



Model Curriculum

Name- Child Health Worker- Early Child Development (ECD) Services

QP Code: HSS/Q8901

QP Version: 1.0

NSQF Level: 3

Model Curriculum Version: 1.0

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Training Parameters

Sector	Healthcare
Sub-Sector	Social Work and Community Health
Occupation	Early Child Development
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/3222.9900
Minimum Educational Qualification and Experience	10th Class pass Or 8th Class pass with 3 years of relevant experience in childcare Or 5 th grade pass with 6 years of relevant experience in childcare Or Anganwadi helper with 1.5 years' of relevant experience in childcare Or Asha worker or Anganwadi Worker
Pre-Requisite License or Training	Not Applicable
Minimum Job Entry Age	18
Last Reviewed On	07/10/2025
Next Review Date	07/10/2028
NSQC Approval Date	07/10/2025
QP Version	1.0
Model Curriculum Creation Date	07/10/2025
Model Curriculum Valid Up to Date	07/10/2028
Model Curriculum Version	1.0
Minimum Duration of the Course	270 Hours
Maximum Duration of the Course	270 Hours

Program Overview

This section summarizes the end objectives of the program along with its duration.

Introduction and Description

The Child Health Worker is a trained childcare professional who supports the growth, development, early stimulation and well-being of young children. The role involves creating a safe, nurturing, and stimulating environment that fosters holistic development (physical, cognitive, language, social, moral and emotional). The course would be covering a comprehensive range of topics, including key elements like developmental age-appropriate learning activities, health, wellness, immunization, first aid, emergency response, nutrition, Assisted Daily Living (ADL) Activities, Daily schedule of a child, their comfort techniques, responsive feeding techniques, and safety standards that are critical to providing quality care to children including children with disabilities and sick children.

They would also acquire necessary knowledge, skills, and attitudes to observe, record and report the progress of children in diaries or MCP card in early childhood care and learning centers, such as daycares, creches, child development institutions, and Balwadis.

Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- Explain the role and responsibilities of a childcare worker.
- Sensitize about Early Child Development (ECD), Early childhood Years, attitude building towards its moral responsibility and ethical practices
- Create a nurturing environment that promotes holistic development and fosters lifelong learning in children
- Perform assisted daily living activities as per child age
- Monitor and assure sound sleep of the child
- Maintain daily schedule of children
- Carry out precooking activities
- Preparing meals tailored to nutritional needs
- Demonstrate the responsive feeding techniques for the children
- Perform activities for physical, cognitive, creative, communication, language, and socio emotional development of children.
- Identify signs and symptoms of 4 D's: Defects at birth, diseases, deficiencies, and development delays
- Handling, caring, supporting children with developmental delays and special needs
- Conducting activities and organizing materials as per TLM (Teaching Learning Materials)
- Adapting with customized TLM as per special needs of children
- Maintain records related to child developmental growth in a development chart or diary or MCP (Mother and Child Protection) Card of the child.
- Observe and report the alarming signs related to developmental growth as per organizational policies and procedures
- Child protection, safety, Abuse, First Aid and Emergency Response
- Maintain personal, children, environmental hygiene and sanitation
- Identify the infectious and other ailments in children and report it timely
- Orient towards health, wellness and immunization domains
- Provide effective care for sick children
- Maintain interpersonal relationships with others.
- Always maintain professional conduct.
- Follow hygiene and sanitization policies and procedures.
- Segregate and dispose of waste disposal according to protocols.

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
HSS/N8912, V1.0 NSQF 3 Address the basic needs of children	15:00	25:00	20:00	00:00	60:00
Module 1: Orientation on early child development (ECD) & Significance of early childhood years	02:00	03:00	02:00	00:00	07:00
Module 2: Orientation to ECD Set up and Responsibilities of Childcare worker	03:00	07:00	03:00	00:00	13:00
Module 3: Assisted Daily Living (ADL) Activities: Bathing, grooming, dressing-up, cleaning and toilet-training	05:00	07:00	07:00	00:00	19:00
Module 4: Daily schedule of a child and their comfort techniques	05:00	08:00	08:00	00:00	21:00
HSS/N8913, V1.0 NSQF 3 Prepare food and responsively feed the child as per nutritional and health requirements.	10:00	10:00	25:00	00:00	45:00
Module 5: Basics of Nutrition and Meal Preparation	05:00	05:00	15:00	00:00	25:00
Module 6: Responsive Feeding Techniques	05:00	05:00	10:00	00:00	20:00
HSS/N8914, V1.0 NSQF 3 Carry out age and developmentally appropriate activities to promote holistic development of children under supervision.	20:00	35:00	35:00	00:00	90:00
Module 7: Motor and Physical development	03:00	05:00	05:00	00:00	13:00
Module 8: Cognitive and creative development	03:00	05:00	05:00	00:00	13:00

Module 9: Communication and Language development	03:00	05:00	05:00	00:00	13:00
Module 10: Socio Emotional development	03:00	05:00	05:00	00:00	13:00
Module 11: Identification and screening of Developmental delay/disabilities: handling, caring, supporting children with special needs	04:00	05:00	05:00	00:00	14:00
Module 12: Teaching and learning aides, materials, methodologies and environment	02:00	05:00	05:00	00:00	12:00
Module 13: Observing, Recording and Reporting	02:00	05:00	05:00	00:00	12:00
HSS/N8915, V1.0 NSQF 3 Follow safety, Health and hygiene protocols for self and children	15:00	20:00	10:00	00:00	45:00
Module 14: Child Protection, Safety, Abuse, First Aid and Emergency response	05:00	10:00	05:00	00:00	20:00
Module 15: Hygiene and Sanitation Measures	05:00	05:00	03:00	00:00	13:00
Module 16: Health & Wellness: Care for Sick Children	05:00	05:00	02:00	00:00	12:00
Total	60:00	90:00	90:00	00:00	240:00
DGT/VSQ/N0101, V1.0, NSQF 3 Employability Skills (30 Hours)	30:00	00:00	00:00	00:00	30:00
Module 17: Employability Skills (30 Hours)	30:00	00:00	00:00	00:00	30:00
Total	90:00	90:00	90:00	00:00	270:00

Module Details

Module 1: Orientation on Early child development (ECD) & Significance of early childhood years

Mapped to HSS/N8912, V1.0

Terminal Outcomes:

- Sensitize about Early Child Development (ECD) and Early childhood Years.
- Identify key needs of children.
- Role of essential players, stakeholders and childcare institutions in child well-being
- Understand the need for balanced growth of a child.
- Understand the need to develop social skills, nutrition and communication.
- Build attitude of individual towards its moral responsibility and ethical practices

