

Qualification Pack



Child Health Worker- Early Child Development (ECD) Services

QP Code: HSS/Q8901

Version: 1.0

NSQF Level: 3

Healthcare Sector Skill Council || 520, DLF Tower A, 5th Floor, Jasola District Centre
New Delhi - 110025 || email: megha.aggarwal@healthcare-ssc.in

Qualification Pack

Contents

HSS/Q8901: Child Health Worker- Early Child Development (ECD) Services	3
<i>Brief Job Description</i>	3
Applicable National Occupational Standards (NOS)	3
<i>Compulsory NOS</i>	3
<i>Qualification Pack (QP) Parameters</i>	3
HSS/N8912: Address the basic needs of children	5
HSS/N8913: Prepare food and responsively feed the child as per nutritional and health requirements	14
HSS/N8914: Carry out age and developmentally appropriate activities to promote holistic development of children under supervision	21
HSS/N8915: Follow safety, Health and hygiene protocols for self and children	36
DGT/VSQ/N0101: Employability Skills (30 Hours)	46
Assessment Guidelines and Weightage	51
<i>Assessment Guidelines</i>	51
<i>Assessment Weightage</i>	52
Acronyms	53
Glossary	54

Qualification Pack

HSS/Q8901: Child Health Worker- Early Child Development (ECD) Services

Brief Job Description

The individual is a trained childcare worker who supports the growth, development, early stimulation and well-being of young children as well as providing quality care to children including children with disabilities and sick children with protection from child abuse and neglect in early childhood care and learning centers.

Personal Attributes

The individual should exhibit patience, good communication skills, decision making, and being enthusiastic to work with kids. She/he should be energetic to work for long hours. It is also important for the individual to have a good level of physical fitness and a healthy body as well as maintain self-hygiene.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [HSS/N8912: Address the basic needs of children](#)
2. [HSS/N8913: Prepare food and responsively feed the child as per nutritional and health requirements](#)
3. [HSS/N8914: Carry out age and developmentally appropriate activities to promote holistic development of children under supervision](#)
4. [HSS/N8915: Follow safety, Health and hygiene protocols for self and children](#)
5. [DGT/VSQ/N0101: Employability Skills \(30 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Healthcare
Sub-Sector	Social Work & Community Health
Occupation	Early Child Development
Country	India
NSQF Level	3
Credits	9

Qualification Pack

Aligned to NCO/ISCO/ISIC Code	NCO-2015/3222.9900
Minimum Educational Qualification & Experience	10th grade pass (or equivalent) OR 8th Class pass with 3 Years of experience in childcare OR 5th Class Pass with 6 Years of experience in childcare OR Ability to read and write (Asha/ Anganwadi Worker) OR Ability to read and write (Anganwadi helper) with 1.5 years of experience in childcare
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	NA
Next Review Date	07/10/2028
NSQC Approval Date	07/10/2025
Version	1.0
Reference code on NQR	QG-03-HE-045262025-V1-HSSC
NQR Version	1

Qualification Pack

HSS/N8912: Address the basic needs of children

Description

This NOS covers orientation on early child development (ECD), Significance of early childhood years, orientation to ECD Set up and Responsibilities of Childcare worker, Assisted Daily Living (ADL) Activities: Bathing, grooming, dressing-up, cleaning and toilet-training, Daily schedule of a child and their comfort techniques.

Scope

The scope covers the following :

- Sensitize about Early Child Development (ECD), Early childhood Years and attitude building towards its moral responsibility
- Create a nurturing environment that promotes holistic development and fosters lifelong learning in children
- Perform assisted daily living activities as per age of child
- Monitor and assure sound sleep of the child
- Maintain daily schedule of child

Elements and Performance Criteria

Sensitize about Early Child Development (ECD), Early childhood Years and attitude building towards its moral responsibility

To be competent, the user/individual on the job must be able to:

- PC1.** Identify key needs of children
- PC2.** Identify role of essential players, stakeholders and childcare institutions in child well-being
- PC3.** Understand the need for balanced growth of a child
- PC4.** identify the the key milestones of physical, cognitive, social – emotional and spiritual development for balanced growth of child
- PC5.** Identify key barriers to fulfilling children's Needs
- PC6.** Correlate the women's work participation and effective childcare services

Create a nurturing environment that promotes holistic development and fosters lifelong learning in children

To be competent, the user/individual on the job must be able to:

- PC7.** Comprehend the types of Childcare Institutions
- PC8.** Comprehend the role of the essential components of an effective childcare institution, including the physical setup, safety measures, team members
- PC9.** Recognize the importance of being sensitive to children's developmental needs and committed to their welfare, ensuring the provision of a nurturing and safe environment.
- PC10.** Develop skills to impart the key age-specific roles and responsibilities of a childcare worker prioritizing the holistic development and well-being of children

Qualification Pack

- PC11.** Assist in arranging furniture, labelling activity zones, implementing safety measures, ensuring proper ventilation, organizing storage, and maintaining designated spaces for sleeping, breastfeeding, and hygiene to create a safe, organized, and child-friendly environment
- PC12.** Assist in ensuring that the physical environment is safe, including child-proofing spaces and well-maintained equipment
- PC13.** Contribute to helping with activities, supervising children, and assisting in running childcare institutions smoothly
- PC14.** Comprehend and follow the verbal and written instructions to help carry out the responsibilities as directed by the seniors, including preparing for activities and maintaining cleanliness

Perform assisted daily living activities as per age of child

To be competent, the user/individual on the job must be able to:

- PC15.** Demonstrate the correct techniques of massage, bathing, grooming, dressing-up, cleaning, and elimination care as per age-wise specifications
- PC16.** Assist the child in Toilet training and schedule regular toilet breaks to help them develop consistent habits
- PC17.** Maintain self-Hygiene before, during and after the caregiving activity
- PC18.** Organize materials and set up the work area before, during and after the caregiving activity
- PC19.** Provide hair care, nail care, oral care, umbilical cord and eye care to the child as per standard protocols
- PC20.** Demonstrate the process of providing cleaning, Diaper Changing and disposal of soiled diapers
- PC21.** Encourage children to perform activities like Hand Hygiene, washing and cleaning of private parts, dress up etc. independently
- PC22.** Incorporate cultural sensitivity, regional variations, linguistic and socioeconomic diversity in caregiving practices
- PC23.** Follow the protocols of undressing, dressing-up and changing clothing of child as per the season, occasion and activity
- PC24.** Follow safe & unsafe touch guidelines while providing care

Monitor and assure sound sleep of the child

To be competent, the user/individual on the job must be able to:

- PC25.** Follow the standard procedure of putting child on asleep and waking him up
- PC26.** Implement the various child comfort techniques (eg: soothing, secure attachment, sleep routines) to assure sound and restful sleep environment
- PC27.** Ensure child is in comfortable clothes during sleep
- PC28.** Check for diaper and nappy during sleep
- PC29.** Check for any distraction, sound, light or any noise during the sleep
- PC30.** Observe and record the sleeping duration and pattern
- PC31.** Report to parents or higher authority if any irregularities being observed during sleep

Maintain daily schedule of child

To be competent, the user/individual on the job must be able to:

- PC32.** Collect information about the daily schedule and routine of the child from the parents/seniors

Qualification Pack

- PC33.** Ensure that the child follows the planned schedule for the day as per age-wise specifications
- PC34.** Ensure that the area around the child is always clean, hygienic and hazard free
- PC35.** Keep a check on regular cleaning of the centre and washrooms with disinfectants like phenol to maintain a hygienic environment
- PC36.** Ensure regular sanitizing of toys to prevent the spread of germs
- PC37.** Keep a check on daily duties related to childcare like cleaning, laundry and housekeeping
- PC38.** Restock the material like clothes, diapers, wipes, bed sheets, linen, and washcloths etc. as and when required
- PC39.** perform bed-making before and after every use by child
- PC40.** Carry out recreational activities like puzzles, blocks, games, art, craft, singing, dancing, and storytelling to keep children engaged and active
- PC41.** Monitor or observe child's play activity and report to their parents or higher authority
- PC42.** Accompany the child during transportation from van/car/bus to centre or settings and from setting to back to the van or car or bus
- PC43.** Keep a track of daily schedule of children recording the completed activities, any variations, and special observations
- PC44.** Follow reporting mechanism of any alarming signs, handing-over of duties and reporting to seniors

