

Qualification Pack



Carepreneur - Early Child Development (ECD) Services

QP Code: HSS/Q8903

Version: 1.0

NSQF Level: 5.5

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Qualification Pack

HSS/Q8903: Carepreneur - Early Child Development (ECD) Services

Brief Job Description

This qualification is designed to equip aspiring entrepreneurs with the essential skills, knowledge, and tools to establish and lead high-quality early childhood care and learning centers covering legal compliance, financial planning, operational setup, designing learning activities tailored to different age groups, health, hygiene, immunization, nutrition, and safety standards to provide quality care to children including children with disabilities and sick children with protection from child abuse and neglect.

Personal Attributes

Change maker and leader with entrepreneurial skills

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [HSS/N8902: Plan and set-up early childhood care, learning and development facility/center](#)
2. [HSS/N8903: Develop and institutionalize age and developmentally appropriate childcare programs](#)
3. [HSS/N8904: Integrate nutritional, health and safety requirements for children according to their developmental milestones to ensure overall wellness](#)
4. [HSS/N8905: Run and manage sustainable early childhood care, learning and development facility/center effectively, profitably and qualitatively](#)
5. [HSS/N8906: Create an inclusive centre for children with special needs ensuring advocacy, counselling, referral and support services for the parents and families](#)
6. [DGT/VSQ/N0103: Employability Skills \(90 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Healthcare
Sub-Sector	Social Work & Community Health
Occupation	Early Child Development
Country	India
NSQF Level	5.5

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Credits	18
Aligned to NCO/ISCO/ISIC Code	NCO Code : 3222.9900
Minimum Educational Qualification & Experience	Completed 3 year UG degree (preferably in education or social subjects) with NA of experience OR Completed 2nd year diploma after 12th (preferably in education or social subjects) with 1.5 years of experience childcare OR 12th grade Pass with 4.5 years of experience childcare OR Previous relevant Qualification of NSQF Level (4.5 Associate cum Coordinator-ECD Services) with 3 Years of experience childcare
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	21 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-5.5-HE-045282025-V1-HSSC
NQR Version	1

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HSS/N8902: Plan and set-up early childhood care, learning and development facility/center

Description

This NOS covers orientation on early child development, Significance of early childhood years, orientation to ECD Set up and Responsibilities and qualities of Carepreneur in early childhood services. It empowers individual to choose the location and space for centre, raise finances or fund for setting up the centre, ensure legal and banking requirements to start the centre, build age and developmentally appropriate infrastructure of the centre, plan and implement affordable, effective marketing strategies and activities, establish connect with parents and local community to maximize utilization of the facility, formulate policies and standard operating procedures for running the centre, plan and manage recruitment, monitoring, training, mentoring and appraising of team or staff.

Scope

The scope covers the following :

- Sensitize about Early Child Development (ECD), Early childhood Years and attitude
- building towards its moral responsibility
- Choose the location and space for centre.
- Raise finances or fund for setting up the centre
- Ensure legal and banking requirements to start the centre.
- Build age and developmentally appropriate infrastructure of the centre
- Plan and implement affordable, effective marketing strategies and activities
- Establish Connect with parents and local community to maximize utilization of the facility
- Formulate policies and standard operating procedures for running the centre
- Plan and manage recruitment, monitoring, training, mentoring and appraising of team/staff

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.** Explain the need for balanced growth of a child
- PC4.** Comprehend the the key milestones of physical, cognitive, social – emotional and spiritual development for balanced growth of child
- PC5.** Comprehend the current situation of child health in India
- PC6.** Identify key barriers to fulfilling children's Needs
- PC7.** Comprehend the intersection of women's work participation and childcare
- PC8.** Comprehend the international and national standards for child health and development
- PC9.** Comprehend the need, status, scope and types of childcare business

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PC10. 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.

PC11. • Show skills to lead a childcare center that prioritizes the holistic development and well-being
• of children

Choose the location and space for centre

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

PC12. Elucidate the decisions that needed to be made prior to starting the childcare center

PC13. Choose the appropriate tools for community mapping and needs assessment to accurately profile the community

PC14. Identify the suitable locations for establishing the childcare center as per the criteria and checklist

PC15. Select safe, accessible locations that comply with local laws and regulations

PC16. Comply with the process and steps needed to start a childcare set up

Raise finances or fund for setting up the centre

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

PC17. Calculate and manage start-up costs, set competitive yet sustainable fees, and create realistic budgets

PC18. Create a business plan as per the budget

PC19. Analyze the various sources of funding options for a center

PC20. Secure external funding to support the center's financial needs and raise resources for childcare center

Ensure legal and banking requirements to start the centre

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

PC21. Register the childcare center with the appropriate authorities, ensuring legal recognition and adherence to safety standards

PC22. Obtain necessary documents and permissions from bank and local authorities

PC23. Insure the facility or services as per the guidelines

PC24. Ensure the center is always ready for government reviews and stays compliant with legal requirements

Build age and developmentally appropriate infrastructure of the centre

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

PC25. Plan and organize spaces that promote safety, comfort, and development for children, ensuring that the environment supports their emotional and physical well-being

PC26. Assess the need for the renovation and alterations in the selected space

PC27. Engage relevant contractors for space modifications

PC28. Prepare a list of furniture, fixtures, office equipment, appliances and other materials needed in the centre

PC29. Prepare a list of age and developmentally appropriate teaching learning materials and play equipments which ensure holistic development of children

PC30. Design economical, safe and age-appropriate areas (outdoor and indoor) which meet the needs of different age groups of children

PC31. Coordinate with vendors to procure required equipment, materials, office and kitchen supplies

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Plan and implement affordable, effective marketing strategies and activities

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

- PC32.** Prepare a marketing budget
- PC33.** Devise effective and ethical marketing strategies such as word-of mouth, website, social media, promotional events, detouring of center, local promotions, outreach, etc.
- PC34.** Attract families by applying effective and ethical marketing strategies and by being transparent in the communication about childcare services
- PC35.** Collect, maintain, track and use potential customer data
- PC36.** Calculate lead to visit ratio and visit to conversion ratio using enrolment funnel
- PC37.** • Monitor the impact of marketing efforts on admissions and parent
• engagement
- PC38.** Enhance the reputation of the services in the community by building a strong brand identity and brand positioning

Establish Connect with parents and local community to maximize utilization of the facility

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

- PC39.** Identify different stakeholders for collaboration such as associations, establishments, schools, community leaders, workplaces, corporates, etc.
- PC40.** Interact and build a rapport with identified stakeholders
- PC41.** Explore areas of mutual interest, build and maintain strong, trusting relationships with parents and stakeholders, which is essential for the success of the childcare services
- PC42.** Create a sense of community within the center by encouraging parental involvement in various activities
- PC43.** Develop a regular feedback mechanism which helps in identifying areas of improvement

Formulate policies and standard operating procedures for running the centre

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

- PC44.** Formulate written policies for each function and domain of childcare service
- PC45.** • Design a manual of procedures to be followed in the day-to-day operations of the childcare
• centre.
- PC46.** Establish an expert committee for maintaining quality standards and ensuring continuous guidance on early childhood development practices
- PC47.** Implement expert recommendations to enhance center operations and services

Plan and manage recruitment, monitoring, training, mentoring and appraising of team/staff

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

- PC48.** Assess the staff need for childcare
- PC49.** Prepare eligibility criteria, KRA (Key Responsibility Areas) and JDs (Job Description) for each position with focus on inclusivity
- PC50.** Recruit and hire qualified staff with relevant childcare experience
- PC51.** Facilitate training of their team in first aid, safety, and child management, ensuring a secure environment for children
- PC52.** Maintain proper staff-to-child ratios, schedule staff efficiently, and implement ongoing professional development
- PC53.** Monitor childcare staff's work and assess their performance in a just and fair way to ensure effective functioning of childcare

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- PC54.** Review and appraise the performance of team
PC55. Handle and negotiate resignations and terminations
PC56. Mentor and build a childcare team

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. current situation of child health in India
KU6. key barriers to fulfilling children needs
KU7. intersection of women work participation and childcare
KU8. international and national standards for child health and development
KU9.
 - the importance of being sensitive to children developmental needs and committed to their welfare, ensuring the provision
 - of a nurturing and safe environment**KU10.** Set-up a Childcare center: Location, Infrastructure and Financial Planning
KU11. Registration and Legal Compliance
KU12. Staffing and Training
KU13. Marketing and Engagement Strategies: Parents, Family and community