Duration: 02:00	Duration: 03:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
Early Child Development (ECD) and Early childhood Years • Describe the significance of early childhood years (conception-6 years) • Discuss the impact of Childhood Experiences on Adulthood • Discuss the importance of empathizing with young children and creating more supportive and responsive environments. • Orientation on key guidelines related to ECD like NEP 2020, NIPUN Bharat, MWCD crèche guidelines, RBSK guidelines, PMMVY, etc. Needs for Children Under 6 years • Recognize nutrition, health, hygiene, education, safety & protection as essential needs of children. • Understand basic concepts and components of these essential needs of children. - <u>Nutrition</u>: Understanding dietary requirements for growth and development, importance of balanced diets, impact of malnutrition. - <u>Health</u>: Importance of regular health check-ups, immunizations, and early detection of illnesses. - <u>Hygiene</u>: Role of hygiene in preventing diseases, teaching proper hygiene practices (handwashing, sanitation). - <u>Education</u>: Early childhood education and its impact on stimulating cognitive and social-emotional development for holistic growth. - <u>Safety & Protection</u>: Ensuring a safe environment, understanding the impact of abuse and neglect, measures for child protection. • Discuss how neglecting these needs affects a child's growth and potential. • List long-term consequences of neglecting the basic needs on health and development. • Discuss how supportive care worker system promotes the holistic and integrated development of children	Early Child Development (ECD) and Early childhood Years • Make a reflection report by identifying and reflecting on their own childhood experiences which would build their emotional awareness. Needs for Children Under 6 years • Perform a classroom discussion and make a mind map of essential needs of children along with their basic concepts and components. Essential Players in Child Well-being • Prepare a chart describing the crucial roles of parents, childcare institutions, and trained care workers in fulfilling children's needs and promoting their well-being. Importance of Integrated Holistic development and need fulfilment • Role plays on how to motivate or encourage the children to perform activities independently. • Role plays on the understanding of the significance of integrated and holistic development of children for children to grow at their full potential.

Essential Players in Child Well-being

- List the role of essential players, stakeholders and childcare institutions in maintaining child well-being.
- Recognize the importance of parents in providing essential care to children, including nutrition, health, hygiene, education, and safety as primary care workers.
- Recognize the importance of offering childcare institutions as a safe space for children where they could be cared for when parents are at work, ensuring their needs are met.
- Recognize the importance of team members working in the childcare institutions who are trained personnel and care workers ensuring children's needs are addressed with empathy and professionalism, offering support in health, development, and emotional well-being of children.
- Discuss how the key stakeholders like local leaders, panchayat, and community members contribute to supporting and improving childcare services.
- Recognize the importance of community engagement and supportive environments in enhancing child development and safety; enhancing Women's Workforce Participation; and improving their economic and social outcomes.

Importance of Integrated Holistic development and need fulfilment

- Discuss the key milestones of physical, cognitive, social – emotional and spiritual development for balanced growth of child.

For Infants (0-1 year)

- **Physical development:** Gentle Movements to enhance physical growth.
- Monitor nutrition.
- Awareness of milestones like rolling over, crawling, and sitting.
- **Cognitive development:** Stimulate curiosity through sensory activities like colorful toys and sounds.
- **Social emotional Development:** Bonding through eye contact, smiling and cuddling.

For Toddlers (1-3 years)

- **Physical development:** encourage walking, running, climbing and coordination activities.
- **Cognitive Development:** Critical thinking through exploration and problem-solving toys.
- **Social – Emotional Development:** Teach language and social skills by talking, reading picture books, and guiding expression of needs.
- To Promote toddler's independency.
- **Nutrition:** Balanced meals with a variety of food groups to meet calorie and nutrient needs.
- Address and prevent malnutrition through proper meal planning.

For Preschoolers (3-6 years)

- **Physical Development:** Encourage independence in daily activities like dressing and eating.
- Provide opportunities for outdoor play to

develop motor skills. - Cognitive Development: Engage them in creative and critical thinking activities like puzzles and storytelling. - Social-emotional Development: develop empathy and communication skills. - Nutrition: Ensure a balanced diet tailored to energy demands for growth and play. - Balanced meals and the importance of protein, vitamins, and minerals For Above 6 years - Understanding the changing needs of the child to ensure appropriate age and developmentally appropriate Implementation. - Ability to enable children to move towards independence (Encourage them to feed themselves, dress with assistance and try new physical activities like walking, climbing). - Ability to support the development and including things like participation, peer group activities, voicing opinions, opportunities to enable expressions etc. - Ability to respect individual choices and preferences - Ability to be mindful and empathetic - Ability to be acutely observant to enable correct action - Ability to cope with challenges - Developing curiosity, creativity and critical thinking	
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Internet, Interview question cards, case studies of current health status of children under 6 in India,	

Module 2: Orientation to ECD Set up and responsibilities of Childcare worker Mapped to HSS/N8912, V1.0

Terminal Outcomes:

- Explain how to create a nurturing environment that promotes holistic development and fosters lifelong learning in children.
- Describe the key age-specific roles and responsibilities of a childcare worker.

Duration: 03:00	Duration: 07:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• List various types of childcare institutions and their team members. • List the essential components of an effective childcare institution, including the physical setup, safety measures, team members • Discuss importance of maintaining each essential component to provide a safe, nurturing environment for young children. Physical Setup • Organizing Spaces: Discuss how childcare workers could assist in arranging furniture, labelling activity zones, implementing safety measures, ensuring proper ventilation, organizing storage, and maintaining designated spaces for sleeping, breastfeeding, and hygiene to create a safe, organized, and child-friendly environment. • Safety Checks: Discuss how care workers could assist in ensuring that the physical environment is safe, including child-proofing spaces and well-maintained equipment (furniture, toys, learning materials, etc.). Responsibilities of Childcare worker • Explain the role and responsibilities of a childcare worker. • List the Do's and Don'ts of a childcare worker as per roles and responsibilities. • Distinguish between the scope of work of a care worker and that of other childcare professionals. • Explain the challenges and limitations of their role. • Discuss characteristics /traits /qualities to be possessed by a childcare worker. • Orient about job opportunities related to the role. • Discuss the code of conduct related to the role. • Explain the significance of adherence to legislation, protocols, and guidelines relevant to one's role and field of work. Roles and responsibilities common for all ages: • Discuss how caregiving practices adapt at each stage.	• Visit to various types of childcare institutions, their team members and role of team members • Make a reflective report on visits and make organizational chart of each type of childcare institution. • Reflect upon the significant impact of childcare workers on children, families, and the community • Spot and name the equipment required at ECD set up. - Furniture. - Toys and learning materials. - Hygiene supplies. - Specialized equipment: Sensory kits for children with special needs. Technology tools for interactive learning. Physical Setup • Furniture Arrangement: Demonstrate positioning of furniture to ensure safety and accessibility, including child-sized tables, chairs, and storage units. • Safety Measures: Demonstrate use of safety gates & corner protectors, securing furniture to walls, and covering all electrical outlets to prevent accidents. • Activity Zones: Locate and label specific areas for play to provide structured, yet flexible environments for children. • Sanitization Stations: Demonstrate checking of functioning of handwashing stations and placement of sanitization supplies at accessible points to promote cleanliness and hygiene. • Storage: Organize toys, educational materials, and personal belongings in storage, ensuring easy accessibility.