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** key needs of children
- KU2.** role of essential players, stakeholders and childcare institutions in child well-being
- KU3.** the need for balanced growth of a child
- KU4.** the need to develop social skills, nutrition and communication
- KU5.** key barriers to fulfilling children needs
- KU6.** intersection of women work participation and childcare
- KU7.**
 - the importance of being sensitive to children developmental needs and committed to their welfare, ensuring the provision
 - of a nurturing and safe environment
- KU8.** procedure to collect information on child routine, daily schedule
- KU9.** importance and ways of toilet training and bowel control
- KU10.** procedure to bathe, clean, undress, and dress a child
- KU11.** changing diaper/ nappy and appropriate clothing of the child as per the season, occasion and activity
- KU12.** methods to change the linen and making bed as per kids comfort
- KU13.** procedure to clean and sanitize children belongings
- KU14.** standard procedures to wake-up a child and putting him to sleep

Generic Skills (GS)

Qualification Pack

User/individual on the job needs to know how to:

- GS1.** read and write the instructions received by the parents about the child
- GS2.** communicate effectively with the peers, seniors, parents
- GS3.** interact with infants and toddlers patiently
- GS4.** prioritize the holistic development and well-being of children

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Sensitize about Early Child Development (ECD), Early childhood Years and attitude building towards its moral responsibility</i>	5	-	20	5
PC1. Identify key needs of children	-	-	-	-
PC2. Identify role of essential players, stakeholders and childcare institutions in child well-being	-	-	-	-
PC3. Understand the need for balanced growth of a child	-	-	-	-
PC4. identify the the key milestones of physical, cognitive, social – emotional and spiritual development for balanced growth of child	-	-	-	-
PC5. Identify key barriers to fulfilling children's Needs	-	-	-	-
PC6. Correlate the women's work participation and effective childcare services	-	-	-	-
<i>Create a nurturing environment that promotes holistic development and fosters lifelong learning in children</i>	5	-	20	5
PC7. Comprehend the types of Childcare Institutions	-	-	-	-
PC8. Comprehend the role of the essential components of an effective childcare institution, including the physical setup, safety measures, team members	-	-	-	-
PC9. Recognize the importance of being sensitive to children's developmental needs and committed to their welfare, ensuring the provision of a nurturing and safe environment.	-	-	-	-
PC10. Develop skills to impart the key age-specific roles and responsibilities of a childcare worker prioritizing the holistic development and well-being of children	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. Assist in arranging furniture, labelling activity zones, implementing safety measures, ensuring proper ventilation, organizing storage, and maintaining designated spaces for sleeping, breastfeeding, and hygiene to create a safe, organized, and child-friendly environment	-	-	-	-
PC12. Assist in ensuring that the physical environment is safe, including child-proofing spaces and well-maintained equipment	-	-	-	-
PC13. Contribute to helping with activities, supervising children, and assisting in running childcare institutions smoothly	-	-	-	-
PC14. Comprehend and follow the verbal and written instructions to help carry out the responsibilities as directed by the seniors, including preparing for activities and maintaining cleanliness	-	-	-	-
<i>Perform assisted daily living activities as per age of child</i>	15	10	5	10
PC15. Demonstrate the correct techniques of massage, bathing, grooming, dressing-up, cleaning, and elimination care as per age-wise specifications	-	-	-	-
PC16. Assist the child in Toilet training and schedule regular toilet breaks to help them develop consistent habits	-	-	-	-
PC17. Maintain self-Hygiene before, during and after the caregiving activity	-	-	-	-
PC18. Organize materials and set up the work area before, during and after the caregiving activity	-	-	-	-
PC19. Provide hair care, nail care, oral care, umbilical cord and eye care to the child as per standard protocols	-	-	-	-
PC20. Demonstrate the process of providing cleaning, Diaper Changing and disposal of soiled diapers	-	-	-	-
PC21. Encourage children to perform activities like Hand Hygiene, washing and cleaning of private parts, dress up etc. independently	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC22. Incorporate cultural sensitivity, regional variations, linguistic and socioeconomic diversity in caregiving practices	-	-	-	-
PC23. Follow the protocols of undressing, dressing-up and changing clothing of child as per the season, occasion and activity	-	-	-	-
PC24. Follow safe & unsafe touch guidelines while providing care	-	-	-	-
<i>Monitor and assure sound sleep of the child</i>	15	10	5	5
PC25. Follow the standard procedure of putting child on asleep and waking him up	-	-	-	-
PC26. Implement the various child comfort techniques (eg: soothing, secure attachment, sleep routines) to assure sound and restful sleep environment	-	-	-	-
PC27. Ensure child is in comfortable clothes during sleep	-	-	-	-
PC28. Check for diaper and nappy during sleep	-	-	-	-
PC29. Check for any distraction, sound, light or any noise during the sleep	-	-	-	-
PC30. Observe and record the sleeping duration and pattern	-	-	-	-
PC31. Report to parents or higher authority if any irregularities being observed during sleep	-	-	-	-
<i>Maintain daily schedule of child</i>	10	10	5	5
PC32. Collect information about the daily schedule and routine of the child from the parents/seniors	-	-	-	-
PC33. Ensure that the child follows the planned schedule for the day as per age-wise specifications	-	-	-	-
PC34. Ensure that the area around the child is always clean, hygienic and hazard free	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC35. Keep a check on regular cleaning of the centre and washrooms with disinfectants like phenol to maintain a hygienic environment	-	-	-	-
PC36. Ensure regular sanitizing of toys to prevent the spread of germs	-	-	-	-
PC37. Keep a check on daily duties related to childcare like cleaning, laundry and housekeeping	-	-	-	-
PC38. Restock the material like clothes, diapers, wipes, bed sheets, linen, and washcloths etc. as and when required	-	-	-	-
PC39. perform bed-making before and after every use by child	-	-	-	-
PC40. Carry out recreational activities like puzzles, blocks, games, art, craft, singing, dancing, and storytelling to keep children engaged and active	-	-	-	-
PC41. Monitor or observe child's play activity and report to their parents or higher authority	-	-	-	-
PC42. Accompany the child during transportation from van/car/bus to centre or settings and from setting to back to the van or car or bus	-	-	-	-
PC43. Keep a track of daily schedule of children recording the completed activities, any variations, and special observations	-	-	-	-
PC44. Follow reporting mechanism of any alarming signs, handing-over of duties and reporting to seniors	-	-	-	-
NOS Total	50	30	55	30

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	HSS/N8912
NOS Name	Address the basic needs of children
Sector	Healthcare
Sub-Sector	
Occupation	Early Child Development
NSQF Level	3
Credits	2
Version	1.0
Last Reviewed Date	07/10/2025
Next Review Date	07/10/2028
NSQC Clearance Date	07/10/2025

Qualification Pack

HSS/N8913: Prepare food and responsively feed the child as per nutritional and health requirements

Description

This NOS covers carrying out pre-preparing activities, preparing meals and feeding the child responsively as per the nutritional, age and developmental requirements.

Scope

The scope covers the following :

- Carry out precooking activities
- Preparing meals tailored to nutritional needs
- Demonstrate the responsive feeding techniques for the children

Elements and Performance Criteria

Carry out precooking activities

To be competent, the user/individual on the job must be able to:

- PC1.** perform hand hygiene before, during and after meal preparation
- PC2.** maintain personal hygiene and grooming while cooking or preparing a meal
- PC3.** aggregate ingredients required for the preparation of a meal as per meal plan after checking food items or ingredients for freshness and expiry
- PC4.** measure the right quantity of raw food or ingredients required to prepare the meal
- PC5.** organize kitchen, surroundings, food items and utensils required for cooking
- PC6.** check if the utensils are clean, sterile, and dry before meal preparation
- PC7.** demonstrate the techniques of washing, peeling, chopping, cutting, grinding etc.