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 staff, parents, stakeholders
GS3. interact with infants and toddlers patiently
GS4. prioritize the holistic development and well-being of children
GS5. manage the financial, operational, and human resource aspects of the childcare center
GS6. oversee budgeting, ensure the availability of necessary resources, and motivate staff through regular training and feedback
GS7.
 - engage with parents and the community, track child progress, maintain safety and health standards, and ensure proper
 - documentation to support high-quality childcare services.**GS8.**
 - manage staff schedules and ensure optimal coverage, while implementing safety and health protocols to protect the well being
 - of children**GS9.**
 - maintain an organized and efficient environment, fostering both the professional growth of staff and the developmental
 - needs of children

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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>	7	-	5	5
PC1. Identify key needs of children	-	-	-	-
PC2. Identify role of essential players, stakeholders and childcare institutions in child well-being	-	-	-	-
PC3. Explain the need for balanced growth of a child	-	-	-	-
PC4. Comprehend the the key milestones of physical, cognitive, social – emotional and spiritual development for balanced growth of child	-	-	-	-
PC5. Comprehend the current situation of child health in India	-	-	-	-
PC6. Identify key barriers to fulfilling children's Needs	-	-	-	-
PC7. Comprehend the intersection of women's work participation and childcare	-	-	-	-
PC8. Comprehend the international and national standards for child health and development	-	-	-	-
PC9. Comprehend the need, status, scope and types of childcare business	-	-	-	-
PC10. 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.	-	-	-	-
PC11. • Show skills to lead a childcare center that prioritizes the holistic development and well-being • of children	-	-	-	-
<i>Choose the location and space for centre</i>	13	5	5	5
PC12. Elucidate the decisions that needed to be made prior to starting the childcare center	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. Choose the appropriate tools for community mapping and needs assessment to accurately profile the community	-	-	-	-
PC14. Identify the suitable locations for establishing the childcare center as per the criteria and checklist	-	-	-	-
PC15. Select safe, accessible locations that comply with local laws and regulations	-	-	-	-
PC16. Comply with the process and steps needed to start a childcare set up	-	-	-	-
<i>Raise finances or fund for setting up the centre</i>	15	5	5	5
PC17. Calculate and manage start-up costs, set competitive yet sustainable fees, and create realistic budgets	-	-	-	-
PC18. Create a business plan as per the budget	-	-	-	-
PC19. Analyze the various sources of funding options for a center	-	-	-	-
PC20. Secure external funding to support the center's financial needs and raise resources for childcare center	-	-	-	-
<i>Ensure legal and banking requirements to start the centre</i>	15	5	5	5
PC21. Register the childcare center with the appropriate authorities, ensuring legal recognition and adherence to safety standards	-	-	-	-
PC22. Obtain necessary documents and permissions from bank and local authorities	-	-	-	-
PC23. Insure the facility or services as per the guidelines	-	-	-	-
PC24. Ensure the center is always ready for government reviews and stays compliant with legal requirements	-	-	-	-
<i>Build age and developmentally appropriate infrastructure of the centre</i>	15	5	5	5

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC25. Plan and organize spaces that promote safety, comfort, and development for children, ensuring that the environment supports their emotional and physical well-being	-	-	-	-
PC26. Assess the need for the renovation and alterations in the selected space	-	-	-	-
PC27. Engage relevant contractors for space modifications	-	-	-	-
PC28. Prepare a list of furniture, fixtures, office equipment, appliances and other materials needed in the centre	-	-	-	-
PC29. Prepare a list of age and developmentally appropriate teaching learning materials and play equipments which ensure holistic development of children	-	-	-	-
PC30. Design economical, safe and age-appropriate areas (outdoor and indoor) which meet the needs of different age groups of children	-	-	-	-
PC31. Coordinate with vendors to procure required equipment, materials, office and kitchen supplies	-	-	-	-
<i>Plan and implement affordable, effective marketing strategies and activities</i>	15	5	5	5
PC32. Prepare a marketing budget	-	-	-	-
PC33. Devise effective and ethical marketing strategies such as word-of mouth, website, social media, promotional events, detouring of center, local promotions, outreach, etc.	-	-	-	-
PC34. Attract families by applying effective and ethical marketing strategies and by being transparent in the communication about childcare services	-	-	-	-
PC35. Collect, maintain, track and use potential customer data	-	-	-	-
PC36. Calculate lead to visit ratio and visit to conversion ratio using enrolment funnel	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC37. • Monitor the impact of marketing efforts on admissions and parent • engagement	-	-	-	-
PC38. Enhance the reputation of the services in the community by building a strong brand identity and brand positioning	-	-	-	-
<i>Establish Connect with parents and local community to maximize utilization of the facility</i>	15	5	5	5
PC39. Identify different stakeholders for collaboration such as associations, establishments, schools, community leaders, workplaces, corporates, etc.	-	-	-	-
PC40. Interact and build a rapport with identified stakeholders	-	-	-	-
PC41. Explore areas of mutual interest, build and maintain strong, trusting relationships with parents and stakeholders, which is essential for the success of the childcare services	-	-	-	-
PC42. Create a sense of community within the center by encouraging parental involvement in various activities	-	-	-	-
PC43. Develop a regular feedback mechanism which helps in identifying areas of improvement	-	-	-	-
<i>Formulate policies and standard operating procedures for running the centre</i>	15	5	5	5
PC44. Formulate written policies for each function and domain of childcare service	-	-	-	-
PC45. • Design a manual of procedures to be followed in the day-to-day operations of the childcare • centre.	-	-	-	-
PC46. Establish an expert committee for maintaining quality standards and ensuring continuous guidance on early childhood development practices	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC47. Implement expert recommendations to enhance center operations and services	-	-	-	-
<i>Plan and manage recruitment, monitoring, training, mentoring and appraising of team/staff</i>	15	5	5	5
PC48. Assess the staff need for childcare	-	-	-	-
PC49. Prepare eligibility criteria, KRA (Key Responsibility Areas) and JDs (Job Description) for each position with focus on inclusivity	-	-	-	-
PC50. Recruit and hire qualified staff with relevant childcare experience	-	-	-	-
PC51. Facilitate training of their team in first aid, safety, and child management, ensuring a secure environment for children	-	-	-	-
PC52. Maintain proper staff-to-child ratios, schedule staff efficiently, and implement ongoing professional development	-	-	-	-
PC53. Monitor childcare staff's work and assess their performance in a just and fair way to ensure effective functioning of childcare	-	-	-	-
PC54. Review and appraise the performance of team	-	-	-	-
PC55. Handle and negotiate resignations and terminations	-	-	-	-
PC56. Mentor and build a childcare team	-	-	-	-
NOS Total	125	40	45	45

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National Occupational Standards (NOS) Parameters

NOS Code	HSS/N8902
NOS Name	Plan and set-up early childhood care, learning and development facility/center
Sector	Healthcare
Sub-Sector	
Occupation	Early Child Development
NSQF Level	5.5
Credits	3.5
Version	1.0
Last Reviewed Date	07/10/2025
Next Review Date	07/10/2028
NSQC Clearance Date	07/10/2025

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HSS/N8903: Develop and institutionalize age and developmentally appropriate childcare programs

Description

This NOS empowers individual to plan and design age and developmentally appropriate childcare programs for different age groups covering all developmental domains in collaboration with ECD experts, inculcate play-based age and developmentally appropriate learning environment for holistic development of children, create effective implementation strategies for daily routines, ensuring the smooth integration of educational activities into the environment, monitor the curriculum's effectiveness, improvise child development outcomes and adapt education

Scope

The scope covers the following :

- Plan and design age and developmentally appropriate childcare programs for different age groups covering all developmental domains in collaboration with ECD experts
- Inculcate play-based age and developmentally appropriate learning environment for holistic development of children.
- Create effective implementation strategies for daily routines, ensuring the smooth integration of educational activities into the environment
- Monitor the curriculum's effectiveness, improvise child development outcomes and adapt education

Elements and Performance Criteria

Plan and design age and developmentally appropriate childcare programs for different age groups covering all developmental domains in collaboration with ECD experts

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

- PC1.** Develop short term and long-term plans with respect to children's development
 - PC2.**
 - Collaborate with Early Childhood Development (ECD) experts to design age and developmentally
 - appropriate childcare programs for different age groups
 - PC3.** design and incorporate the activities providing children with adequate time and opportunity to to develop gross motor skills, fine motor skills, cognitive abilities, creative development, socio emotional development, communication and language development, moral and self-help/adaptive Development according to their age in such a manner that the growth and development of a child could be monitored as well.
 - PC4.** plan activities in accordance with seasons, occasions, events, festivals, etc.
 - PC5.** Introduce a mix of individual and group, indoor and outdoor , & simple and complex activities
- Inculcate play-based age and developmentally appropriate learning environment for holistic development of children.*