• Emphasize age-specific dietary needs and impact on growth and development. • Emphasize the importance of early detection of developmental delays and addressing them effectively. Roles and Responsibilities for Infants(0-1year): • To provide physical care. • To Support infant in development (engaging in tummy time, playing with sensory toys to promote cognitive growth) • To Nurture infants emotionally (offering consistent comfort, responding to cries and creating a sense of security and trust through responsive care). • To encourage infants for early communication (talking, singing and reading to the infants to support early language skills. • To supervise and monitor infants Roles and responsibilities for children (above 1 year): • To Promote a child's independency: (Encourage them to feed themselves, dress with assistance and try new physical activities like walking, climbing) • To teach them language and social skills development: (Talking with the child's, encouraging the use of words, reading picture books and guiding them in expressing their needs). • To teach child's setting boundaries: (Establishing simple rules and routines, such as "no hitting "or clean up time, to help toddler understand boundaries and expectations). • To Provide a safe environment for exploration: (To ensure them the space is safe for climbing, walking and exploring as they become more mobile) • To teach children how to manage their tantrum: (Helping toddlers cope with frustration and big emotions, offering comfort, and teaching simple coping mechanisms) Supporting Team members and leaders: • Discuss how childcare workers could contribute to helping with activities, supervising children, and assisting in running childcare institutions smoothly. • Discuss how to comprehend and follow the verbal and written instructions to help carry out the responsibilities as directed by the seniors, including preparing for activities and maintaining cleanliness.	• Ventilation: Demonstrate checking of a comfortable environment with adequate ventilation, natural light, and appropriate temperature control. • Sleeping and Breastfeeding Space: Locate and label clean, comfortable areas for children to sleep in and for breastfeeding, ensuring these spaces are quiet and well-equipped. • Washrooms: Demonstrate cleaning techniques of washrooms. • Kitchen: Demonstrate how the kitchen area could be secured to keep it inaccessible to children, ensuring safety and preventing accidents. Responsibilities of Childcare worker • Prepare a chart depicting roles and responsibilities of a childcare worker. • Conduct role plays on understanding infants emotionally. • Demonstrated through testimonials that show how childcare workers in centres positively impact children, families, and the community by providing quality childcare services and enhancing the productivity and well-being of working women. • Conduct role plays to make childcare workers understand their role in performing daily activities, preparing hygienic meals, maintaining cleanliness, ensuring safety in childcare institutions, engaging with children with love and care and conducting age-appropriate activities. Supporting Team members and leaders: • Conduct role plays to make childcare workers understand their role in helping with activities, supervising children, and assisting in running childcare institutions smoothly. • List commonly given verbal and written instructions by the seniors pertaining to preparing for activities and maintaining cleanliness.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
Tools, Equipment and Other Requirements	

Furniture, Toys and learning materials, Hygiene supplies, Specialized equipment: Sensory kits for children with special needs. Technology tools for interactive learning.

Module 3: Assisted Daily Living (ADL) Activities: Bathing, grooming, dressing-up, cleaning and toilet-training

Mapped to HSS/N8912, V1.0

Terminal Outcomes:

- Explain the need for and importance of childcare.
- Demonstrate the correct techniques of massage, bathing, grooming, cleaning, and elimination care.
- Assist the child in Toilet training and schedule regular toilet breaks to help them develop consistent habits.

Duration: 05:00	Duration: 07:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Explain childcare and why it is needed. • Explain the importance and steps of maintaining daily routine activities of a child like bathing, grooming, dressing up, cleaning and elimination etc. as per age-wise specifications: For Infants (0-1year) - Bathing: Focus on sponge baths for newborns until the umbilical cord stump falls off. - Gradual introduction to tub baths as the baby gains neck control. - Grooming: Focus on these spots (clean eyes, nose and ears gently using cotton swabs). - Trim nails using baby clippers to prevent scratches. - Dressing-up: Ensure clothes are comfortable and free of choking hazards like buttons. - Use soft, breathable clothing with easy access for diaper changes. - Cleaning: Regularly check and change nappies or briefs or diapers. Clean children after defecation using water and wet gauze - Elimination: Focus for signs of constipation or diarrhea and consult a facilitator. For toddlers (1-3 years) - Bathing: Teach them basic actions like washing hands and face, - Use mild soaps and shampoos suitable for sensitive skin. - Grooming: Encourage brushing teeth with a soft – bristled toothbrush and fluoride toothpaste. - Guide them in hair brushing and nail trimming under supervision. - Dressing up: Allow them to participate by choosing simple clothing options. - Teach basic skills like putting on shoes or pulling up pants. - Cleaning: Begin teaching handwashing with	• Perform hand hygiene and personal hygiene. • Demonstrate the correct technique of gently massaging the child as per instructions and wipe and dress the baby appropriately after the massage. • Demonstrate the correct technique/steps of bathing, dressing, cleaning, and diaper changing, etc. • Demonstrate the correct technique of undressing and dress up of child as per the season, occasion, and activity. • Role played on how to assist the child with toilet-training. • Role played on how to assist the child on personal hygienic habits like hand hygiene, washing or cleaning of private parts.

soap after meals and playtime. - Start introducing concepts of tidying up their toys and personal space. - Elimination: Initiate toilet training when the child shows readiness. - Use a potty chair or adapter and reinforce successful attempts with positive encouragement. For Preschoolers (3-6 years) - Bathing: Encourage semi- independent bathing while supervising for safety. - Teach Proper washing of body parts, especially hands and feet. - Grooming: Reinforce daily brushing of teeth twice a day and combing hair. - Teach them to blow their nose and clean ears safely. - Dressing-Up: Encourage independent dressing with minimal assistance for zippers and buttons. - Teach matching clothes for appropriate weather and occasions. - Cleaning: Teach basic personal hygiene, like wiping after using toilet. - Assign small cleaning responsibilities like tidying up toys or wiping spills. - Elimination: Reinforce toilet habits, including flushing and handwashing afterward. - Address any remaining potty-training challenges like night dryness For Above 6 years - Knowledge of the changing needs of the child (6-12 years) to ensure appropriate age and developmentally appropriate implementation - Understanding the importance of self-dependence and life skills in this age and stage of a child, and the ways to implement it. - Knowledge of appropriate schedules and routines for 6–12-year-olds - Understanding various ways to engage children in this age group keeping their unique individual choices in mind. - Knowledge of the importance of being mindful and empathetic and the methods to practice - Understanding of the importance of observations and correct upward communication to enable correct and effective action • Explain the importance of maintaining self-Hygiene before, during and after the caregiving activity. • Explain the importance of organizing materials and setting up the work area before, during and after the caregiving activity.	
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• Explain the steps in how to provide hair care, nail care, oral care, umbilical cord and eye care to the child as per standard protocols. • Explain the importance and ways of providing massage and bathe to the child gently and safely as per age of child and instructions of your settings. • Explain the importance of using the appropriate water temperature for bathing. • Discuss importance of thorough cleaning of all body parts, including neck, palms, armpits, and feet. • Discuss the importance of providing toilet and potty training and scheduling regular toilet breaks to help them develop consistent habits. • Explain the process of providing cleaning, Diaper Changing and disposal of soiled diapers. • Explain various methods to encourage children to perform activities like Hand Hygiene, washing and cleaning of private parts, dress up etc. independently. • Understand the importance of respecting cultural, linguistic, and socioeconomic diversity among families and children. • Describe ways to incorporate cultural sensitivity and regional variations in caregiving practices. • Discuss the protocols of undressing, dressing-up and changing clothing of child as per the season, occasion and activity. • Describe the importance of ensuring safe & unsafe touch guidelines while providing care.	
-Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Massage oil, dress, diaper, wipes, disposable gloves, cotton swabs, toilet pot, towel, face towel, Sanitizer etc	

Module 4: Daily schedule of a child and their comfort techniques Mapped to HSS/N8912, V1.0

Terminal Outcomes:

- Perform ways to implement the schedule of a child.
- Monitor and assure sound sleep of the child.