Preparing meals tailored to nutritional needs

To be competent, the user/individual on the job must be able to:

- PC8.** Develop awareness of and sensitivity to cultural differences in dietary practices and needs
- PC9.** prepare meal like formula milk, solids, semi solids as per meal plan in order to provide balanced meals to children in the centre to promote good health
- PC10.** demonstrate various methods of meal preparation like dry heating, roasting, boiling, steaming etc. to provide innovative, nutritious, economical and child friendly dishes as per the meal menu
- PC11.** Follow the healthy, safe and hygienic food preparation, storage, serving and discard practices in the center
- PC12.** check for consistency, temperature, flavor, quantity etc as per the requirement
- PC13.** Comprehend breastfeeding initiation and promotion techniques
- PC14.** Follow complementary and bottle-feeding guidelines and techniques
- PC15.** Arrange ingredients for the meal preparation according to the modified meal plan for age and needs for nutritional disorders (malnutrition, obesity or nutritional deficiencies)
- PC16.** Manage stocks and availability of items.

Qualification Pack

Demonstrate the responsive feeding techniques for the children

To be competent, the user/individual on the job must be able to:

- PC17.** Identify the need for assistance in feeding children of different ages
- PC18.** sterilize the bottles and other feeding equipment appropriately
- PC19.** Maintain hygiene while assisting the child in feeding
- PC20.** Use a clean sheet on the floor for serving food, arrange necessary items on a stool, and have wet towels, gauze, and tubs ready for cleaning and disposal
- PC21.** Arrange children in a semicircle, assist those needing help, and serve food on individual plates with spoons.
- PC22.** Serve food in prescribed portions, avoid leftovers, ensure food is not too hot, and use only intact utensils with enough spoons for all children.
- PC23.** Feed children attentively based on their needs, engage with them during meals, encourage self-feeding, and feed those who wake up later.
- PC24.** Ensure the child has ingested the food properly and make the infant burp after the feed, if required
- PC25.** Identify signs of discomfort while feeding the child
- PC26.** Report an event of choking to higher authority
- PC27.** Attend to the post feed requirements of children and dining area
- PC28.** Record the intake of children
- PC29.** Inculcate healthy eating habits / behaviour, self-feeding attitude and value of respect for food in children

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** procedure to order ingredients and supplies for the kitchen
- KU2.** various types of vegetarian/non-vegetarian foods, types of fruits, vegetables, lentils, herbs, spices, dairy and their uses
- KU3.** procedure to prepare balanced diet as per instructions
- KU4.** food preparation techniques such as chopping, slicing dicing, shredding, portioning, washing, rinsing, etc.
- KU5.** how to maintain the nutritional value of items during and after cooking
- KU6.**
 - awareness of and sensitivity to cultural differences in dietary
 - practices and needs
- KU7.** balanced meals for children
- KU8.** standards of nutritional care
- KU9.** basic dietary requirement of child as per parents guidelines and preferences for it
- KU10.** Recognize a child hunger and fullness cues and respond appropriately

Generic Skills (GS)

User/individual on the job needs to know how to:

Qualification Pack

- GS1.** read and write the instructions received by the parents about the child
- GS2.** communicate effectively with the peers, parents, seniors
- GS3.** interact with infants and toddlers patiently
- GS4.** prioritize the holistic development and well-being of children

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Carry out precooking activities</i>	18	10	5	5
PC1. perform hand hygiene before, during and after meal preparation	-	-	-	-
PC2. maintain personal hygiene and grooming while cooking or preparing a meal	-	-	-	-
PC3. aggregate ingredients required for the preparation of a meal as per meal plan after checking food items or ingredients for freshness and expiry	-	-	-	-
PC4. measure the right quantity of raw food or ingredients required to prepare the meal	-	-	-	-
PC5. organize kitchen, surroundings, food items and utensils required for cooking	-	-	-	-
PC6. check if the utensils are clean, sterile, and dry before meal preparation	-	-	-	-
PC7. demonstrate the techniques of washing, peeling, chopping, cutting, grinding etc.	-	-	-	-
<i>Preparing meals tailored to nutritional needs</i>	18	10	5	5
PC8. Develop awareness of and sensitivity to cultural differences in dietary practices and needs	-	-	-	-
PC9. prepare meal like formula milk, solids, semi solids as per meal plan in order to provide balanced meals to children in the centre to promote good health	-	-	-	-
PC10. demonstrate various methods of meal preparation like dry heating, roasting, boiling, steaming etc. to provide innovative, nutritious, economical and child friendly dishes as per the meal menu	-	-	-	-
PC11. Follow the healthy, safe and hygienic food preparation, storage, serving and discard practices in the center	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. check for consistency, temperature, flavor, quantity etc as per the requirement	-	-	-	-
PC13. Comprehend breastfeeding initiation and promotion techniques	-	-	-	-
PC14. Follow complementary and bottle-feeding guidelines and techniques	-	-	-	-
PC15. Arrange ingredients for the meal preparation according to the modified meal plan for age and needs for nutritional disorders (malnutrition, obesity or nutritional deficiencies)	-	-	-	-
PC16. Manage stocks and availability of items.	-	-	-	-
<i>Demonstrate the responsive feeding techniques for the children</i>	18	15	5	10
PC17. Identify the need for assistance in feeding children of different ages	-	-	-	-
PC18. sterilize the bottles and other feeding equipment appropriately	-	-	-	-
PC19. Maintain hygiene while assisting the child in feeding	-	-	-	-
PC20. Use a clean sheet on the floor for serving food, arrange necessary items on a stool, and have wet towels, gauze, and tubs ready for cleaning and disposal	-	-	-	-
PC21. Arrange children in a semicircle, assist those needing help, and serve food on individual plates with spoons.	-	-	-	-
PC22. Serve food in prescribed portions, avoid leftovers, ensure food is not too hot, and use only intact utensils with enough spoons for all children.	-	-	-	-
PC23. Feed children attentively based on their needs, engage with them during meals, encourage self-feeding, and feed those who wake up later.	-	-	-	-
PC24. Ensure the child has ingested the food properly and make the infant burp after the feed, if required	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC25. Identify signs of discomfort while feeding the child	-	-	-	-
PC26. Report an event of choking to higher authority	-	-	-	-
PC27. Attend to the post feed requirements of children and dining area	-	-	-	-
PC28. Record the intake of children	-	-	-	-
PC29. Inculcate healthy eating habits / behaviour, self-feeding attitude and value of respect for food in children	-	-	-	-
NOS Total	54	35	15	20

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	HSS/N8913
NOS Name	Prepare food and responsively feed the child as per nutritional and health requirements
Sector	Healthcare
Sub-Sector	
Occupation	Early Child Development
NSQF Level	3
Credits	1.5
Version	1.0
Last Reviewed Date	07/10/2025
Next Review Date	07/10/2028
NSQC Clearance Date	07/10/2025

Qualification Pack

HSS/N8914: Carry out age and developmentally appropriate activities to promote holistic development of children under supervision

Description

This NOS covers the required knowledge and skills to carry out activities which promote physical, mental, social, emotional, behavioral, and learning development of children under supervision. It would also cover necessary knowledge, skills, and attitudes to observe, record and report the progress of children in diaries or MCP card in early childhood care and learning centers. The individuals would be able to identify and screen Developmental delay/disabilities along with handling, caring, supporting children with special needs.