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

- PC6.** Organize an age and developmentally appropriate learning environment for holistic development of children

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- PC7.** Inculcate play-based learning in early childhood
- PC8.** research and explore the various teaching learning materials and equipment which are safe, economical, age appropriate, hygienic, environment friendly, sustainable, easy to use and store.
- PC9.** Arrange materials and resources required to conduct various learning activities across ages
- PC10.** create a positive learning environment in a childcare set up

Create effective implementation strategies for daily routines, ensuring the smooth integration of educational activities into the environment

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

- PC11.** prepare age and developmentally appropriate routine and schedule for children in a childcare program
- PC12.** Prepare a monitoring chart to ensure that schedules meet the holistic development needs of all age groups of children
- PC13.** Ensure the standard daily routine schedule to be followed by team with respect to hygiene, meals, nap, etc. for each age group

Monitor the curriculum's effectiveness, improvise child development outcomes and adapt education

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

- PC14.** create an effective implementation strategy to ensure the program is smoothly integrated into the day-to-day operations of the center including organizing daily routines, mealtimes, nap schedules, and activities
- PC15.** Formulate a system to evaluate effectiveness of activities as per short-term and long-term goals and expected outcomes
- PC16.** assess children's involvement and interest in various activities
- PC17.** track children's progress and make necessary changes to optimize learning and development outcomes based on feedback and observations
- PC18.** monitor, record the effectiveness of the program and adjust it in consultation with ECD experts
- PC19.** adapt educational content, schedules, and daily routines ensuring flexibility while maintaining quality care.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** importance of collaboration with Early Childhood Development (ECD) experts to design age and developmentally appropriate childcare programs for different age groups
- KU2.** play-based learning in early childhood
- KU3.**
 - effective implementation strategies for daily routines, ensuring the smooth integration of educational activities into
 - the environment
- KU4.** importance of monitoring the curriculum effectiveness and adjust improve child development outcomes

Generic Skills (GS)

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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 staff, parents, stakeholders
- GS3.** interact with infants and toddlers patiently
- GS4.** prioritize the holistic development and well-being of children
- GS5.** manage the financial, operational, and human resource aspects of the childcare center
- GS6.** oversee budgeting, ensure the availability of necessary resources, and motivate staff through regular training and feedback
- GS7.**
 - engage with parents and the community, track child progress, maintain safety and health standards, and ensure proper
 - documentation to support high-quality childcare services.
- GS8.**
 - manage staff schedules and ensure optimal coverage, while implementing safety and health protocols to protect the well being
 - of children
- GS9.**
 - maintain an organized and efficient environment, fostering both the professional growth of staff and the developmental
 - needs of children

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Plan and design age and developmentally appropriate childcare programs for different age groups covering all developmental domains in collaboration with ECD experts</i>	13	15	5	5
PC1. Develop short term and long-term plans with respect to children's development	-	-	-	-
PC2. Collaborate with Early Childhood Development (ECD) experts to design age and developmentally appropriate childcare programs for different age groups	-	-	-	-
PC3. design and incorporate the activities providing children with adequate time and opportunity to to develop gross motor skills, fine motor skills, cognitive abilities, creative development, socio emotional development, communication and language development, moral and self-help/adaptive Development according to their age in such a manner that the growth and development of a child could be monitored as well.	-	-	-	-
PC4. plan activities in accordance with seasons, occasions, events, festivals, etc.	-	-	-	-
PC5. Introduce a mix of individual and group, indoor and outdoor , & simple and complex activities	-	-	-	-
<i>Inculcate play-based age and developmentally appropriate learning environment for holistic development of children.</i>	7	10	-	5
PC6. Organize an age and developmentally appropriate learning environment for holistic development of children	-	-	-	-
PC7. Inculcate play-based learning in early childhood	-	-	-	-
PC8. research and explore the various teaching learning materials and equipment which are safe, economical, age appropriate, hygienic, environment friendly, sustainable, easy to use and store.	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC9. Arrange materials and resources required to conduct various learning activities across ages	-	-	-	-
PC10. create a positive learning environment in a childcare set up	-	-	-	-
<i>Create effective implementation strategies for daily routines, ensuring the smooth integration of educational activities into the environment</i>	10	5	5	5
PC11. prepare age and developmentally appropriate routine and schedule for children in a childcare program	-	-	-	-
PC12. Prepare a monitoring chart to ensure that schedules meet the holistic development needs of all age groups of children	-	-	-	-
PC13. Ensure the standard daily routine schedule to be followed by team with respect to hygiene, meals, nap, etc. for each age group	-	-	-	-
<i>Monitor the curriculum's effectiveness, improvise child development outcomes and adapt education</i>	7	5	5	5
PC14. create an effective implementation strategy to ensure the program is smoothly integrated into the day-to-day operations of the center including organizing daily routines, mealtimes, nap schedules, and activities	-	-	-	-
PC15. Formulate a system to evaluate effectiveness of activities as per short-term and long-term goals and expected outcomes	-	-	-	-
PC16. assess children's involvement and interest in various activities	-	-	-	-
PC17. track children's progress and make necessary changes to optimize learning and development outcomes based on feedback and observations	-	-	-	-
PC18. monitor, record the effectiveness of the program and adjust it in consultation with ECD experts	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC19. adapt educational content, schedules, and daily routines ensuring flexibility while maintaining quality care.	-	-	-	-
NOS Total	37	35	15	20

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National Occupational Standards (NOS) Parameters

NOS Code	HSS/N8903
NOS Name	Develop and institutionalize age and developmentally appropriate childcare programs
Sector	Healthcare
Sub-Sector	
Occupation	Early Child Development
NSQF Level	5.5
Credits	1.5
Version	1.0
Last Reviewed Date	07/10/2025
Next Review Date	07/10/2028
NSQC Clearance Date	07/10/2025

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HSS/N8904: Integrate nutritional, health and safety requirements for children according to their developmental milestones to ensure overall wellness

Description

This NOS empowers individual to plan and ensure provision of balanced meals in the centre while ensuring high standards of nutritional care and optimal nutrition for children and staff, facilitate regular nutritional assessments for monitoring the growth and development of children, identifying and addressing any nutritional deficiencies, promote personal, children, environmental hygiene and sanitation in center, apply self-hygiene, social distancing practices, waste disposal practices and infection control guidelines in center, ensure that infectious and other ailments in children are timely identified and reported by staff, create policies of center related to health, wellness and immunization domains, facilitate effective care of sick children by team and organizing of regular health checkups of children and staff, institutionalize norms of Child protection, safety, Abuse, First Aid and Emergency Response in center.

Scope

The scope covers the following :

- Plan and ensure provision of balanced meals in the centre while ensuring high standards
- of nutritional care and optimal nutrition for children and staff.
- Facilitate regular nutritional assessments for monitoring the growth and development of children,
- identifying and addressing any nutritional deficiencies.
- Promote personal, children, environmental hygiene and sanitation in center
- Apply self-hygiene, social distancing practices, waste disposal practices and infection control guidelines in center
- Ensure that infectious and other ailments in children are timely identified and reported by staff
- Create policies of center related to health, wellness and immunization domains
- Facilitate effective care of sick children by team and organizing of regular health checkups of children and staff
- Institutionalize norms of Child protection, safety, Abuse, First Aid and Emergency Response in center
- Implement child protection policies, conduct staff background checks, and enforce safety protocols

Elements and Performance Criteria

Plan and ensure provision of balanced meals in the centre while ensuring high standards of nutritional care and optimal nutrition for children and staff.

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

- PC1.** Develop awareness of and sensitivity to cultural differences in dietary practices and needs
- PC2.** Plan and ensure provision of balanced meals for children in the centre to promote good health
- PC3.** Prepare implementation strategies to ensure optimal nutrition for children and staff
- PC4.** Introduce innovative, nutritious, economical and child friendly dishes on the meal menu
- PC5.** Inculcate healthy, safe and hygienic food preparation, storage, serving and discard practices at the center

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- PC6.** Develop competencies in training and supervising staff to ensure high standards of nutritional care.
- PC7.** Develop awareness on breastfeeding initiation and promotion techniques
- PC8.** Develop awareness on complementary and bottle-feeding guidelines and techniques
- PC9.** Develop awareness on responsive feeding techniques
- PC10.** Cultivate healthy eating habits / behaviour, self-feeding attitude and value of respect for food in the centre

Facilitate regular nutritional assessments for monitoring the growth and development of children, identifying and addressing any nutritional deficiencies.