Duration: 05:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Explain effective ways to collect information about the daily schedule and routine of the child from the parents/seniors. • Describe the importance of ensuring that the child follows the planned schedule for the day as per age-wise specifications: For Infants (0-1 year) • Focus on feeding, sleeping and short periods of interaction. For toddlers (1-3 year) • Encourage routines with active play meals, naps and early learning. For Preschoolers (3-6 years) • Incorporate structured learning, physical activity and creative exploration For Above 6 Years • Encourage them to involve themselves in structured creativity and free play. • Discuss the need to ensure that the area around the child is always clean, hygienic and hazard free. • Discuss the significance of regular cleaning of the centre and washrooms with disinfectants like phenol to maintain a hygienic environment. • Discuss the importance of regular sanitizing of toys to prevent the spread of germs. • Explain the significance of keeping check on daily duties related to childcare like cleaning, laundry and housekeeping. • Explain the need to restock the material like clothes, diapers, wipes, bed sheets, linen, and washcloths etc. • Explain the significance of bed making. • Describe the significance of conducting recreational activities like puzzles, blocks, games, art, craft, singing, dancing, and storytelling to keep children engaged and active. • Discuss different ways to monitor or observe child's play activity and report to their parents or higher authority. • Explain the significance of keeping play and learning areas conducive, calm and noise free. • Explain the advantage of accompanying the child during transportation. • Explain the methods of maintaining proper health diary of a child.	• Prepare a sample schedule of child and its recreational activities based on given inputs on daily routine of child. • Role play activities related to laundry, housekeeping, cleaning, and bed making. • Demonstrate the child comforting techniques. • Demonstrate different ways of putting child on asleep and waking him up. • Prepare a sample record of play, sleeping and waking up time, etc. • Prepare a sample health diary of a child. • Perform Role play activity on accompanying the child during transportation.

• Explain the standard procedure of putting child on asleep and waking him up. • Discuss about the various child comfort techniques (eg: soothing, secure attachment, sleep routines) • Explain the method of keeping track of daily schedule of children, recording of the completed activities, any variations, and special observations. • Discuss the reporting mechanism of any alarming signs, handing-over of duties and reporting to seniors.	
-Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Phenol, clothes, diapers, wipes, bed sheets, linen, and washcloths, puzzles, blocks, games, art, craft material, etc	

Module 5: Basics of Nutrition and Meal Preparation

Mapped to HSS/N8913, V1.0 NSQF 3

Terminal Outcomes:

- Understand the concept of nutrition
- Develop awareness of and sensitivity to cultural differences in dietary practices and needs.
- Demonstrate the techniques of washing, peeling, chopping, cutting, grinding etc.
- Demonstrate the correct method of meal preparation.
- Preparing meals tailored to nutritional needs
- Address and prevent malnutrition and nutritional deficiencies through proper meal planning

Duration: 05:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Explain the concept of nutrition. • Explain Importance of nutrition and its components • Differentiate between various types of meals such as solid, semi solid and normal meal etc. • Discuss the components of balanced diet such as foods rich in different types of essential nutrients – protein, carbohydrate, fat, vitamins & minerals. • Discuss the age wise calorie intake and recipes. • Describe the feeding or meal schedule for the child to maintain the age-appropriate nutrition For Infants (0-1 year) • 0-6 months: Formula feeding provides complete nutrition. • 6-12 months: Gradual introduction of solids, starting with single- grain cereals, pureed fruits, and vegetables. For toddlers (1-3 years) • Encourage a variety of textures and flavors while keeping food easy to chew. For Preschoolers (3-6 years) • Focus on calcium (for bone growth) and iron (to prevent deficiencies). For above 6 years • Focus on increased energy demand for growth, learning, and physical activity. • Balanced intake of macronutrients (carbs, proteins, fats) and Micronutrients (iron, calcium, vitamin D).	• Practice hand hygiene steps • Conduct an interactive session to identify the components of balanced diet. • Role plays on to understand the critical role of age-appropriate nutrition in the growth and development of children from birth to 6 years. • Encourage them to learn specific nutritional requirements and guidelines for infants, toddlers, and preschoolers, and how to implement balanced diets and healthy eating habits to support overall health and development • Demonstrate the correct techniques of peeling, chopping, cutting, grinding etc. • Practice role plays on meal preparation using various cooking methods following given diet chart with hygiene. • Demonstrate personal, kitchen and environmental hygiene practices to be followed before, during and after meal preparation.

• Discuss malnutrition (age-wise) and how to arrange the diet according to it. • Explain the method of hand hygiene before, during and after meal preparation. • Explain the importance of personal hygiene and grooming while cooking or preparing a meal. • Discuss various methods of meal preparation like dry heating, roasting, boiling, steaming etc. • Describe the ingredients required for the preparation of a meal. • Explain the significance of the right quantity of raw food requirement to prepare the meal. • Discuss the right selection of equipment or utensils for meal preparation. • Describe the safe cooking practices to be followed for different food items. • Identify that the utensils are clean, sterile, and dry before meal preparation. • Discuss the importance of maintaining proper hygiene during meal preparation by washing vegetables, fruits, utensils, and other items.	
-Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Induction cooktop, slow cooker, rice cooker steamer basket, instant pot, food processor, stand mixer, immersion blender, juicer, cutting board etc.	

Module 6: Responsive Feeding Techniques Mapped to HSS/N8913, V1.0

Terminal Outcomes:

- Recognize a child's hunger and fullness cues and respond appropriately
- Demonstrate the correct method of feeding the children.

Duration: 05:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Identify the need for assistance in feeding children of different ages. For Infants (0-1 year) - Ensure adequate nutrition for growth and development through breastmilk, formula and gradual introduction of solids. - Ensure storage and feeding practices for expressed breast milk (when applicable) - Increased variety to include mashed or finely chopped food like cooked lentils, rice or soft meat. - Introduced finger foods like soft fruits and steamed vegetables. For Toddlers (1-3 years) - Foster self-feeding and introduce a variety of textures and flavors. For preschoolers (3 -6 years) - Encourage healthy eating habits and family meals. For above 6 years - Support energy demands and establishes independence in meal choices. • Discuss the principles of hygiene while assisting the child in feeding. • Explain the significance of the right consistency, temperature, flavor, quantity etc. of meal as per the requirement. • Explore various methods to encourage children to self-feed and drink with hands, spoon, plate etc. • Explain different ways to encourage the children to try new food and learn to like it. • Discuss dos and don'ts while feeding the child. • List various precautions to be taken while feeding the child. • Explain the ways to prevent food contamination while feeding the child. • List various signs of discomfort while feeding the child. • Discuss the signs of choking. • Explain the process of reporting an event of choking to higher authority.	• Practice role plays to feed the child as per following instructions and provided case studies: - Preparation and Cleanliness: Use a clean sheet on the floor for serving food, arrange necessary items on a stool, and have wet towels, gauze, and tubs ready for cleaning and disposal. - Feeding Arrangements: Arrange children in a semicircle, assist those needing help, and serve food on individual plates with spoons. - Diet and Safety: Serve food in prescribed portions, avoid leftovers, ensure food is not too hot, and use only intact utensils with enough spoons for all children. - Post-Feeding Care: Provide water after meals, clean children's hands and mouths with a wet towel, and prepare the area with rugs and sheets for sitting or sleeping. - Gentle and Interactive Feeding: Feed children attentively based on their needs, engage with them during meals, encourage self-feeding, and feed those who wake up later. - Reporting: Record the intake of children.