Scope

The scope covers the following :

- Perform a wide range of activities to support physical development that are appropriate to the age needs and ability of the children
- Perform various activities to support cognitive and creative development of a child
- Perform various activities to support communication and language development of a child
- Perform various activities to support socio emotional and moral development of a child
- Identify signs and symptoms of 4 Ds: Defects at birth, diseases, deficiencies, and development delays
- Handling, caring, supporting children with developmental delays and special needs
- Conducting activities and organizing materials as per TLM (Teaching Learning Materials)
- Adapting with customized TLM as per special needs of children
- Maintain records related to child developmental growth in a development chart or diary or MCP (Mother and Child Protection) Card of the child.
- Observe and report the alarming signs related to developmental growth as per organizational policies and procedures

Elements and Performance Criteria

Perform a wide range of activities to support physical development that are appropriate to the age needs and ability of the children

To be competent, the user/individual on the job must be able to:

- PC1.** pay careful attention to children observing how they move around the setting and coordinate their movements, make use of space and large equipment, manipulate and use small equipment
- PC2.** observe if children developed the gross motor skills of children like lifting ones head, rolling over, sitting up, balancing, crawling and walking etc.
- PC3.** observe if children developed the fine motor skills of children like lifting ability to manipulate small objects, transfer objects from hand to hand, and various hand eye coordination task etc
- PC4.** observe if children developed the precise motor skills of children like pincer grasp to pick up small objects, cutting, coloring, writing, threading beads etc

Qualification Pack

- PC5.** encourage children to perform in a wide range of activities supporting physical development that are appropriate to the age needs and ability of the children
- PC6.** organize safe and appropriate materials and available space for carrying out activities effectively in which children use their gross and fine motor muscles or body parts for age-appropriate physical development
- PC7.** provide children adequate time and opportunity to practice activities like balancing while walking, running, climbing, skipping, catching, throwing, jumping, tearing, pasting, coloring, clay modelling, buttoning etc.
- PC8.** monitor and keep an eye on children, never to be left unattended
- PC9.** observe, share and support in documenting milestones like sitting, crawling, and grasping objects to support motor skills.
- PC10.** identify and report any deviations in the physical growth of a child as per the developmental milestones

Perform various activities to support cognitive and creative development of a child

To be competent, the user/individual on the job must be able to:

- PC11.** pay careful attention to children observing how they explore the physical, social and natural environment by using play and imagination, concentrating on activities, memorizing things, observing surroundings, manipulating objects, asking questions, making predictions, showing their creativity and developing generalizations.
- PC12.** observe if children developed the basic cognitive skills of children including sense of sight, hearing, touch, taste and smell.
- PC13.** observe if children developed the basic mental skills of children related to comparing, classification, observation, reasoning, critical thinking, problem solving, sequencing.
- PC14.** observe if children developed various concepts of predicting patterns and making estimations in color, size, shape, pre number and number concepts, time and operations like space, quantity, measurement, and data handling
- PC15.** observe if children developed appropriate knowledge of relationship between people, places and regions
- PC16.** observe if children could differentiate between events that happen in past, present and the future.
- PC17.** encourage children to perform in a wide range of activities supporting cognitive and creative development that are appropriate to the age needs and ability of the children
- PC18.** organize safe and appropriate materials and available space for carrying out activities effectively in which children use their senses, mental abilities, basic and creative skills for age-appropriate cognitive development.
- PC19.**
 - provide children adequate time and opportunity to practice activities for :-
 - a. sensory development like (look and identify, listen and identify, touch board, identification of different taste and smell)
 - b. mental skills like (puzzles, number game, odd one out, picture card classification, and word building game etc)
 - c. concept development skills like (counting, matching, identification, naming and classification of color, shapes, numbers.)
 - d. creative and aesthetic development through creative
- PC20.** observe, share and support in document milestones like creative, cognitive, and problem-solving skills to support cognitive growth.

Qualification Pack

PC21. identify and report any deviations in the cognitive or creative growth of a child as per the developmental milestones

Perform various activities to support communication and language development of a child

To be competent, the user/individual on the job must be able to:

- PC22.**
- pay careful attention to children observing how they:
 - • communicate verbally and non verbally with adults and each others.
 - • use language including speaking, listening, reading, and writing.
 - • respond and participate in language activities
- PC23.** identify the listening skills of children through sound discrimination
- PC24.** identify the speaking skills of children through free conversation and creative expression
- PC25.** identify reading skills of children through sound and visual discrimination
- PC26.** identify writing skills of children by observing fine muscle coordination and eye and hand coordination
- PC27.** encourage children to perform in a wide range of activities supporting communication and language development that are appropriate to the age needs and ability of the children
- PC28.** organize safe and appropriate material and available space for carrying out activities effectively in which children learn language through imitating others, repetition, encouragement, and opportunities to listen and speak.
- PC29.**
- provide children adequate time and opportunity to acquire proper language skills by giving :
 - a. healthy stimulation
 - b. opportunity for speaking and listening to good quality conversation from others
 - c. freedom to play and interact with environment through nature walk
- PC30.** observe, share and support in identifying if children are school ready with appropriate listening and speaking skills; reading and writing skills; and skills related to sound discrimination, visual discrimination, audio and visual association
- PC31.** identify and report any deviations in the communication or language development of a child as per the developmental milestones

Perform various activities to support socio emotional and moral development of a child

To be competent, the user/individual on the job must be able to:

- PC32.** pay careful attention to qualities, habits, behavior pattern, social interactions and emotional expression of children.
- PC33.** Support children's positive socio emotional development according to the procedures of the setting, the child's age, needs and abilities
- PC34.** Encourage children's self-confidence, self-esteem, participation, and decision-making skills by giving love, praise, encouragement and equal opportunities.
- PC35.** Adopt the different ways of inculcating socio emotional skills and good habits, behavior in children like observation, imitation, repetition, play activities in enjoyable manner etc
- PC36.** Avoid using jargon, abusive language, aggression, punishment and other negative attitude while developing discipline, values and good attitude in children
- PC37.** Support children in expressing feelings and emotions during storytelling, music therapy, and art therapy
- PC38.** Help children in maintaining Mindfulness and Self-Regulation during simple breathing exercise, muscle relaxation, etc
- PC39.** observe if children developed sense of self-concept; self control; self awareness, life skills/ self help skills, independence and autonomy

Qualification Pack

- PC40.** observe if children developed awareness of abilities and preferences, appreciation towards similarities and differences in people and awareness of behaviour and its actions
- PC41.** observe if children developed habit formation, increased attention span, engagement and persistence in daily activities
- PC42.** identify interpersonal skills of children with respect to peers, family, teachers and community
- PC43.** observe if children developed skills of cooperation; compassion; social relationships; group interaction; social behaviour; expressing feelings, accepting others feelings
- PC44.** observe if children can adapt and control on emotions like shame, guilt, embarrassment, early pride, love, affection, crying, happiness, anger, temper tantrums, sadness, fear, joy, aggression; Temperament and children's behaviour
- PC45.** identify and report any deviations in the socio-emotional or moral development of a child as per the developmental milestones

Identify signs and symptoms of 4 D's: Defects at birth, diseases, deficiencies, and development delays

To be competent, the user/individual on the job must be able to:

- PC46.** Identify red flags of 4 D's (Defects, Deficiencies, Diseases, Developmental Delays, disabilities and impairments)
- PC47.** Observe and analyze children's behavior, interactions, behavioral patterns and developmental milestones
- PC48.** Demonstrate use of various simple screening tools and techniques for early detection of these conditions
- PC49.** Document and report observations and findings accurately and systematically

Handling, caring, supporting children with developmental delays and special needs

To be competent, the user/individual on the job must be able to:

- PC50.** assist in making an adaptive environment for children with special needs
- PC51.** pay individualised attention to children with special needs
- PC52.** provide emotional support to children with special needs
- PC53.** assist children with special needs while performing practical activities

Conducting activities and organizing materials as per TLM (Teaching Learning Materials)

To be competent, the user/individual on the job must be able to:

- PC54.** assist in segregating different learning or activities corners in the setting where children can explore, make things, experiment and pursue their own interest
- PC55.** organize a range of materials, equipment and props in activity area to support creativity following the children's interests and setting requirements
- PC56.** check that the environment is appropriate for the age and developmental stage of the children
- PC57.** encourage children to find, use, and return materials independently
- PC58.** use different types of methodologies to provide an interesting, stimulating and exciting environment for children like play, visual and tactile displays, exercise, role play, use of sounds, color, music and other
- PC59.** help children while using indoor and outdoor areas and ICT as part of their exploration and investigation
- PC60.** ensure the children can see and easily move through all the areas of the settings
- PC61.** ensure that the activity area is hygienic, safe, secure, obstacle and hazard free

Qualification Pack

PC62. inculcate safety and hygienic habits in the child while performing activities

PC63. display children's work or activity in ways that encourage them and support their self-esteem

PC64. safely observe and supervise children's activity without over and under protecting them

Adapting with customized TLM as per special needs of children

To be competent, the user/individual on the job must be able to:

PC65. support seniors during implementation of the customized schedule for the differently abled children

PC66. support other children in practicing inclusion

PC67. support seniors in customizing learning environment and areas as per identified special needs of children

Maintain records related to child developmental growth in a development chart or diary or MCP (Mother and Child Protection) Card of the child.

