about early childhood education and care, coupled with increasing number of nuclear families and working women population are expected to contribute to the growing demand for preschool/child care centers in the country over the course of next five years. Moreover, rapid urbanization has led to an increase in brand consciousness and penetration of many international preschools in the country. This has consequently resulted in the emergence of innovative and advanced infrastructure as well as quality education in the preschools across the country.<br>"Preschools & child care market is booming in India owing to increasing interest among parents for quality early education for their children, as well as due to emerging franchise model to scale up operations among preschool chain owners. Owing to these factors, Indian preschool market is expected to flourish in the coming years. Further, rising income levels and increasingly busy lifestyle, coupled with favorable government initiatives to support child education, are expected to have a significantly positive impact on the country's preschool & child care market over the next five years." said Mr. Karan Chichi, Research Director with TechSci Research, a research based global management consulting firm. |

- Industry Validation is attached in Annexure 5
- Evidence of Need is attached in Annexure 6
- Occupational Map is attached as Annexure 7
- Internship Plan is attached as Annexure 8

25. **SECTION 4**

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| **30** | **What steps have beentaken in the designofthis orother qualifications to ensure that there is a clear path to other qualifications in this sector? *Show the career map here to reflect the clear progression***<br><br>**Job Progression:**<br>The trainees who have completed can move up as child Care Aide in the already listed workplaces. They can move up into Child Health Assistant after 3 years o experience and Child Health Supervisors. They can evolve as entrepreneurs in the field of childcare. The occupational map is attached as annexure.<br><br>**Regarding Academic Progression:**<br><br>At present there is no direct academic programme for which this is a prequalification. However the candidates who complete the said programme can pursue academic programmes in child development & education. |

## 26. EVIDENCE OF PROGRESSION

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| **27** | **Recommendation from the concerned Line Ministry of the Government/Regulatory Body. To be supported by documentary evidences** | **Yes ,Recommended by Ministry** |

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| **28** | **What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF? Give justification for presenting a duplicate qualification**<br><br>This course is not registered in NQR. |
| **29** | **What arrangements are in place to monitor and review the qualification(s)? What data will be us e d and at what point will the qualification(s) be revised or updated? Specify the review process here**<br>ASAP has a quality management system to monitor all its courses through regular feedback from students,<br>Program Managers and Quality assure. Student feedback will be collected at regular intervals starting from the end of 1st session to 30th session and there after every 15 sessions. Similar feedback will be collected from Program Managers who manage the courses in Skill Development Centers. These feedbacks are categorized into 3 groups mainly: Acceptable, Requires Improvement and Not Acceptable.<br><br>Quality assures empanelled by ASAP are people with minimum 5 years' experience and standing in industry. Quality assures are deployed to these places and based on the feedback collected from students and Program Managers on learning outcomes. Corrective actions are suggested by Quality division to Program Managers through Sector heads and Sector Program Managers to effect the required changes.<br><br>The planned date for review of qualification is 2022 March. |

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