- Attend to the post feed requirements of children. - Discuss the process of recording the intake of children. - Manage stocks and availability of items.	
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster,	
Tools, Equipment and Other Requirements	
wet towels, gauze, plates, spoons	

Module 7: Motor and Physical development Mapped to HSS/N8912, V1.0 NSQF 3

Terminal Outcomes:

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

Duration: 03:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
- Enumerate the broad milestones in the development of a child. - Recognize the physical growth and development parameters of a child through height and weight. - Discuss the types of motor development like gross, precise, and fine motor. - Explain how physical development affects other areas of development of a child. - Describe the importance of carrying out activities to enhance the fine, gross, and precise motor skills of a child according to the age and ability of child. - Discuss the ways to keep the environment clean and safe for children while playing or doing activities. - Discuss the ways to monitor and keep an eye on children, never to be left unattended. - Explain the importance of giving adequate time and opportunity to every child to practice activities. - Discuss the ways to encourage the children to participate in perform various activities. - Discuss the ways to observe, share and supporting in document milestones like sitting, crawling, and grasping objects to support motor skills. - Discuss how to identify and report any abnormal signs in the physical growth of a child.	- Demonstrate the technique of measuring height and weight of children. - Demonstrate through role play carrying out following activities to enhance the fine, gross, and precise motor skills of a child according to their age and ability of children: For Infants (0-1 Year) - Tummy time to strengthen neck and back muscles. - Provide colorful, texture toys for reaching and gasping. - Encourage crawling and standing by placing toys just out of reach. For toddlers (1-3 year) - Encourage walking and running in open spaces. - Provide climbing structures or foam blocks for safe exploration. - Offer stacking toys, large crayons and puzzles with big pieces. For preschoolers (3-6 years) - Encourage outdoor play: hopping, skipping and bike riding. - Provide craft materials for drawing, coloring and cutting. - Use games that involve building and problem solving, like LEGOs or puzzles. For above 6 years - Introduced structured sports like soccer, basketball or gymnastics. - Encourage hobbies like drawing, crafting or learning an instrument. - Promote activities that involve teamwork and coordination. - Demonstrate the technique/method to report any abnormal signs in the physical growth of a child to higher authority/ Parents.

	• Prepare sample report or documentation for child's activity, involvement, and other information. • Practice role play on how to encourage and engage children in various activities. • Practice role play on how to instruct the child to be safe while playing by avoiding contact with unsafe objects and areas.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, B	
Tools, Equipment and Other Requirements	
Case studies and demonstrative videos on teamwork, group dynamics, Furniture, Toys and learning materials, Hygiene supplies, Specialized equipment: Sensory kits for children with special needs. Technology tools for interactive learning.	

Module 8: Cognitive and Creative Development

Mapped to HSS/N8914, V1.0 NSQF 3

Terminal Outcomes:

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

Duration: 03:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
- Enumerate the cognitive developmental milestone of a child age wise. - Differentiate between normal and abnormal cognitive milestones. - Explain how cognitive development affects other areas of development of a child. - Discuss the signs of development of understanding in children. - Discuss different learning styles in children. - Discuss the development of sense of self and others. - Discuss the activities to support cognitive development that are appropriate to the age needs and ability of the children. - sensory development like (look and identify, listen and identify, touch board, identification of different taste and smell) - mental skills like (puzzles, number game, odd one out, picture card classification, and word building game etc) - concept development skills like (counting, matching, identification, naming and classification of color, shapes, numbers.) - creative and aesthetic development through creative art, creative movement, creative thinking, aesthetic appreciation and science experience. - Discuss the importance of paying careful attention to children observing how they explore the physical, social and natural environment by using play and imagination, concentrating on activities, memorizing things, observing surroundings, manipulating objects, asking questions, making predictions, showing their creativity and developing generalizations. - Discuss the signs of development of the basic cognitive skills of children including sense of sight, hearing, touch, taste and smell. - Discuss the signs of development of the basic mental skills of children related to comparing, classification, observation, reasoning, critical thinking, problem solving, sequencing.	- Practice role plays to identify the delay in intellectual development. - Demonstrate through role play carrying out following activities to enhance sensory development, mental skills, concept development skills, creative and aesthetic development skills of a child according to their age and ability of children: For infants (0-1 year) - Cognitive Development: Recognizes familiar faces and voices. - Explore the environment through sensory inputs (sight, sound, touch) - Begins to understand object permanence. - Creative development: Responds to sounds, music and colourful objects. - Express curiosity through facial expressions and vocalizations. For toddlers (1-3 year) - Cognitive development: Develops problem - solving skills (e.g. fitting shapes into correct slots). - Learn cause and effect relationships (e.g. Pressing a button to play music). - Understands basic instructions and develops memory for simple sequences. - Creative development: Engages in scribbling and enjoys messy play like finger painting. - Explores imaginative play, such as pretending to cook or care for a doll. For Preschoolers (3-6 and above 6 years) - Cognitive Development: Improves reasoning and classification skills (e.g., grouping items by size or use) - Understands time concepts like “yesterday” or tomorrow. - Expands memory and attention span, enabling more complex activities.

• Discuss the signs of development of the various concepts in children of predicting patterns and making estimations in color, size, shape, pre number and number concepts, time and operations like space, quantity, measurement, and data handling • Discuss the signs if child has developed appropriate knowledge of relationship between people, places and regions • Discuss the signs if child could differentiate between events that happen in past, present and the future. • Discuss the ways to keep the environment clean and safe for children while playing or doing activities. • Explain the importance of giving adequate time and opportunity to every child to practice activities for sensory, mental, concept, creative and aesthetic development. • Discuss the ways to encourage the children to participate in perform various activities. • Discuss the ways to observe, share and support in document milestones like creative, cognitive, and problem-solving skills to support cognitive growth. • Discuss how to identify and report any abnormal signs in the cognitive or creative growth of a child.	• Creative development: Draws recognizable objects, people or scenes. • Shows creativity in storytelling, role-play and imaginative games. • Begins to experiment with music, dance and performance.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.	
Tools, Equipment and Other Requirements	
Case studies and demonstrative videos on teamwork, group dynamics, Furniture, Toys and learning materials, Hygiene supplies, Specialized equipment: Sensory kits for children with special needs. Technology tools for interactive learning.	

Module 9: Communication and language development

Mapped to HSS/N8914, V1.0

Terminal Outcomes:

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

Duration: 03:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
- Discuss how communication and language are important for overall cognitive, social, and emotional development of a child. - Identify the communication and language milestone of a child age wise. For infants (0-1year) 0-3 months: Recognizes voices, coos, and cries to express needs. 4-6 months: Begins to babble, experimenting with sounds. 7-12 months: Understands simple words. - Engage in conversation by responding to their babbling. For toddlers (1-3 years) - Encourage them to expand vocabulary to 50 words, begins combining two words into phrases. - Follow two step instructions and form three-to-four-word sentences. For preschoolers (3-6 and above 6 years) - Communicates clearly using 4–5-word sentences. understand basic grammar rules. - Masters' storytelling with clear beginning, middle and end. can express feelings and opinions with more complex language. - Differentiate between normal and abnormal communication and language development. - Identify and understand the verbal and nonverbal communication skills of a child. - Recognize and understand their first word of communication. - Discuss different ways in which adults can support the development of children's communication, including non-verbal and verbal methods. - Use recognized language formats when talking to babies and children. - Identify the different communication methods to respond to babies' and children's needs. - Describe various language formats when talking to babies and children.	- Perform a wide range of activities like story making, world building games, searching keys, sound patterns, language games, riddles, rhymes, storytelling, dramas, plays, read together, attention span and visual activities games to support listening and speaking skills of the children. - Practice role play of activities like phonemic awareness, comprehension, vocabulary, tracing, joining dots, copying, pattern making etc. to support reading and writing skills of children. - Perform role play activities related to sound discrimination, visual discrimination, audio and visual association. - Practice role plays on how to encourage and engage children in various activities.