To be competent, the user/individual on the job must be able to:

PC68. Record daily activities of children including meals taken, nap period, medicines given (if any), washroom visits (in case of infants and toddlers), sudden illness, accident/injury etc.

PC69. Record findings accurately in a development chart or diary or MCP (Mother and Child Protection) Card of the child

PC70. maintain confidentiality of documents

Observe and report the alarming signs related to developmental growth as per organizational policies and procedures

To be competent, the user/individual on the job must be able to:

PC71. identify any deviation in the physical/mental/social/emotional/communication and language developmental growth of children as per the developmental milestone

PC72. identify any signs and symptoms during daily living activities

PC73. report your findings to the parents or higher authority based on the requirements of your settings

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the broad milestones in the development of a child

KU2. the activities to support development that are appropriate to the age needs and ability of the children

KU3. basic signs and symptoms of 4 Ds- Defects at birth, diseases, deficiencies, and development delays

KU4. tools to identify and screen children with developmental delays at different development levels

KU5. importance and uses of range of materials, equipment, and props to support creativity, interests of children and setting requirements

KU6. the use and importance of learning aides and material in learning development of children

KU7. the process of recording findings accurately in a development chart or diary or MCP (Mother and Child Protection) Card of the child

KU8. difference between normal and abnormal developmental growth of children

Qualification Pack

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read and write the instructions received by the parents about the child
- GS2.** communicate effectively with the peers, seniors, parents
- GS3.** interact with infants and toddlers patiently
- GS4.** prioritize the holistic development and well-being of children

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Perform a wide range of activities to support physical development that are appropriate to the age needs and ability of the children</i>	15	15	5	10
PC1. pay careful attention to children observing how they move around the setting and coordinate their movements, make use of space and large equipment, manipulate and use small equipment	-	-	-	-
PC2. observe if children developed the gross motor skills of children like lifting ones head, rolling over, sitting up, balancing, crawling and walking etc.	-	-	-	-
PC3. observe if children developed the fine motor skills of children like lifting ability to manipulate small objects, transfer objects from hand to hand, and various hand eye coordination task etc	-	-	-	-
PC4. observe if children developed the precise motor skills of children like pincer grasp to pick up small objects, cutting, coloring, writing, threading beads etc	-	-	-	-
PC5. encourage children to perform in a wide range of activities supporting physical development that are appropriate to the age needs and ability of the children	-	-	-	-
PC6. organize safe and appropriate materials and available space for carrying out activities effectively in which children use their gross and fine motor muscles or body parts for age-appropriate physical development	-	-	-	-
PC7. provide children adequate time and opportunity to practice activities like balancing while walking, running, climbing, skipping, catching, throwing, jumping, tearing, pasting, coloring, clay modelling, buttoning etc.	-	-	-	-
PC8. monitor and keep an eye on children, never to be left unattended	-	-	-	-
PC9. observe, share and support in documenting milestones like sitting, crawling, and grasping objects to support motor skills.	-	-	-	-
PC10. identify and report any deviations in the physical growth of a child as per the developmental milestones	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Perform various activities to support cognitive and creative development of a child</i>	15	15	5	10
PC11. pay careful attention to children observing how they explore the physical, social and natural environment by using play and imagination, concentrating on activities, memorizing things, observing surroundings, manipulating objects, asking questions, making predictions, showing their creativity and developing generalizations.	-	-	-	-
PC12. observe if children developed the basic cognitive skills of children including sense of sight, hearing, touch, taste and smell.	-	-	-	-
PC13. observe if children developed the basic mental skills of children related to comparing, classification, observation, reasoning, critical thinking, problem solving, sequencing.	-	-	-	-
PC14. observe if children developed various concepts of predicting patterns and making estimations in color, size, shape, pre number and number concepts, time and operations like space, quantity, measurement, and data handling	-	-	-	-
PC15. observe if children developed appropriate knowledge of relationship between people, places and regions	-	-	-	-
PC16. observe if children could differentiate between events that happen in past, present and the future.	-	-	-	-
PC17. encourage children to perform in a wide range of activities supporting cognitive and creative development that are appropriate to the age needs and ability of the children	-	-	-	-
PC18. organize safe and appropriate materials and available space for carrying out activities effectively in which children use their senses, mental abilities, basic and creative skills for age-appropriate cognitive development.	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC19. - provide children adequate time and opportunity to practice activities for :- a. sensory development like (look and identify, listen and identify, touch board, identification of different taste and smell) b. mental skills like (puzzles, number game, odd one out, picture card classification, and word building game etc) c. concept development skills like (counting, matching, identification, naming and classification of color, shapes, numbers.) d. creative and aesthetic development through creative	-	-	-	-
PC20. observe, share and support in document milestones like creative, cognitive, and problem-solving skills to support cognitive growth.	-	-	-	-
PC21. identify and report any deviations in the cognitive or creative growth of a child as per the developmental milestones	-	-	-	-
<i>Perform various activities to support communication and language development of a child</i>	15	15	5	10
PC22. - pay careful attention to children observing how they: - communicate verbally and non verbally with adults and each others. - use language including speaking, listening, reading, and writing. - respond and participate in language activities	-	-	-	-
PC23. identify the listening skills of children through sound discrimination	-	-	-	-
PC24. identify the speaking skills of children through free conversation and creative expression	-	-	-	-
PC25. identify reading skills of children through sound and visual discrimination	-	-	-	-
PC26. identify writing skills of children by observing fine muscle coordination and eye and hand coordination	-	-	-	-
PC27. encourage children to perform in a wide range of activities supporting communication and language development that are appropriate to the age needs and ability of the children	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC28. organize safe and appropriate material and available space for carrying out activities effectively in which children learn language through imitating others, repetition, encouragement, and opportunities to listen and speak.	-	-	-	-
PC29. • provide children adequate time and opportunity to acquire proper language skills by giving : • a. healthy stimulation • b. opportunity for speaking and listening to good quality conversation from others • c. freedom to play and interact with environment through nature walk	-	-	-	-
PC30. observe, share and support in identifying if children are school ready with appropriate listening and speaking skills; reading and writing skills; and skills related to sound discrimination, visual discrimination, audio and visual association	-	-	-	-
PC31. identify and report any deviations in the communication or language development of a child as per the developmental milestones	-	-	-	-
<i>Perform various activities to support socio emotional and moral development of a child</i>	15	15	5	10
PC32. pay careful attention to qualities, habits, behavior pattern, social interactions and emotional expression of children.	-	-	-	-
PC33. Support children's positive socio emotional development according to the procedures of the setting, the child's age, needs and abilities	-	-	-	-
PC34. Encourage children's self-confidence, self-esteem, participation, and decision-making skills by giving love, praise, encouragement and equal opportunities.	-	-	-	-
PC35. Adopt the different ways of inculcating socio emotional skills and good habits, behavior in children like observation, imitation, repetition, play activities in enjoyable manner etc	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC36. Avoid using jargon, abusive language, aggression, punishment and other negative attitude while developing discipline, values and good attitude in children	-	-	-	-
PC37. Support children in expressing feelings and emotions during storytelling, music therapy, and art therapy	-	-	-	-
PC38. Help children in maintaining Mindfulness and Self-Regulation during simple breathing exercise, muscle relaxation, etc	-	-	-	-
PC39. observe if children developed sense of self-concept; self control; self awareness, life skills/ self help skills, independence and autonomy	-	-	-	-
PC40. observe if children developed awareness of abilities and preferences, appreciation towards similarities and differences in people and awareness of behaviour and its actions	-	-	-	-
PC41. observe if children developed habit formation, increased attention span, engagement and persistence in daily activities	-	-	-	-
PC42. identify interpersonal skills of children with respect to peers, family, teachers and community	-	-	-	-
PC43. observe if children developed skills of cooperation; compassion; social relationships; group interaction; social behaviour; expressing feelings, accepting others feelings	-	-	-	-
PC44. observe if children can adapt and control on emotions like shame, guilt, embarrassment, early pride, love, affection, crying, happiness, anger, temper tantrums, sadness, fear, joy, aggression; Temperament and children's behaviour	-	-	-	-
PC45. identify and report any deviations in the socio-emotional or moral development of a child as per the developmental milestones	-	-	-	-
<i>Identify signs and symptoms of 4 D's: Defects at birth, diseases, deficiencies, and development delays</i>	15	10	5	10