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

- PC11.** Prepare a mechanism for monitoring and recording of children's growth parameters like height and weight; children's meal consumption and reporting the same to parents on daily basis
- PC12.** Prepare a mechanism for recording and addressing concerns regarding children's food consumption and habits
- PC13.** Prepare a mechanism of regular communication with parents about their child's calorie requirements at home, awareness regarding age-based portion sizes and support in promoting self-feeding practices
- PC14.** Prepare a mechanism to identify obesity, malnutrition and different macro and micro-nutrient deficiencies
- PC15.** Facilitate supplementary foods and extra diet plan/support for malnourished children or children with nutritional deficiencies in the center in consultation with nutritional experts.
- PC16.** Develop awareness on interventions for prevention of malnutrition

Promote personal, children, environmental hygiene and sanitation in center

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

- PC17.** Develop organizational hygiene and sanitation guidelines, mechanism of implementing them and reporting breaches/gaps if any
- PC18.** Create communication channels with parents, emphasizing the importance of sending children to the center clean and hygienic
- PC19.** Develop protocols for staff to support cleaning and dressing children as needed, ensuring they always maintain a hygienic standard
- PC20.** Develop mechanism of establishing and overseeing protocols for maintaining a clean and safe environment within the center
- PC21.** Set guidelines for using separate sheets for food, play, and rest areas and regularly sanitizing toys and other shared items to prevent the spread of germs
- PC22.** Establish effective waste disposal systems to maintain a hygienic and safe environment for children
- PC23.** Develop mechanism to monitor if various guidelines for ventilation and air conditioning are followed in the center
- PC24.** Develop incident reporting mechanism and ways of monitoring and implementing the same
- PC25.** Deal with stress and anxiety during a disease/infection outbreak in the center
- PC26.** Encourage conservation of resources in the center
- PC27.** Develop effective teaching aids to promote hygienic practices amongst staff and children

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Apply self-hygiene, social distancing practices, waste disposal practices and infection control guidelines in center

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

- PC28.** Ensure Grooming of staff with general and specific etiquette to be followed on duty.
- PC29.** Ensure staff is vaccinated against common infectious diseases.
- PC30.** Get medical health checkup of staff periodically and as and when required
- PC31.** Monitor personal and environmental hygiene in a childcare centre
- PC32.** Facilitate provisioning and monitoring safe food and drinking water facilities for children and staff in the settings
- PC33.** Ensure basic personal and workplace hygiene practices are followed in the center such as washing hands, using alcohol-based hand sanitizers, examining office supplies/deliveries and their sanitization, etc.
- PC34.** Ensure maximal social distancing practices are followed in center and institutionalize alternate ways of carrying out everyday tasks (use of e-payment gateways/online learning/virtual meetings, etc.)
- PC35.** Facilitate provisioning of PPE to be used at center and ensure the process of donning, doffing, and discarding them is followed in the center.
- PC36.** Ensure regular and proper sanitizing of indoor and outdoor work spaces
- PC37.** Apply appropriate process of categorization, disposal, transportation, and treatment of waste

Ensure that infectious and other ailments in children are timely identified and reported by staff

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

- PC38.** Ensure prescribed rules and guidelines are followed during any communicable diseases and other ailments.
- PC39.** Develop mechanism of recording, reporting and monitoring incidents of health issues, allergy episodes, etc. diligently

Create policies of center related to health, wellness and immunization domains

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

- PC40.** Create a health policy of childcare set-up
- PC41.** Incorporate preventive measures in center health policy to be adopted by staff to prevent bacterial and viral infections such as by maintaining a clean environment and proper food storage
- PC42.** Incorporate an escalation and reporting matrix in center health policy for timely identification, monitoring, raising alarm and reporting of infectious and other ailments of children to authorities and parents.
- PC43.** Develop mechanism and provision of measurement and interpretation of anthropometric indicators for growth monitoring accurately through available trackers such as Poshan Tracker
- PC44.** Facilitate provisioning opportunities for physical movements and activities like dance, yoga, athletics, etc. for staff and children
- PC45.** 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.

Facilitate effective care of sick children by team and organizing of regular health checkups of children and staff

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

- PC46.** Institutionalize the process of observing and reporting sickness or illness of child to higher authority or parents at the earliest
- PC47.** Establish a sick room/area and collaborate/hire healthcare staff in a childcare set-up to handle sick children or to seek medical help
- PC48.** Ensure administration of the right dose of medicines to the baby or toddler on time, as instructed by parents or health professionals
- PC49.** Establish a sick room/area and collaborate/hire healthcare staff in a childcare set-up to handle sick children or to seek medical help
- PC50.** Develop mechanism of monitoring teams ensuring effective care is provided to sick children
- PC51.** Organize regular health checkups of children and staff

Institutionalize norms of Child protection, safety, Abuse, First Aid and Emergency Response in center

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

- PC52.** Create a safe indoor and outdoor environment for children in a childcare centre
- PC53.** Install safety equipment to monitor children's safety indoors and outdoors
- PC54.** Respond to emergencies safely and appropriately
- PC55.** Maintain safe and secure environments by following child-proofing measures and health regulations, while also keeping accurate records for each child
- PC56.** Develop systems to prevent and identify child abuse and neglect
- PC57.** Ensure that all incidents of child neglect and abuse are dealt appropriately, well-recorded and reported to parents.
- PC58.** Identify the signs of abuse and harassment, accident, injury, pain, and other symptoms of illness and develop mechanism to address the same with appropriate authorities
- PC59.** Demonstrate correct technique of providing CPR
- PC60.** Manage first aid and medication provisioning in the center and conduct training of staff so that they could provide the same as and when required
- PC61.** Ensure safety of children while designing spaces and buying furniture and materials.
- PC62.** Enforce regular training and provisioning of disaster management techniques to deal with institutional emergencies
- PC63.** Ensure fire safety management procedure is followed in the center

Implement child protection policies, conduct staff background checks, and enforce safety protocols

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

- PC64.** Develop a centre and child Protection and safety policy for the centre
- PC65.** Communicate and share centre and child protection and safety policy with children, team, parents and other stakeholders
- PC66.** Perform background screening of staff by police for criminal background checks, child abuse clearances and reference interviews.
- PC67.** Conduct regular training sessions of employees on how to prevent and address child abuse.
- PC68.** Maintain and display local emergency numbers as prevalent in region

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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- KU1.** Health and wellness: Basic Medicine, vaccination Concepts
- KU2.** Basics of nutrition and Meal management
- KU3.** Hygiene and Sanitation management
- KU4.** Child protection, safety, first aid and emergency management

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 staff, parents, stakeholders
- GS3.** interact with infants and toddlers patiently
- GS4.** prioritize the holistic development and well-being of children
- GS5.** manage the financial, operational, and human resource aspects of the childcare center
- GS6.** oversee budgeting, ensure the availability of necessary resources, and motivate staff through regular training and feedback
- GS7.**
 - engage with parents and the community, track child progress, maintain safety and health standards, and ensure proper
 - documentation to support high-quality childcare services.
- GS8.**
 - manage staff schedules and ensure optimal coverage, while implementing safety and health protocols to protect the well being
 - of children
- GS9.**
 - maintain an organized and efficient environment, fostering both the professional growth of staff and the developmental
 - needs of children