• Discuss different learning styles in children. • Discuss the development of sense of self and others. • Apply other methods of communication to identify children's needs. • Identify any deviation in communication skills of children as per the developmental milestones. • Explain the importance of using variety of communication techniques, including songs, rhymes, stories, finger plays and hand movements, gestures and facial expression during communication with children. • Discuss how to report positively to parents about their children's progress with communication and language.	
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.	
Tools, Equipment and Other Requirements	
Case studies and demonstrative videos on teamwork, group dynamics, Furniture, Toys and learning materials, Hygiene supplies, Specialized equipment: Sensory kits for children with special needs. Technology tools for interactive learning.	

Module 10: Socio-emotional and Moral development Mapped to HSS/N8914, V1.0

Terminal Outcomes:

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

Duration: 03:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Explain the role of childcare workers in promoting the socio-emotional development of children. • Describe different activities that encourage emotional expression, social interaction, empathy, moral values and self-awareness can have a positive impact on children. For Infants (0-1year) - Responds to care workers' voices and faces, calms with touch or soothing tones. - Smiles socially, enjoy interactions, show preference for care workers. - Develops attachment to primary care workers, exhibits strange anxiety and expresses a range of emotions (e.g. joy fear). For toddlers (1-3 years) - Expresses strong emotions like joy, anger, or frustration. - Begins to show independence but needs reassurance. - Engages in parallel play (playing alongside others without direct interaction) - Experiences temper tantrums as they learn emotional regulation. - Begins to engage in simple cooperative play. - Imitates adults and peers, develops basic empathy. - Provide consistent routines to create a sense of security. - Teach basic emotional language. - Encourage sharing and taking turns through structured play activities. For preschoolers (3-6 and above 6 years) - Begins to understand other feelings (develops empathy). - Manages emotions better but still requires guidance. - Expresses a desire for independence while seeking approval from adults.	• Practice activities like role play, group dance, drama, group games, group feeding, birthday celebrations, etc for social development of children. • Role play of emotional development activities like dressing up, signing songs, action songs, water play, sand play, home decoration, pooja, rituals, etc. • Perform activities like breathing exercises, focus on sensory skills, muscle relaxation etc for Mindfulness and Self-Regulation. • Perform activities like message technique, Problem-Solving Scenarios to resolve conflicts between children. • Emotion Identification: Show how to use an emotion wheel or flashcards to help children recognize and name their feelings. • Role Play: Act out common social scenarios, such as sharing toys or resolving conflicts in role play. • Storytime: Read books about emotions and discuss the characters' feelings and actions in a group discussion. • Circle Time: Perform role play to understand how children could be encouraged to share something about their day and practice listening to others. • Cooperative Play: Organize activities like group puzzles or relay games to teach teamwork to a group of people.

- Praise efforts in managing emotions and following social rules. • Understand the need for social and emotional development qualities of children. • Discuss the importance of giving love, praise, encouragement, and equal opportunities to encourage children's self-confidence, self-esteem, participation, and decision-making skills. • Discuss how simple breathing exercise, muscle relaxation, etc can help in Mindfulness and Self-Regulation of children. • Explain the importance of storytelling, music therapy, and art therapy in expressing feelings and emotions. • Learn about Cultural Awareness and Diversity. • Discuss how to report positively to parents about their children's progress with socio-emotional and moral development.	
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.	
Tools, Equipment and Other Requirements	
Case studies and demonstrative videos on teamwork, group dynamics, Furniture, Toys and learning materials, Hygiene supplies, Specialized equipment: Sensory kits for children with special needs. Technology tools for interactive learning.	

Module 11: Identification and Screening of Developmental Delays/disabilities: handling, caring, supporting children with special needs

Mapped to HSS/N8914, V1.0

Terminal Outcomes

- Identify signs and symptoms of 4 D's through screening tools.
- Support children with developmental delays and special needs.

Duration: 04:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Describe basic signs and symptoms of 4 D's- Defects at birth, diseases, deficiencies, and development delays. • Discuss various screening tools and techniques to be used for early detection such as Divyang protocol given under ICDS (Integrated Child Development Services), Disability Screening Schedule (DSS), etc. • Explain how to identify and screen children with developmental delays at different development levels: • Physical (gross and fine motor skills) • Cognitive (thinking and problem- solving) • Language and communication • Social and emotional • Emphasize how to identify and screen children with special needs for following key disorders: • Physical Disabilities • Cognitive or intellectual disabilities • Speech and language Disorders • Sensory processing Disorders • Autism spectrum Disorder (ASD) • Emotional or Behavioral disorders • Explain role of care workers in identification of children with special needs through: • Observation • Documentation • Reporting • Communication • Describe how to support children with special needs by following various practices. Such as: • Adapt environment • Individualized attention • Inclusive practices • Emotional Support • Practical activities	• Role plays on monitoring children's daily activities, interactions. • Demonstrate use of screening tools and techniques to be used for early detection such as Divyang protocol given under ICDS (Integrated Child Development Services), Disability Screening Schedule (DSS), etc. • Demonstrate how to document observations, including dates, situations. • Demonstrate working on visual aids, tactile materials or assistive devices are needed
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.	
Tools, Equipment and Other Requirements	
Case studies, screening tools and techniques to be used for early detection such as Divyang protocol given under ICDS (Integrated Child Development Services), Disability Screening Schedule (DSS), etc.	

Module 12: Teaching and learning aides, materials, methodologies, and environment. Mapped to HSS/N8914, V1.0

Terminal Outcomes:

- Conducting activities and organizing teaching materials as per TLM.
- Adapting with customized TLM as per special needs of children

Duration: 02:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Describe the characteristics of the learning environment. • Explain the importance and uses of range of materials, equipment, and props to support creativity, interests of children and setting requirements. • Explain the use and importance of learning aides and material in learning development of children. • Explain the importance of using different Teaching Methodologies to provide an interesting, stimulating, and exciting environment. • Differentiate between the needs and requirements of indoor and outdoor areas. • Explain the importance of ensuring the learning and activity area is hygienic, safe, secure, obstacle and hazard free. • Discuss the ways to encourage safety and hygienic habits in the child while performing activities. • Discuss the ways to arrange the space to facilitate movement, easy access to materials, and clear visibility of teaching resources. • Discuss the ways to utilize natural light whenever possible, as it positively impacts mood, focus, and overall well-being. • Discuss the ways to involve children in discussions, problem-solving activities, and hands-on experiences to keep them engaged and interested. • Discuss the ways to provide regular opportunities for children to reflect on their learning and receive constructive feedback.	• Practice role play activities to use different teaching and learning aides. • Practice role play to use different teaching methodologies like play based, project based, etc. • Perform activities like games, quizzes, and interactive exercises, catering to diverse learning styles of individualized learning. • Practice role play how to use Audio Visual aids in learning development. • Practice a role play to keep the environment safe, secure and hazard free.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster.	
Tools, Equipment and Other Requirements	
Case studies and demonstrative videos on teamwork, group dynamics, Furniture, Toys and learning materials, Hygiene supplies, Specialized equipment: Sensory kits for children with special needs. Technology tools for interactive learning.	