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC46. Identify red flags of 4 D's (Defects, Deficiencies, Diseases, Developmental Delays, disabilities and impairments)	-	-	-	-
PC47. Observe and analyze children's behavior, interactions, behavioral patterns and developmental milestones	-	-	-	-
PC48. Demonstrate use of various simple screening tools and techniques for early detection of these conditions	-	-	-	-
PC49. Document and report observations and findings accurately and systematically	-	-	-	-
<i>Handling, caring, supporting children with developmental delays and special needs</i>	15	15	5	10
PC50. assist in making an adaptive environment for children with special needs	-	-	-	-
PC51. pay individualised attention to children with special needs	-	-	-	-
PC52. provide emotional support to children with special needs	-	-	-	-
PC53. assist children with special needs while performing practical activities	-	-	-	-
<i>Conducting activities and organizing materials as per TLM (Teaching Learning Materials)</i>	15	10	10	10
PC54. assist in segregating different learning or activities corners in the setting where children can explore, make things, experiment and pursue their own interest	-	-	-	-
PC55. organize a range of materials, equipment and props in activity area to support creativity following the children's interests and setting requirements	-	-	-	-
PC56. check that the environment is appropriate for the age and developmental stage of the children	-	-	-	-
PC57. encourage children to find, use, and return materials independently	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC58. use different types of methodologies to provide an interesting, stimulating and exciting environment for children like play, visual and tactile displays, exercise, role play, use of sounds, color, music and other	-	-	-	-
PC59. help children while using indoor and outdoor areas and ICT as part of their exploration and investigation	-	-	-	-
PC60. ensure the children can see and easily move through all the areas of the settings	-	-	-	-
PC61. ensure that the activity area is hygienic, safe, secure, obstacle and hazard free	-	-	-	-
PC62. inculcate safety and hygienic habits in the child while performing activities	-	-	-	-
PC63. display children's work or activity in ways that encourage them and support their self-esteem	-	-	-	-
PC64. safely observe and supervise children's activity without over and under protecting them	-	-	-	-
<i>Adapting with customized TLM as per special needs of children</i>	10	10	5	10
PC65. support seniors during implementation of the customized schedule for the differently abled children	-	-	-	-
PC66. support other children in practicing inclusion	-	-	-	-
PC67. support seniors in customizing learning environment and areas as per identified special needs of children	-	-	-	-
<i>Maintain records related to child developmental growth in a development chart or diary or MCP (Mother and Child Protection) Card of the child.</i>	17	15	5	10
PC68. Record daily activities of children including meals taken, nap period, medicines given (if any), washroom visits (in case of infants and toddlers), sudden illness, accident/injury etc.	-	-	-	-
PC69. Record findings accurately in a development chart or diary or MCP (Mother and Child Protection) Card of the child	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC70. maintain confidentiality of documents	-	-	-	-
<i>Observe and report the alarming signs related to developmental growth as per organizational policies and procedures</i>	13	10	5	10
PC71. identify any deviation in the physical/mental/social/emotional/communication and language developmental growth of children as per the developmental milestone	-	-	-	-
PC72. identify any signs and symptoms during daily living activities	-	-	-	-
PC73. report your findings to the parents or higher authority based on the requirements of your settings	-	-	-	-
NOS Total	145	130	55	100

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	HSS/N8914
NOS Name	Carry out age and developmentally appropriate activities to promote holistic development of children under supervision
Sector	Healthcare
Sub-Sector	
Occupation	Early Child Development
NSQF Level	3
Credits	3
Version	1.0
Last Reviewed Date	07/10/2025
Next Review Date	07/10/2028
NSQC Clearance Date	07/10/2025

Qualification Pack

HSS/N8915: Follow safety, Health and hygiene protocols for self and children

Description

This NOS covers health, hygiene, sanitation, wellness, immunization, first aid, emergency response and safety standards that are critical to providing quality care to children including sick children with utmost child protection from abuse and neglect. .

Scope

The scope covers the following :

- Child protection, safety, Abuse, First Aid and Emergency Response
- Maintain personal, children, environmental hygiene and sanitation
- Identify the infectious and other ailments in children and report it timely
- Orient towards health, wellness and immunization domains
- Provide effective care for sick children

Elements and Performance Criteria

Maintain personal, children, environmental hygiene and sanitation

To be competent, the user/individual on the job must be able to:

- PC1.** Follow general and specific etiquettes of grooming, behaviour and habits on duty.
- PC2.** Follow organizational hygiene and sanitation guidelines of center and report breaches/gaps if any
- PC3.** Get yourself vaccinated against common infectious diseases.
- PC4.** Get your medical health checkups periodically and as and when required
- PC5.** Follow personal and environmental hygiene practices in a childcare centre
- PC6.** maintain a clean, ventilated, hygienic and safe environment within the center
- PC7.** Check and report about safety of food and drinking water facilities to appropriate authorities
- PC8.** Follow basic personal and workplace hygiene practices such as washing hands, using alcohol-based hand sanitizers, examining office supplies/deliveries and their sanitization, etc.
- PC9.** Follow maximal social distancing practices while carrying out everyday tasks
- PC10.** Demonstrate the process of donning, doffing, and discarding PPE
- PC11.** Keep indoor and outdoor work spaces sanitized regularly and properly
- PC12.** Follow the appropriate process of categorization, disposal, transportation, and treatment of waste in the center
- PC13.** Check if parents are sending clean and hygienic children to the center and report about the same
- PC14.** Follow protocols to support cleaning and dressing children as per hygienic standards
- PC15.** Use separate sheets for food, play, and rest areas and regularly sanitize toys and other shared items to prevent the spread of germs

Qualification Pack

PC16. maintain children's personal hygiene throughout the day including managing soiled clothes and ensuring proper hygiene after toilet use to prevent infections and illnesses

PC17. Utilize teaching aids to promote hygienic practices amongst children

PC18. Identify and report symptoms and incidents to the concerned authorities

Identify the infectious and other ailments in children and report it timely

To be competent, the user/individual on the job must be able to:

PC19. Follow prescribed rules and guidelines during any communicable diseases and other ailments.

PC20. Follow isolation practice for infected children to reduce spread of infection respiratory, diarrhoeal, skin infection, parasitic infestation such as lice etc.

PC21. Identify, record, and report incidents of infectious diseases, health issues, allergy episodes, etc. diligently

Orient towards health, wellness and immunization domains

To be competent, the user/individual on the job must be able to:

PC22. Practice preventive measures as given in center health policy to prevent bacterial and viral infections such as by maintaining a clean environment and proper food storage

PC23. Measure anthropometric indicators for growth monitoring accurately through available trackers such as Poshan Tracker

PC24. Provide opportunities for physical movements and activities like dance, yoga, athletics, etc. to staff and children

PC25. Identify basic mental health issues including stress, anxiety, fear, phobia, significant and persistent changes in mood, such as constant sadness, extreme irritability, or excessive mood swings, along with behavioral changes like increased tantrums, defiance, or social withdrawal, etc.