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Plan and ensure provision of balanced meals in the centre while ensuring high standards of nutritional care and optimal nutrition for children and staff.</i>	10	10	5	5
PC1. Develop awareness of and sensitivity to cultural differences in dietary practices and needs	-	-	-	-
PC2. Plan and ensure provision of balanced meals for children in the centre to promote good health	-	-	-	-
PC3. Prepare implementation strategies to ensure optimal nutrition for children and staff	-	-	-	-
PC4. Introduce innovative, nutritious, economical and child friendly dishes on the meal menu	-	-	-	-
PC5. Inculcate healthy, safe and hygienic food preparation, storage, serving and discard practices at the center	-	-	-	-
PC6. Develop competencies in training and supervising staff to ensure high standards of nutritional care.	-	-	-	-
PC7. Develop awareness on breastfeeding initiation and promotion techniques	-	-	-	-
PC8. Develop awareness on complementary and bottle-feeding guidelines and techniques	-	-	-	-
PC9. Develop awareness on responsive feeding techniques	-	-	-	-
PC10. Cultivate healthy eating habits / behaviour, self-feeding attitude and value of respect for food in the centre	-	-	-	-
<i>Facilitate regular nutritional assessments for monitoring the growth and development of children, identifying and addressing any nutritional deficiencies.</i>	8	10	-	5
PC11. Prepare a mechanism for monitoring and recording of children's growth parameters like height and weight; children's meal consumption and reporting the same to parents on daily basis	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. Prepare a mechanism for recording and addressing concerns regarding children's food consumption and habits	-	-	-	-
PC13. Prepare a mechanism of regular communication with parents about their child's calorie requirements at home, awareness regarding age-based portion sizes and support in promoting self-feeding practices	-	-	-	-
PC14. Prepare a mechanism to identify obesity, malnutrition and different macro and micro- nutrient deficiencies	-	-	-	-
PC15. Facilitate supplementary foods and extra diet plan/support for malnourished children or children with nutritional deficiencies in the center in consultation with nutritional experts.	-	-	-	-
PC16. Develop awareness on interventions for prevention of malnutrition	-	-	-	-
<i>Promote personal, children, environmental hygiene and sanitation in center</i>	5	10	5	5
PC17. Develop organizational hygiene and sanitation guidelines, mechanism of implementing them and reporting breaches/gaps if any	-	-	-	-
PC18. Create communication channels with parents, emphasizing the importance of sending children to the center clean and hygienic	-	-	-	-
PC19. Develop protocols for staff to support cleaning and dressing children as needed, ensuring they always maintain a hygienic standard	-	-	-	-
PC20. Develop mechanism of establishing and overseeing protocols for maintaining a clean and safe environment within the center	-	-	-	-
PC21. Set guidelines for using separate sheets for food, play, and rest areas and regularly sanitizing toys and other shared items to prevent the spread of germs	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC22. Establish effective waste disposal systems to maintain a hygienic and safe environment for children	-	-	-	-
PC23. Develop mechanism to monitor if various guidelines for ventilation and air conditioning are followed in the center	-	-	-	-
PC24. Develop incident reporting mechanism and ways of monitoring and implementing the same	-	-	-	-
PC25. Deal with stress and anxiety during a disease/infection outbreak in the center	-	-	-	-
PC26. Encourage conservation of resources in the center	-	-	-	-
PC27. Develop effective teaching aids to promote hygienic practices amongst staff and children	-	-	-	-
<i>Apply self-hygiene, social distancing practices, waste disposal practices and infection control guidelines in center</i>	10	10	5	5
PC28. Ensure Grooming of staff with general and specific etiquette to be followed on duty.	-	-	-	-
PC29. Ensure staff is vaccinated against common infectious diseases.	-	-	-	-
PC30. Get medical health checkup of staff periodically and as and when required	-	-	-	-
PC31. Monitor personal and environmental hygiene in a childcare centre	-	-	-	-
PC32. Facilitate provisioning and monitoring safe food and drinking water facilities for children and staff in the settings	-	-	-	-
PC33. Ensure basic personal and workplace hygiene practices are followed in the center such as washing hands, using alcohol-based hand sanitizers, examining office supplies/deliveries and their sanitization, etc.	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC34. Ensure maximal social distancing practices are followed in center and institutionalize alternate ways of carrying out everyday tasks (use of e-payment gateways/online learning/virtual meetings, etc.)	-	-	-	-
PC35. Facilitate provisioning of PPE to be used at center and ensure the process of donning, doffing, and discarding them is followed in the center.	-	-	-	-
PC36. Ensure regular and proper sanitizing of indoor and outdoor work spaces	-	-	-	-
PC37. Apply appropriate process of categorization, disposal, transportation, and treatment of waste	-	-	-	-
<i>Ensure that infectious and other ailments in children are timely identified and reported by staff</i>	5	10	5	5
PC38. Ensure prescribed rules and guidelines are followed during any communicable diseases and other ailments.	-	-	-	-
PC39. Develop mechanism of recording, reporting and monitoring incidents of health issues, allergy episodes, etc. diligently	-	-	-	-
<i>Create policies of center related to health, wellness and immunization domains</i>	10	10	5	5
PC40. Create a health policy of childcare set-up	-	-	-	-
PC41. Incorporate preventive measures in center health policy to be adopted by staff to prevent bacterial and viral infections such as by maintaining a clean environment and proper food storage	-	-	-	-
PC42. Incorporate an escalation and reporting matrix in center health policy for timely identification, monitoring, raising alarm and reporting of infectious and other ailments of children to authorities and parents.	-	-	-	-
PC43. Develop mechanism and provision of measurement and interpretation of anthropometric indicators for growth monitoring accurately through available trackers such as Poshan Tracker	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC44. Facilitate provisioning opportunities for physical movements and activities like dance, yoga, athletics, etc. for staff and children	-	-	-	-
PC45. 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>Facilitate effective care of sick children by team and organizing of regular health checkups of children and staff</i>	5	10	5	5
PC46. Institutionalize the process of observing and reporting sickness or illness of child to higher authority or parents at the earliest	-	-	-	-
PC47. Establish a sick room/area and collaborate/hire healthcare staff in a childcare set-up to handle sick children or to seek medical help	-	-	-	-
PC48. Ensure administration of the right dose of medicines to the baby or toddler on time, as instructed by parents or health professionals	-	-	-	-
PC49. Establish a sick room/area and collaborate/hire healthcare staff in a childcare set-up to handle sick children or to seek medical help	-	-	-	-
PC50. Develop mechanism of monitoring teams ensuring effective care is provided to sick children	-	-	-	-
PC51. Organize regular health checkups of children and staff	-	-	-	-
<i>Institutionalize norms of Child protection, safety, Abuse, First Aid and Emergency Response in center</i>	10	10	5	5
PC52. Create a safe indoor and outdoor environment for children in a childcare centre	-	-	-	-
PC53. Install safety equipment to monitor children's safety indoors and outdoors	-	-	-	-
PC54. Respond to emergencies safely and appropriately	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC55. Maintain safe and secure environments by following child-proofing measures and health regulations, while also keeping accurate records for each child	-	-	-	-
PC56. Develop systems to prevent and identify child abuse and neglect	-	-	-	-
PC57. Ensure that all incidents of child neglect and abuse are dealt appropriately, well-recorded and reported to parents.	-	-	-	-
PC58. Identify the signs of abuse and harassment, accident, injury, pain, and other symptoms of illness and develop mechanism to address the same with appropriate authorities	-	-	-	-
PC59. Demonstrate correct technique of providing CPR	-	-	-	-
PC60. Manage first aid and medication provisioning in the center and conduct training of staff so that they could provide the same as and when required	-	-	-	-
PC61. Ensure safety of children while designing spaces and buying furniture and materials.	-	-	-	-
PC62. Enforce regular training and provisioning of disaster management techniques to deal with institutional emergencies	-	-	-	-
PC63. Ensure fire safety management procedure is followed in the center	-	-	-	-
<i>Implement child protection policies, conduct staff background checks, and enforce safety protocols</i>	10	10	5	5
PC64. Develop a centre and child Protection and safety policy for the centre	-	-	-	-
PC65. Communicate and share centre and child protection and safety policy with children, team, parents and other stakeholders	-	-	-	-
PC66. Perform background screening of staff by police for criminal background checks, child abuse clearances and reference interviews.	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC67. Conduct regular training sessions of employees on how to prevent and address child abuse.	-	-	-	-
PC68. Maintain and display local emergency numbers as prevalent in region	-	-	-	-
NOS Total	73	90	40	45

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National Occupational Standards (NOS) Parameters

NOS Code	HSS/N8904
NOS Name	Integrate nutritional, health and safety requirements for children according to their developmental milestones to ensure overall wellness
Sector	Healthcare
Sub-Sector	
Occupation	Early Child Development
NSQF Level	5.5
Credits	4
Version	1.0
Last Reviewed Date	07/10/2025
Next Review Date	07/10/2028
NSQC Clearance Date	07/10/2025

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HSS/N8905: Run and manage sustainable early childhood care, learning and development facility/center effectively, profitably and qualitatively

Description

This NOS empowers individual to conduct Financial Planning and Cost management of center, run childcare operations and administration, ensure behaviour and discipline management in the centre, institutionalise maintenance of all kinds of records in center including immunization records and MCP card of children, analyse records and appropriately use data for improving business operations, facilitate inventory of materials and resources in the centre required to conduct various learning activities across ages, monitor, evaluate, and scale early childhood care, learning and development activities.