Module 13: Observing, Recording and Reporting Mapped to HSS/N8914, V1.0

Terminal Outcomes:

- Maintain records related to child developmental growth.
- Report the alarming signs related to developmental growth as per organizational policies and procedures.

Duration: 02:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Differentiate between normal and abnormal developmental growth of children. • Explain the process of recording findings accurately in a development chart or diary or MCP (Mother and Child Protection) Card of the child. • Explain the process of reporting your findings to the parents or higher authority. • Explain how to maintain records or diaries of the child. • Explain the importance of maintaining confidentiality of documents. • Explain the significance of adherence to legislation, protocols, and guidelines relevant to one's role and field of practice.	• Create a sample set of documents to record activities or findings of children. • Prepare a sample record on the development chart or diary or MCP Card of the child.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.	
Tools, Equipment and Other Requirements	
sample records of daily routines and schedules, childcare transport records, activity and meal planners and records of sickness, accidents, abuse, neglect etc.	

Terminal Outcomes:

- Demonstrate ways to maintain a safe environment for children in a childcare centre.
- Respond to emergencies safely and appropriately.
- Maintain safe and secure environments by following child-proofing measures and health regulations, while also keeping accurate records for each child.
- Follow child protection policies and safety protocols

Duration: 05:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
Introduction to Child Protection & Safety • Describe the child's rights • Understand the concept of child safety • Understand the concept of child protection. • Distinguish between safety and protection Ensuring Safety in childcare centers • Discuss elements to be taught to children in a childcare centre about safety. • List the activities for children on safety • Discuss indoors and outdoors safety for children. • Identify precautions to be taken for personal safety. Dealing Institutional Emergencies • Discuss the fire safety management procedure. • Explain about fire emergencies and safe use of electrical appliances. • Explain disaster management techniques to deal with institutional emergencies. • Discuss the standard procedures to be followed in case of emergencies. • Describe the methods of recognizing any risks and promptly informing concerned authorities. Child abuse and neglect • Understand POCSO Act and JJ Act. • List ways to teach children self-protection including safe/unsafe touch • Explain the ways to keep children protected from abuse and neglect in a childcare centre • Discuss the importance of reporting and swiftly addressing cases, if any, of child abuse or neglect • Describe the effect of abuse on	• Role play on the ways to handle a situation of a major accident in a childcare where a child is badly hurt. • Demonstrate through role play experience of managing various kinds of emergency situations. • Perform self-grooming. • Practice role play on informing or reporting any emergency to higher authority and parents. • Practice role play on how to report or inform any harassment, abuse or violence to any children. • Practice role play on mock drill of fire management. • Practice role play on mock drills of earthquake or disaster preparedness. • Practice role play on handling sickness and medical emergencies in a childcare centre. • Prepare first aid kit or box • Demonstrate the right technique of giving first aid care to children. • Prepare a list of local emergency response agencies such as Emergency Medical Service (EMS) team, ambulance, bomb disposal squads, fire and police departments, etc. along with their contact details. • Demonstrate correct technique of providing CPR on manikin using both single rescuer and two rescuer methods. • Demonstrate the correct way of assessing various signs and symptoms and appropriate techniques of providing first aid care for following conditions: • chest pain/discomfort as immediate response.

child's behaviour - Discuss importance of following child protection protocols and monitoring the same is followed in center. First Aid & Medical/Trauma Emergency response - Describe the importance of maintaining local emergency numbers as prevalent in region. - Explain the basic components of a first aid kit. - List the various dos and don'ts to be followed while providing first aid care. - List the common emergencies which could happen in and out of setup or area like trauma, snake bites, accidents, dog-bite, sprains, choking, fainting, unconsciousness, etc. - Discuss the importance of safety at time of accidents /emergency for children and workers. - Discuss the signs of abuse and harassment, accident, injury, pain, and other symptoms of illness and how to address the same with appropriate authorities. - Describe the standard procedure of Cardiopulmonary Resuscitation (CPR). - Discuss first aid care in low resource settings using culture sensitive examples. - Explain the importance of following key steps for following an emergency action plan in center: - - Identify the nature of the emergency and assess the child's condition. - Stay calm and follow first aid procedures. - Contact emergency services or the child's parents, if necessary. - Document the incident and first aid provided for record-keeping.	- choking. - giddiness and fainting. - stroke/paralysis attack. - fits or convulsions. - epistaxis. - Asthma - Heat stroke - Hypothermia - Demonstrate the correct technique of chest thrust/abdominal thrust in case of choking. - Demonstrate the correct technique of using inhale puff in case of Asthma. - Demonstrate the method of taking temperature and performing cold sponge in case of fever. - Demonstrate the method of preparing ORS solution or salt and sugar solution. - Design a dummy portable and segregable first aid kit as per requirements. - Demonstrate correct way of assessing conditions and appropriate techniques of providing first aid care during following conditions: - accidents. - wound care and bleeding. - burns. - snake/dog bite. - eye injuries. - drowning. - Injuries - Fracture - Shock - Poisoning - Demonstrate the method of putting direct pressure or compressive bandage or tourniquet to stop bleeding. - Demonstrate the method of using splints to immobilize the fractured area. - Demonstrate use of dressing, and bandages in cuts and injuries, sprain and strain. - Demonstrate the cooling technique in case of burns.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
CPR Nursing Manikin, dressing material, bandages	

Terminal Outcomes:

- Maintain personal, children, environmental hygiene and sanitation
- Demonstrate correct waste disposal methods in center as per guidelines and regulations.

Duration: 05:00	Practical Duration: 05:00
Theory- Key Learning Outcomes	Practical - Key Learning Outcomes
Introductory Concepts • Develop understanding of the concept of Healthy Living. • Understand the concept of hygiene • Describe the relationship between health and hygiene • Understand the importance of basic sanitation Personal & Environmental Hygiene • Develop techniques of Grooming of self and staff. • Explain the importance of self-vaccination against common infectious diseases. • Discuss importance of having medical health checkup as and when required • List the ways to practice and promote personal and environmental hygiene in a childcare centre. • Explain the importance of safe food and drinking water facilities. • Discuss the significance of conforming to basic personal and workplace hygiene practices such as washing hands, using alcohol-based hand sanitizers, examining office supplies/deliveries and their sanitization, etc. • Explain the ways of maintaining children's personal hygiene throughout the day including managing soiled clothes and ensuring proper hygiene after toilet use to prevent infections and illnesses • Maintain a restful and peaceful environment. • Learn general and specific etiquette to be followed on duty. • Describe the legal and ethical issues related to hygiene and sanitation. • Explain the importance of conservation of resources • Explain the need to comply with safety and security procedures within the defined scope of competence and authority. • Understand utilization of effective teaching aids to promote hygienic practices amongst	• Demonstrate WASH (Water, Sanitation, and Hygiene) techniques. • Show how to sanitize and disinfect one's work area regularly. • Demonstrate the correct way of washing hands using soap and water, and alcohol- based hand rubs. • Display the correct way of donning, doffing, and discarding PPE such as face masks, hand gloves, face shields, PPE suits, etc. • Demonstrate appropriate social and behavioral etiquette (greeting and meeting people, spitting/coughing/sneezing, etc.). • Select different types of waste and various types of color-coded bins/containers used for disposal of waste.

children.