PC26. Keep a track of immunization status of the children and report about the same to higher authorities

PC27. Create a happy experience for children through adult - child-child mindful interactions, age-appropriate activities, welcoming and comfortable environment for strengthening mental, spiritual and emotional health of children.

Provide effective care for sick children

To be competent, the user/individual on the job must be able to:

PC28. Observe and report sickness or illness of child to higher authority or parents at the earliest

PC29. Escort and accompany the children in the sick room/area in the childcare set-up to handle sick children or to seek medical help

PC30. Provide the right dose of medicines to the baby or toddler on time, only when instructed by parents or higher authorities

PC31. Escort and accompany children during their regular health checkups

PC32. Follow do's and don'ts while handling sick children in center

Child protection, safety, Abuse, First Aid and Emergency Response

To be competent, the user/individual on the job must be able to:

PC33. Keep indoor and outdoor environment safe for children in a childcare centre

PC34. keep a check on working condition of safety equipment and report any defaults promptly

PC35. Handle emergencies safely and appropriately

Qualification Pack

- PC36.** Maintain safe and secure environments by following child-proofing measures and health regulations, while also keeping accurate records for each child
- PC37.** follow the prevention measures of child abuse and neglect
- PC38.** monitor the child at all times and do not leave the baby unattended
- PC39.** Deal with all incidents of child neglect and abuse appropriately, keeping it well-recorded and reported to parents.
- PC40.** Identify the signs of abuse and harassment, accident, injury, pain, and other symptoms of illness and address the same with appropriate authorities
- PC41.** protect and make the child aware of the threats from interaction with undesirable persons to avoid possible harassment, abuse and abduction
- PC42.** Identify the nature of the emergency and assess the child's condition
- PC43.** Stay calm and follow first aid procedures
- PC44.** Demonstrate correct technique of providing CPR
- PC45.** Contact emergency services or the child's parents, if necessary
- PC46.** Organize spaces, furniture and materials keeping safety of children.
- PC47.** Apply disaster management techniques to deal with institutional emergencies
- PC48.** follow fire safety management procedure as and when required
- PC49.** Document the incident and first aid provided for record-keeping
- PC50.** Follow child protection policies and safety protocols of center
- PC51.** cooperate during background screening by police for criminal background checks, child abuse clearances and reference interviews

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the child's rights, protection and Safety
- KU2.** ways to maintain a safe environment for children in a childcare centre
- KU3.** Institutional Emergencies
- KU4.** Child abuse and neglect
- KU5.** POCSO Act and JJ Act
- KU6.** Health, Wellness, Medicine and Vaccination Concepts
- KU7.** anthropometric indicators for growth monitoring
- KU8.**
 - infectious and other ailments in children that need to be
 - timely identified and reported by staff
- KU9.** care of sick children
- KU10.** importance of health checkups of children and staff
- KU11.** personal, environmental hygiene and sanitation
- KU12.** self-hygiene, social distancing practices and infection control guidelines
- KU13.** guidelines and regulations for waste disposal methods
- KU14.** Child protection, safety, Abuse, First Aid and Emergency Response

Qualification Pack

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read and write the instructions received by the parents about the child
- GS2.** communicate effectively with the peers, seniors, parents
- GS3.** interact with infants and toddlers patiently
- GS4.** prioritize the holistic development and well-being of children

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Maintain personal, children, environmental hygiene and sanitation</i>	17	20	5	10
PC1. Follow general and specific etiquettes of grooming, behaviour and habits on duty.	-	-	-	-
PC2. Follow organizational hygiene and sanitation guidelines of center and report breaches/gaps if any	-	-	-	-
PC3. Get yourself vaccinated against common infectious diseases.	-	-	-	-
PC4. Get your medical health checkups periodically and as and when required	-	-	-	-
PC5. Follow personal and environmental hygiene practices in a childcare centre	-	-	-	-
PC6. maintain a clean, ventilated, hygienic and safe environment within the center	-	-	-	-
PC7. Check and report about safety of food and drinking water facilities to appropriate authorities	-	-	-	-
PC8. Follow basic personal and workplace hygiene practices such as washing hands, using alcohol-based hand sanitizers, examining office supplies/deliveries and their sanitization, etc.	-	-	-	-
PC9. Follow maximal social distancing practices while carrying out everyday tasks	-	-	-	-
PC10. Demonstrate the process of donning, doffing, and discarding PPE	-	-	-	-
PC11. Keep indoor and outdoor work spaces sanitized regularly and properly	-	-	-	-
PC12. Follow the appropriate process of categorization, disposal, transportation, and treatment of waste in the center	-	-	-	-
PC13. Check if parents are sending clean and hygienic children to the center and report about the same	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC14. Follow protocols to support cleaning and dressing children as per hygienic standards	-	-	-	-
PC15. Use separate sheets for food, play, and rest areas and regularly sanitize toys and other shared items to prevent the spread of germs	-	-	-	-
PC16. maintain children's personal hygiene throughout the day including managing soiled clothes and ensuring proper hygiene after toilet use to prevent infections and illnesses	-	-	-	-
PC17. Utilize teaching aids to promote hygienic practices amongst children	-	-	-	-
PC18. Identify and report symptoms and incidents to the concerned authorities	-	-	-	-
<i>Identify the infectious and other ailments in children and report it timely</i>	17	15	5	10
PC19. Follow prescribed rules and guidelines during any communicable diseases and other ailments.	-	-	-	-
PC20. Follow isolation practice for infected children to reduce spread of infection respiratory, diarrhoeal, skin infection, parasitic infestation such as lice etc.	-	-	-	-
PC21. Identify, record, and report incidents of infectious diseases, health issues, allergy episodes, etc. diligently	-	-	-	-
<i>Orient towards health, wellness and immunization domains</i>	12	5	5	10
PC22. Practice preventive measures as given in center health policy to prevent bacterial and viral infections such as by maintaining a clean environment and proper food storage	-	-	-	-
PC23. Measure anthropometric indicators for growth monitoring accurately through available trackers such as Poshan Tracker	-	-	-	-
PC24. Provide opportunities for physical movements and activities like dance, yoga, athletics, etc. to staff and children	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC25. Identify basic mental health issues including stress, anxiety, fear, phobia, significant and persistent changes in mood, such as constant sadness, extreme irritability, or excessive mood swings, along with behavioral changes like increased tantrums, defiance, or social withdrawal, etc.	-	-	-	-
PC26. Keep a track of immunization status of the children and report about the same to higher authorities	-	-	-	-
PC27. Create a happy experience for children through adult - child-child mindful interactions, age-appropriate activities, welcoming and comfortable environment for strengthening mental, spiritual and emotional health of children.	-	-	-	-
<i>Provide effective care for sick children</i>	18	15	5	10
PC28. Observe and report sickness or illness of child to higher authority or parents at the earliest	-	-	-	-
PC29. Escort and accompany the children in the sick room/area in the childcare set-up to handle sick children or to seek medical help	-	-	-	-
PC30. Provide the right dose of medicines to the baby or toddler on time, only when instructed by parents or higher authorities	-	-	-	-
PC31. Escort and accompany children during their regular health checkups	-	-	-	-
PC32. Follow do's and don'ts while handling sick children in center	-	-	-	-
<i>Child protection, safety, Abuse, First Aid and Emergency Response</i>	17	20	5	10
PC33. Keep indoor and outdoor environment safe for children in a childcare centre	-	-	-	-
PC34. keep a check on working condition of safety equipment and report any defaults promptly	-	-	-	-
PC35. Handle emergencies safely and appropriately	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC36. Maintain safe and secure environments by following child-proofing measures and health regulations, while also keeping accurate records for each child	-	-	-	-
PC37. follow the prevention measures of child abuse and neglect	-	-	-	-
PC38. monitor the child at all times and do not leave the baby unattended	-	-	-	-
PC39. Deal with all incidents of child neglect and abuse appropriately, keeping it well-recorded and reported to parents.	-	-	-	-
PC40. Identify the signs of abuse and harassment, accident, injury, pain, and other symptoms of illness and address the same with appropriate authorities	-	-	-	-
PC41. protect and make the child aware of the threats from interaction with undesirable persons to avoid possible harassment, abuse and abduction	-	-	-	-
PC42. Identify the nature of the emergency and assess the child's condition	-	-	-	-
PC43. Stay calm and follow first aid procedures	-	-	-	-
PC44. Demonstrate correct technique of providing CPR	-	-	-	-
PC45. Contact emergency services or the child's parents, if necessary	-	-	-	-
PC46. Organize spaces, furniture and materials keeping safety of children.	-	-	-	-
PC47. Apply disaster management techniques to deal with institutional emergencies	-	-	-	-
PC48. follow fire safety management procedure as and when required	-	-	-	-
PC49. Document the incident and first aid provided for record-keeping	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC50. Follow child protection policies and safety protocols of center	-	-	-	-
PC51. cooperate during background screening by police for criminal background checks, child abuse clearances and reference interviews	-	-	-	-
NOS Total	81	75	25	50