Scope

The scope covers the following :

- Conduct Financial Planning and Cost management of center
- Run childcare operations and administration
- Ensure behaviour and discipline management in the centre
- Institutionalise maintenance of all kinds of records in center including immunization records and MCP card of children
- Analyse records and appropriately use data for improving business operations
- Facilitate inventory of materials and resources in the centre required to conduct various learning activities across ages
- Monitor, evaluate, and scale early childhood care, learning and development activities

Elements and Performance Criteria

Conduct Financial Planning and Cost management of center

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

- PC1.** Understand financial management to make childcare services profitable
- PC2.** Manage day-to-day finances including tracking income, monitoring expenses, and ensuring healthy cash flow
- PC3.** Comply with various statutory compliances like TDS, GST, EPFO, ESI and other applicable acts
- PC4.** Coordinate with a chartered accountant for conducting statutory audit and statutory filing like income tax and other returns
- PC5.** Adapt the financial strategies based on the operating model, ensuring profitability or sustainability
- PC6.** Identify cost-saving opportunities while maintaining high service standards

Run childcare operations and administration

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

- PC7.** Develop and monitor implementation of policies and standard operating procedures for financial management, manpower management, facility management and child management
- PC8.** Develop system for timely supply of goods and services needed on regular basis

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- PC9.** Develop system to manage enquiry calls, visits and admissions of potential families/parents or other stakeholders in the centre.
- PC10.** Develop system to organize centre tour of parents on regular basis
- PC11.** Prepare annual plan of holidays, vacation, celebrations, functions, outings etc
- PC12.** Allocate responsibilities across childcare staff for smooth operations
- PC13.** Train staff to follow up with prospective and interested clients for conversion into enrolment
- PC14.** Ensure timely and regular upkeep and maintenance of childcare centre
- PC15.** Build a cordial relationship with parents, team, vendors, authorities, other stakeholders and local community for effective utilization of the facility.

Ensure behaviour and discipline management in the centre

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

- PC16.** Understand behavior in early years and how to effectively manage in a childcare set up.
- PC17.** Deal with children on a positive note
- PC18.** Ensure fairness, consistency and calmness in implementing discipline in the centre
- PC19.** Apply the techniques for effective BCC (Behavior change management)
- PC20.** Set rules and boundaries that need to be communicated to staff, children and parents in a childcare centre
- PC21.** Display rules and boundaries of team, children and parents at an appropriate location of the centre
- PC22.** Apply natural consequences strategy to deal with inappropriate behavior of the children, team and parents

Institutionalise maintenance of all kinds of records in center including immunization records and MCP card of children

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

- PC23.** Create a system to record data of all potential families /enquiry calls / parents' visits
- PC24.** Review completeness of the enrolled family's data along with identification proofs including parent's profession, child's medical details, immunization status and any specific concerns like allergies etc.
- PC25.** Develop systems of keeping daily attendance of children either manually or using biometric system
- PC26.** Develop a system to 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.
- PC27.** Develop a system of recording findings accurately in a development chart or diary or MCP (Mother and Child Protection) Card of the child
- PC28.** Develop a system of reminding parents of upcoming vaccination schedules and ensuring unvaccinated or partially vaccinated children are promptly reported for follow-ups
- PC29.** Build a system to record children's progress to be shared with parents on periodic basis
- PC30.** Develop a system of maintaining the staff's record of staff's profile, qualification and experience credentials, appointment letter, performance appraisal, resignation/termination, attendance, leave, salary, etc
- PC31.** Develop a system of maintaining the transporter's records of driving license, vehicle details including registration, pollution check, police verification, etc.

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- PC32.** Develop a system of monitoring the record of children availing of transport indicating trip details, caretaker escorting
- PC33.** Develop a system of maintaining all financial records of fee receipts, expense invoices, bank statements, income tax returns, GST, TDS returns, ESI and EPFO payments (if applicable)
- PC34.** Develop a systems of organising records effectively for easy retrieval, storage and discarding.

Analyse records and appropriately use data for improving business operations

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

- PC35.** Analyze existing data of the centre for improving business operations and increasing the conversion ratios to sustain optimum number of enrolments
- PC36.** Analyze the lifetime value of existing families (customers) to ensure retention of kids in the centre
- PC37.** Calculate return on investment and adjusting budgets accordingly, regularly and cost-effectively
- PC38.** Utilize center's data to decide channels of marketing and scaling up business operations

Facilitate inventory of materials and resources in the centre required to conduct various learning activities across ages

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

- PC39.** Develop a system of maintaining inventories in a childcare centre
- PC40.** Monitor the inventories of all equipment, appliances, furniture, supplies etc
- PC41.** Institutionalize the fair, standardized and recorded process of vendor identification and procurement

Monitor, evaluate, and scale early childhood care, learning and development activities

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

- PC42.** Monitor and evaluate the performance of the childcare service effectively
- PC43.** Gather feedback, assess successes, and identify areas for improvement
- PC44.** Develop strategies for scaling their centers, including opening new branches and expanding services
- PC45.** Set growth milestones and utilize technology to streamline operations
- PC46.** Ensure the long-term success and sustainability of the business

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Financial Planning and Cost Management
- KU2.** ECD Center Operations and administration
- KU3.** Behaviour and Discipline management
- KU4.** Record keeping, Inventory and data management
- KU5.** Monitoring, Evaluation, and Scaling

Generic Skills (GS)

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

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- GS1.** read and write the instructions received by the parents about the child
- GS2.** communicate effectively with the staff, parents, stakeholders
- GS3.** interact with infants and toddlers patiently
- GS4.** prioritize the holistic development and well-being of children
- GS5.** manage the financial, operational, and human resource aspects of the childcare center
- GS6.** oversee budgeting, ensure the availability of necessary resources, and motivate staff through regular training and feedback
- GS7.**
 - engage with parents and the community, track child progress, maintain safety and health standards, and ensure proper
 - documentation to support high-quality childcare services.
- GS8.**
 - manage staff schedules and ensure optimal coverage, while implementing safety and health protocols to protect the well being
 - of children
- GS9.**
 - maintain an organized and efficient environment, fostering both the professional growth of staff and the developmental
 - needs of children

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct Financial Planning and Cost management of center</i>	10	10	5	10
PC1. Understand financial management to make childcare services profitable	-	-	-	-
PC2. Manage day-to-day finances including tracking income, monitoring expenses, and ensuring healthy cash flow	-	-	-	-
PC3. Comply with various statutory compliances like TDS, GST, EPFO, ESI and other applicable acts	-	-	-	-
PC4. Coordinate with a chartered accountant for conducting statutory audit and statutory filing like income tax and other returns	-	-	-	-
PC5. Adapt the financial strategies based on the operating model, ensuring profitability or sustainability	-	-	-	-
PC6. Identify cost-saving opportunities while maintaining high service standards	-	-	-	-
<i>Run childcare operations and administration</i>	10	10	5	10
PC7. Develop and monitor implementation of policies and standard operating procedures for financial management, manpower management, facility management and child management	-	-	-	-
PC8. Develop system for timely supply of goods and services needed on regular basis	-	-	-	-
PC9. Develop system to manage enquiry calls, visits and admissions of potential families/parents or other stakeholders in the centre.	-	-	-	-
PC10. Develop system to organize centre tour of parents on regular basis	-	-	-	-
PC11. Prepare annual plan of holidays, vacation, celebrations, functions, outings etc	-	-	-	-
PC12. Allocate responsibilities across childcare staff for smooth operations	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. Train staff to follow up with prospective and interested clients for conversion into enrolment	-	-	-	-
PC14. Ensure timely and regular upkeep and maintenance of childcare centre	-	-	-	-
PC15. Build a cordial relationship with parents, team, vendors, authorities, other stakeholders and local community for effective utilization of the facility.	-	-	-	-
<i>Ensure behaviour and discipline management in the centre</i>	8	10	5	5
PC16. Understand behavior in early years and how to effectively manage in a childcare set up.	-	-	-	-
PC17. Deal with children on a positive note	-	-	-	-
PC18. Ensure fairness, consistency and calmness in implementing discipline in the centre	-	-	-	-
PC19. Apply the techniques for effective BCC (Behavior change management)	-	-	-	-
PC20. Set rules and boundaries that need to be communicated to staff, children and parents in a childcare centre	-	-	-	-
PC21. Display rules and boundaries of team, children and parents at an appropriate location of the centre	-	-	-	-
PC22. Apply natural consequences strategy to deal with inappropriate behavior of the children, team and parents	-	-	-	-
<i>Institutionalise maintenance of all kinds of records in center including immunization records and MCP card of children</i>	10	10	5	5
PC23. Create a system to record data of all potential families /enquiry calls / parents' visits	-	-	-	-
PC24. Review completeness of the enrolled family's data along with identification proofs including parent's profession, child's medical details, immunization status and any specific concerns like allergies etc.	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC25. Develop systems of keeping daily attendance of children either manually or using biometric system	-	-	-	-
PC26. Develop a system to 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.	-	-	-	-
PC27. Develop a system of recording findings accurately in a development chart or diary or MCP (Mother and Child Protection) Card of the child	-	-	-	-
PC28. Develop a system of reminding parents of upcoming vaccination schedules and ensuring unvaccinated or partially vaccinated children are promptly reported for follow-ups	-	-	-	-
PC29. Build a system to record children's progress to be shared with parents on periodic basis	-	-	-	-
PC30. Develop a system of maintaining the staff's record of staff's profile, qualification and experience credentials, appointment letter, performance appraisal, resignation/termination, attendance, leave, salary, etc	-	-	-	-
PC31. Develop a system of maintaining the transporter's records of driving license, vehicle details including registration, pollution check, police verification, etc.	-	-	-	-
PC32. Develop a system of monitoring the record of children availing of transport indicating trip details, caretaker escorting	-	-	-	-
PC33. Develop a system of maintaining all financial records of fee receipts, expense invoices, bank statements, income tax returns, GST, TDS returns, ESI and EPFO payments (if applicable)	-	-	-	-
PC34. Develop a systems of organising records effectively for easy retrieval, storage and discarding.	-	-	-	-
<i>Analyse records and appropriately use data for improving business operations</i>	10	10	5	10

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC35. Analyze existing data of the centre for improving business operations and increasing the conversion ratios to sustain optimum number of enrolments	-	-	-	-
PC36. Analyze the lifetime value of existing families (customers) to ensure retention of kids in the centre	-	-	-	-
PC37. Calculate return on investment and adjusting budgets accordingly, regularly and cost-effectively	-	-	-	-
PC38. Utilize center's data to decide channels of marketing and scaling up business operations	-	-	-	-
<i>Facilitate inventory of materials and resources in the centre required to conduct various learning activities across ages</i>	7	10	5	10
PC39. Develop a system of maintaining inventories in a childcare centre	-	-	-	-
PC40. Monitor the inventories of all equipment, appliances, furniture, supplies etc	-	-	-	-
PC41. Institutionalize the fair, standardized and recorded process of vendor identification and procurement	-	-	-	-
<i>Monitor, evaluate, and scale early childhood care, learning and development activities</i>	10	10	5	10
PC42. Monitor and evaluate the performance of the childcare service effectively	-	-	-	-
PC43. Gather feedback, assess successes, and identify areas for improvement	-	-	-	-
PC44. Develop strategies for scaling their centers, including opening new branches and expanding services	-	-	-	-
PC45. Set growth milestones and utilize technology to streamline operations	-	-	-	-
PC46. Ensure the long-term success and sustainability of the business	-	-	-	-
NOS Total	65	70	35	60

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	HSS/N8905
NOS Name	Run and manage sustainable early childhood care, learning and development facility/center effectively, profitably and qualitatively
Sector	Healthcare
Sub-Sector	
Occupation	Early Child Development
NSQF Level	5.5
Credits	4
Version	1.0
Last Reviewed Date	07/10/2025
Next Review Date	07/10/2028
NSQC Clearance Date	07/10/2025

Qualification Pack

HSS/N8906: Create an inclusive centre for children with special needs ensuring advocacy, counselling, referral and support services for the parents and families

Description

This NOS empowers individual to conduct facilitate early detection and intervention for children covering 4 Ds (Defects, Deficiencies, Diseases, Developmental Delays, disabilities and impairments), apply simple strategies for handling, caring, supporting, managing children with disabilities, developmental delays and special needs in the center to facilitate their inclusivity, provide the advocacy, referral, counselling and support services in childcare centre

Scope

The scope covers the following :

- Facilitate early detection and intervention for children covering 4 D's (Defects, Deficiencies, Diseases, Developmental Delays, disabilities and impairments)
- Apply simple strategies for handling, caring, supporting, managing children with disabilities, developmental delays and special needs in the center to facilitate their inclusivity
- Provide the advocacy, referral, counselling and support services in childcare centre

Elements and Performance Criteria

Facilitate early detection and intervention for children covering 4 D's (Defects, Deficiencies, Diseases, Developmental Delays, disabilities and impairments)

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

- PC1.** Identify children with 4D's (Defects, Deficiencies, Diseases, Developmental Delays, disabilities and impairments)
- PC2.** Provide support in effective screening, early detection, intervention and management to prevent these conditions from progressing to its more severe and debilitating form
- PC3.** Institutionalise usage of various simple screening tools and techniques to be used for early detection of these conditions
- PC4.** Train childcare staff to develop ability to keenly observe and analyze children's behavior, interactions, behavioral patterns and developmental milestones
- PC5.** Develop a system of documenting and reporting observations and findings accurately and systematically
- PC6.** Create channels for communicating concerns with children, parents, other caregivers and professionals effectively
- PC7.** Collaborate with Child Health Screening and Early Intervention Services such as services under RBSK, Anganwadi centers, mobile health centers, or any nearby health facility equipped with screening services
- PC8.** Institutionalise creating, using and displaying IEC materials for spreading awareness on simple screening methods and prevention strategies for different D's.

Apply simple strategies for handling, caring, supporting, managing children with disabilities, developmental delays and special needs in the center to facilitate their inclusivity

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

- PC9.** Apply the concept of diversity and inclusion to build an inclusive childcare centre
- PC10.** Collaborate with healthcare providers and special educators to implement basic early intervention and management strategies
- PC11.** Develop policies and procedures to adopt and implement confidentiality, consent, and ethical practices in childcare esp. with respect to children with special needs with dignity and calmness
- PC12.** Identify elements of customization and plan a customized schedule for the differently abled children
- PC13.** Plan age and developmentally appropriate activities for the differently abled children as per the identified disability/impairment and setting clear goals for each child
- PC14.** Orient and train the staff in handling children with special needs
- PC15.** Monitor the effective execution of customized plans of activities
- PC16.** Develop system of orienting and sensitizing other children to practice inclusion

Provide the advocacy, referral, counselling and support services in childcare centre

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

- PC17.** Provide the advocacy, counselling and support services to parents of children identified with special needs by childcare centre
- PC18.** Address the needs of different abled children and their parents or families
- PC19.** Develop system of referral of these cases to doctors and rehabilitative institutions so that corrective measures can be taken

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Early Detection and Intervention of 4Ds: Defects, Deficiencies, Diseases, Developmental Delays, disabilities and impairments
- KU2.** Strategies for managing children with special needs (CWSN): Diversity, equality and inclusion

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 staff, parents, stakeholders
- GS3.** interact with infants and toddlers patiently
- GS4.** prioritize the holistic development and well-being of children
- GS5.** manage the financial, operational, and human resource aspects of the childcare center
- GS6.** oversee budgeting, ensure the availability of necessary resources, and motivate staff through regular training and feedback
- GS7.**
 - engage with parents and the community, track child progress, maintain safety and health standards, and ensure proper
 - documentation to support high-quality childcare services.