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	HSS/N8915
NOS Name	Follow safety, Health and hygiene protocols for self and children
Sector	Healthcare
Sub-Sector	
Occupation	Early Child Development
NSQF Level	3
Credits	1.5
Version	1.0
Last Reviewed Date	07/10/2025
Next Review Date	07/10/2028
NSQC Clearance Date	07/10/2025

Qualification Pack

DGT/VSQ/N0101: Employability Skills (30 Hours)

Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

Elements and Performance Criteria

Introduction to Employability Skills

To be competent, the user/individual on the job must be able to:

PC1. understand the significance of employability skills in meeting the job requirements

Constitutional values – Citizenship

To be competent, the user/individual on the job must be able to:

PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices

Becoming a Professional in the 21st Century

To be competent, the user/individual on the job must be able to:

PC3. explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.

Basic English Skills

To be competent, the user/individual on the job must be able to:

PC4. speak with others using some basic English phrases or sentences

Communication Skills

To be competent, the user/individual on the job must be able to:

PC5. follow good manners while communicating with others

PC6. work with others in a team

Qualification Pack

Diversity & Inclusion

To be competent, the user/individual on the job must be able to:

PC7. communicate and behave appropriately with all genders and PwD

PC8. report any issues related to sexual harassment

Financial and Legal Literacy

To be competent, the user/individual on the job must be able to:

PC9. use various financial products and services safely and securely

PC10. calculate income, expenses, savings etc.

PC11. approach the concerned authorities for any exploitation as per legal rights and laws

Essential Digital Skills

To be competent, the user/individual on the job must be able to:

PC12. operate digital devices and use its features and applications securely and safely

PC13. use internet and social media platforms securely and safely

Entrepreneurship

To be competent, the user/individual on the job must be able to:

PC14. identify and assess opportunities for potential business

PC15. identify sources for arranging money and associated financial and legal challenges

Customer Service

To be competent, the user/individual on the job must be able to:

PC16. identify different types of customers

PC17. identify customer needs and address them appropriately

PC18. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

To be competent, the user/individual on the job must be able to:

PC19. create a basic biodata

PC20. search for suitable jobs and apply

PC21. identify and register apprenticeship opportunities as per requirement

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. need for employability skills

KU2. various constitutional and personal values

KU3. different environmentally sustainable practices and their importance

KU4. Twenty first (21st) century skills and their importance

KU5. how to use basic spoken English language

KU6. Do and dont of effective communication

KU7. inclusivity and its importance

KU8. different types of disabilities and appropriate communication and behaviour towards PwD

KU9. different types of financial products and services

Qualification Pack

- KU10.** how to compute income and expenses
- KU11.** importance of maintaining safety and security in financial transactions
- KU12.** different legal rights and laws
- KU13.** how to operate digital devices and applications safely and securely
- KU14.** ways to identify business opportunities
- KU15.** types of customers and their needs
- KU16.** how to apply for a job and prepare for an interview
- KU17.** apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** communicate effectively using appropriate language
- GS2.** behave politely and appropriately with all
- GS3.** perform basic calculations
- GS4.** solve problems effectively
- GS5.** be careful and attentive at work
- GS6.** use time effectively
- GS7.** maintain hygiene and sanitisation to avoid infection

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	1	1	-	-
PC1. understand the significance of employability skills in meeting the job requirements	-	-	-	-
<i>Constitutional values – Citizenship</i>	1	1	-	-
PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	1	3	-	-
PC3. explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.	-	-	-	-
<i>Basic English Skills</i>	2	3	-	-
PC4. speak with others using some basic English phrases or sentences	-	-	-	-
<i>Communication Skills</i>	1	1	-	-
PC5. follow good manners while communicating with others	-	-	-	-
PC6. work with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	1	-	-
PC7. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC8. report any issues related to sexual harassment	-	-	-	-
<i>Financial and Legal Literacy</i>	3	4	-	-
PC9. use various financial products and services safely and securely	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. calculate income, expenses, savings etc.	-	-	-	-
PC11. approach the concerned authorities for any exploitation as per legal rights and laws	-	-	-	-
<i>Essential Digital Skills</i>	4	6	-	-
PC12. operate digital devices and use its features and applications securely and safely	-	-	-	-
PC13. use internet and social media platforms securely and safely	-	-	-	-
<i>Entrepreneurship</i>	3	5	-	-
PC14. identify and assess opportunities for potential business	-	-	-	-
PC15. identify sources for arranging money and associated financial and legal challenges	-	-	-	-
<i>Customer Service</i>	2	2	-	-
PC16. identify different types of customers	-	-	-	-
PC17. identify customer needs and address them appropriately	-	-	-	-
PC18. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	1	3	-	-
PC19. create a basic biodata	-	-	-	-
PC20. search for suitable jobs and apply	-	-	-	-
PC21. identify and register apprenticeship opportunities as per requirement	-	-	-	-
NOS Total	20	30	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0101
NOS Name	Employability Skills (30 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	2
Credits	1
Version	1.0
Last Reviewed Date	16/12/2025
Next Review Date	18/11/2028
NSQC Clearance Date	16/12/2025

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

The emphasis is on 'learning-by-doing' and practical demonstration of skills and knowledge based on the performance criteria. Accordingly, assessment criteria for each job role is set and made available in qualification pack.

The assessment papers for both theory and practical would be developed by Subject Matter Experts (SME) hired by Healthcare Sector Skill Council or with the HSSC accredited Assessment Agency as per the assessment criteria mentioned in the Qualification Pack. The assessments' papers would also be checked for the various outcome-based parameters such as quality, time taken, precision, tools and equipment requirement etc.

Each NOS in the Qualification Pack (QP) is assigned a relative weightage for assessment based on the criticality of the NOS. Therein each Element/Performance Criteria in the NOS is assigned marks on relative importance, criticality of function and training infrastructure.

Minimum Aggregate Passing % at QP Level : 70

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to

Qualification Pack

successfully clear the Qualification Pack assessment.)

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
HSS/N8912.Address the basic needs of children	50	30	55	30	165	20
HSS/N8913.Prepare food and responsively feed the child as per nutritional and health requirements	54	35	15	20	124	20
HSS/N8914.Carry out age and developmentally appropriate activities to promote holistic development of children under supervision	145	130	55	100	430	30
HSS/N8915.Follow safety, Health and hygiene protocols for self and children	81	75	25	50	231	20
DGT/VSQ/N0101.Employability Skills (30 Hours)	20	30	-	-	50	10
Total	350	300	150	200	1000	100

Qualification Pack

Acronyms

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training

Qualification Pack

Glossary

Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.

Qualification Pack

Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.