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- GS8.** • manage staff schedules and ensure optimal coverage, while implementing safety and health protocols to protect the well being
• of children
- GS9.** • maintain an organized and efficient environment, fostering both the professional growth of staff and the developmental
• needs of children

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Facilitate early detection and intervention for children covering 4 D's (Defects, Deficiencies, Diseases, Developmental Delays, disabilities and impairments)</i>	10	10	5	10
PC1. Identify children with 4D's (Defects, Deficiencies, Diseases, Developmental Delays, disabilities and impairments)	-	-	-	-
PC2. Provide support in effective screening, early detection, intervention and management to prevent these conditions from progressing to its more severe and debilitating form	-	-	-	-
PC3. Institutionalise usage of various simple screening tools and techniques to be used for early detection of these conditions	-	-	-	-
PC4. Train childcare staff to develop ability to keenly observe and analyze children's behavior, interactions, behavioral patterns and developmental milestones	-	-	-	-
PC5. Develop a system of documenting and reporting observations and findings accurately and systematically	-	-	-	-
PC6. Create channels for communicating concerns with children, parents, other caregivers and professionals effectively	-	-	-	-
PC7. Collaborate with Child Health Screening and Early Intervention Services such as services under RBSK, Anganwadi centers, mobile health centers, or any nearby health facility equipped with screening services	-	-	-	-
PC8. Institutionalise creating, using and displaying IEC materials for spreading awareness on simple screening methods and prevention strategies for different D's.	-	-	-	-
<i>Apply simple strategies for handling, caring, supporting, managing children with disabilities, developmental delays and special needs in the center to facilitate their inclusivity</i>	10	10	5	10

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC9. Apply the concept of diversity and inclusion to build an inclusive childcare centre	-	-	-	-
PC10. Collaborate with healthcare providers and special educators to implement basic early intervention and management strategies	-	-	-	-
PC11. Develop policies and procedures to adopt and implement confidentiality, consent, and ethical practices in childcare esp. with respect to children with special needs with dignity and calmness	-	-	-	-
PC12. Identify elements of customization and plan a customized schedule for the differently abled children	-	-	-	-
PC13. Plan age and developmentally appropriate activities for the differently abled children as per the identified disability/impairment and setting clear goals for each child	-	-	-	-
PC14. Orient and train the staff in handling children with special needs	-	-	-	-
PC15. Monitor the effective execution of customized plans of activities	-	-	-	-
PC16. Develop system of orienting and sensitizing other children to practice inclusion	-	-	-	-
<i>Provide the advocacy, referral, counselling and support services in childcare centre</i>	10	15	5	10
PC17. Provide the advocacy, counselling and support services to parents of children identified with special needs by childcare centre	-	-	-	-
PC18. Address the needs of different abled children and their parents or families	-	-	-	-
PC19. Develop system of referral of these cases to doctors and rehabilitative institutions so that corrective measures can be taken	-	-	-	-
NOS Total	30	35	15	30

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National Occupational Standards (NOS) Parameters

NOS Code	HSS/N8906
NOS Name	Create an inclusive centre for children with special needs ensuring advocacy, counselling, referral and support services for the parents and families
Sector	Healthcare
Sub-Sector	
Occupation	Early Child Development
NSQF Level	5.5
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

DGT/VSQ/N0103: Employability Skills (90 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
- Career Development & Goal Setting
- 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 current job market requirement and future of work
- PC2.** identify and explore learning and employability relevant portals
- PC3.** research about the different industries, job market trends, latest skills required and the available opportunities

Constitutional values – Citizenship

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

- PC4.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC5.** follow environmentally sustainable practices

Becoming a Professional in the 21st Century

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

- PC6.** recognize the significance of 21st Century Skills for employment

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- PC7.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life
- PC8.** adopt a continuous learning mindset for personal and professional development

Basic English Skills

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

- PC9.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC10.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC11.** write short messages, notes, letters, e-mails etc. in English

Career Development & Goal Setting

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

- PC12.** identify career goals based on the skills, interests, knowledge, and personal attributes
- PC13.** prepare a career development plan with short- and long-term goals

Communication Skills

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

- PC14.** follow verbal and non-verbal communication etiquette while communicating in professional and public settings
- PC15.** use active listening techniques for effective communication
- PC16.** communicate in writing using appropriate style and format based on formal or informal requirements
- PC17.** work collaboratively with others in a team

Diversity & Inclusion

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

- PC18.** communicate and behave appropriately with all genders and PwD
- PC19.** escalate any issues related to sexual harassment at workplace according to POSH Act

Financial and Legal Literacy

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

- PC20.** identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.
- PC21.** carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook
- PC22.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC23.** identify relevant rights and laws and use legal aids to fight against legal exploitation

Essential Digital Skills

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

- PC24.** operate digital devices and use their features and applications securely and safely
- PC25.** carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.
- PC26.** display responsible online behaviour while using various social media platforms

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- PC27.** create a personal email account, send and process received messages as per requirement
- PC28.** carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications
- PC29.** utilize virtual collaboration tools to work effectively

Entrepreneurship

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

- PC30.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC31.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC32.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

Customer Service

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

- PC33.** identify different types of customers and ways to communicate with them
- PC34.** identify and respond to customer requests and needs in a professional manner
- PC35.** use appropriate tools to collect customer feedback
- PC36.** follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

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

- PC37.** create a professional Curriculum vitae (Résumé)
- PC38.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively
- PC39.** apply to identified job openings using offline /online methods as per requirement
- PC40.** answer questions politely, with clarity and confidence, during recruitment and selection
- PC41.** identify apprenticeship opportunities and register for it as per guidelines and requirements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** need for employability skills and different learning and employability related portals
- 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 English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up
- KU6.** importance of career development and setting long- and short-term goals
- KU7.** about effective communication
- KU8.** POSH Act
- KU9.** Gender sensitivity and inclusivity
- KU10.** different types of financial institutes, products, and services

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- KU11.** components of salary and how to compute income and expenditure
- KU12.** importance of maintaining safety and security in offline and online financial transactions
- KU13.** different legal rights and laws
- KU14.** different types of digital devices and the procedure to operate them safely and securely
- KU15.** how to create and operate an e- mail account
- KU16.** use applications such as word processors, spreadsheets etc.
- KU17.** how to identify business opportunities
- KU18.** types and needs of customers
- KU19.** how to apply for a job and prepare for an interview
- KU20.** apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

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

- GS1.** read and write different types of documents/instructions/correspondence in English and other languages
- GS2.** communicate effectively using appropriate language in formal and informal settings
- GS3.** behave politely and appropriately with all to maintain effective work relationship
- GS4.** how to work in a virtual mode, using various technological platforms
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

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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 current job market requirement and future of work	-	-	-	-
PC2. identify and explore learning and employability relevant portals	-	-	-	-
PC3. research about the different industries, job market trends, latest skills required and the available opportunities	-	-	-	-
<i>Constitutional values – Citizenship</i>	1	1	-	-
PC4. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
PC5. follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	1	3	-	-
PC6. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC7. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
PC8. adopt a continuous learning mindset for personal and professional development	-	-	-	-
<i>Basic English Skills</i>	3	4	-	-
PC9. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC11. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2	-	-
PC12. identify career goals based on the skills, interests, knowledge, and personal attributes	-	-	-	-
PC13. prepare a career development plan with short- and long-term goals	-	-	-	-
<i>Communication Skills</i>	2	2	-	-
PC14. follow verbal and non-verbal communication etiquette while communicating in professional and public settings	-	-	-	-
PC15. use active listening techniques for effective communication	-	-	-	-
PC16. communicate in writing using appropriate style and format based on formal or informal requirements	-	-	-	-
PC17. work collaboratively with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	1	-	-
PC18. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC19. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3	-	-
PC20. identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.	-	-	-	-
PC21. carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC22. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC23. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	3	5	-	-
PC24. operate digital devices and use their features and applications securely and safely	-	-	-	-
PC25. carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.	-	-	-	-
PC26. display responsible online behaviour while using various social media platforms	-	-	-	-
PC27. create a personal email account, send and process received messages as per requirement	-	-	-	-
PC28. carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications	-	-	-	-
PC29. utilize virtual collaboration tools to work effectively	-	-	-	-
<i>Entrepreneurship</i>	2	3	-	-
PC30. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC31. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC32. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	1	2	-	-
PC33. identify different types of customers and ways to communicate with them	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC34. identify and respond to customer requests and needs in a professional manner	-	-	-	-
PC35. use appropriate tools to collect customer feedback	-	-	-	-
PC36. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	2	3	-	-
PC37. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC38. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC39. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC40. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC41. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
NOS Total	20	30	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0103
NOS Name	Employability Skills (90 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	5
Credits	3
Version	1.0
Last Reviewed Date	29/09/2025
Next Review Date	29/09/2028
NSQC Clearance Date	29/09/2025

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

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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/N8902.Plan and set-up early childhood care, learning and development facility/center	125	40	45	45	255	20
HSS/N8903.Develop and institutionalize age and developmentally appropriate childcare programs	37	35	15	20	107	10
HSS/N8904.Integrate nutritional, health and safety requirements for children according to their developmental milestones to ensure overall wellness	73	90	40	45	248	20
HSS/N8905.Run and manage sustainable early childhood care, learning and development facility/center effectively, profitably and qualitatively	65	70	35	60	230	20
HSS/N8906.Create an inclusive centre for children with special needs ensuring advocacy, counselling, referral and support services for the parents and families	30	35	15	30	110	20
DGT/VSQ/N0103.Employability Skills (90 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

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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.

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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.