- Discuss the significance of practicing maximal social distancing practices and alternate ways of carrying out everyday tasks (use of e-payment gateways/online learning/virtual meetings, etc.).
- Discuss the significance of conforming to basic personal and environmental hygiene
- List various surfaces that may serve as potential fomites at workplace.
- Identify PPE to be used at center and the process of donning, doffing, and discarding them.
- Discuss the importance and process of identifying and reporting symptoms and incidents to the concerned authorities.
- Discuss the importance of following organizational hygiene and sanitation guidelines and reporting breaches/gaps if any.
- Distinguish between the ways of sanitizing indoor and outdoor workspaces.
- Describe various guidelines for ventilation and air conditioning to be followed.
- Discuss the appropriate process of categorization, disposal, transportation, and treatment of waste and its significance.
- Discuss the ways of risk identification and reporting.

Classroom Aids:

Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.

Tools, Equipment and Other Requirements

E-modules depicting sanitization, infection control and waste disposal practices

Terminal Outcomes:

- Explain the health and wellness domains.
- Identify the infectious and other ailments in children and report it timely
- Provide effective care for sick children.
- Discuss the mental health domains

Duration: 05:00	Duration: 05:00
Theory - Key Learning Outcomes	Practical - Key Learning Outcomes
Introductory Health & Wellness Concepts • Define health and understand the concept of health and wellness in early childhood. • Describe the types of health indicators for children. • Describe the techniques and best practices for growth monitoring. • Discuss and interpret anthropometric measurements through available trackers such as Poshan Tracker. • Discuss physical assessment related to growth monitoring. • Discuss basics of mental health and the importance of its monitoring including stress, anxiety, fear, phobia, significant and persistent changes in mood, such as constant sadness, extreme irritability, or excessive mood swings, along with behavioral changes like increased tantrums, defiance, or social withdrawal, etc. • Explain about identifying signs of growth faltering. Common Illnesses and Vaccination • List common infectious diseases such as diarrhea, influenza, typhoid, malaria, measles, chicken pox, cough, and fever etc. • Explain the significance of following prescribed rules and guidelines during any communicable diseases. • List the allergies common among children from food & environment, etc. • Understand the immunization schedule. Care of Sick Children • Explain the process of observing and reporting sickness or illness or allergies or mental health issues of child to higher authority or parents at the earliest. • Explain how to administer the right dose of medicines to the baby or toddler on time, only when instructed by parents or health professionals. • Understand the need to seek medical assistance when necessary for the child. • Discuss do's and don'ts while handling sick	• Demonstrate the techniques of giving oral medicine to children. • Prepare a sample report on the immunization chart for children. • Demonstrate ORS making techniques. • Perform role play for timely identification and reporting of infectious and other ailments of children along with providing effective care for sick children

children in center.

- Discuss the record in incidents of health issues, allergy episodes, etc. diligently as and when these occur.
- Discuss the importance of isolation practice for infected children to reduce spread of infection respiratory, diarrheal, skin infection, parasitic infestation such as lice etc.

Classroom Aids:

Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster.

Tools, Equipment and Other Requirements

Personal protective Equipment, health indicator for children, growth monitoring chart, chart of common infectious diseases, anthropometric measurement scale

Mandatory Duration: 30:00			
Location: On-Site			
S.N o.	Module Name	Key Learning Outcomes	Duration (hours)
1.	Introduction to Employability Skills	Discuss the importance of Employability Skills in meeting the job requirements.	1
2.	Constitutional values - Citizenship	- Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen. - Show how to practice different environmentally sustainable practices.	1
3.	Becoming a Professional in the 21st Century	- Discuss 21st century skills. - Display positive attitude, self -motivation, problem solving, time management skills and continuous learning mindset in different situations.	1
4.	Basic English Skills	Use appropriate basic English sentences/phrases while speaking.	2
5.	Communication Skills	- Demonstrate how to communicate in a well -mannered way with others. - Demonstrate working with others in a team.	4
6.	Diversity & Inclusion	- Show how to conduct oneself appropriately with all genders and PwD. - Discuss the significance of reporting sexual harassment issues in time.	1
7.	Financial and Legal Literacy	- Discuss the significance of using financial products and services safely and securely. - Explain the importance of managing expenses, income, and savings. - Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws.	4
8.	Essential Digital Skills	- Show how to operate digital devices and use the associated applications and features, safely and securely. - Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely.	3
9.	Entrepreneurship	Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges.	7
10.	Customer Service	- Differentiate between types of customers. - Explain the significance of identifying customer needs and addressing them. - Discuss the significance of maintaining hygiene and dressing appropriately.	4
11	Getting ready for apprenticeship & Jobs	- Create a biodata. - Use various sources to search and apply for jobs. - Discuss the significance of dressing up neatly and maintaining hygiene for an interview. - Discuss how to search and register for apprenticeship opportunities.	2

LIST OF TOOLS & EQUIPMENT FOR EMPLOYABILITY SKILLS		
S No.	Name of the Equipment	Quantity
1.	Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed) (all software should either be latest version or one/two version below)	As required
2.	UPS	As required
3.	Scanner cum Printer	As required
4.	Computer Tables	As required
5.	Computer Chairs	As required
6.	LCD Projector	As required
7.	White Board 1200mm x 900mm	As required

Note: Above Tools & Equipment not required, if Computer LAB is available in the institute.

Mandatory Duration: 90

Module Name: On-the-Job Training

Location: Early childhood care and learning centres, such as daycare creches, child development institutions, and Balwadis etc.

Terminal Outcomes

- Perform hand hygiene and personal hygiene.
- Demonstrate the correct technique of gently massage the child as per instructions and wipe and dress the baby appropriately after the massage.
- Demonstrate the correct technique/steps of bathing, dressing, cleaning, and diaper changing, etc.
- Demonstrate the correct technique of undress and dress up of child as per the season, occasion, and activity.
- Demonstrate the correct techniques of peeling, chopping, cutting, grinding etc.
- Demonstrate the technique of measuring height and weight of children.
- Demonstrate the technique/method to report any abnormal signs in the physical growth of a child to higher authority/ Parents.
- Perform a wide range of activities like activities like story making, world building games, searching key, sound pattern, language game, riddles, rhymes, storytelling, dramas, plays, read together, attention span and visual activities game to support listening and speaking skills of the children.
- Perform activities like games, quizzes, and interactive exercises, catering to diverse learning styles of individualized learning.
- Demonstrate the techniques of giving oral medicine to children.
- Demonstrate the right technique of giving first aid care to children.
- Demonstrate the correct way of washing hands using soap and water, and alcohol- based hand rubs.
- Display the correct way of donning, doffing, and discarding PPE such as face masks, hand gloves, face shields, PPE suits, etc.
- Demonstrate appropriate social and behavioral etiquette (greeting and meeting people, spitting/coughing/sneezing, etc.)

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduation/ Post-Graduation	Any field preferably certified in ECD/ ECCE /Home Science/ social work / child psychology / Public Health/ Education or equivalent	2	In ECCE centre / Preschools/ Nursery School / NGOs	1	In ECCE centre / Preschools/ Nursery School	Full time or As guest faculty for module on childcare giving and development
10 th Pass or equivalent	Anganwadi supervisor or ANM /ICDS or HSSC certified GDA/HHA or equivalent	5	In ECCE centre / Preschools/ Nursery School / NGOs or institutional /home care	2	In ECCE centre / Preschools/ Nursery School / NGOs or institutional /home care	As full-time faculty
Diploma /graduate/Post graduate	Nursing , preferably certified in maternal and childcare or paediatrics or equivalent	1	In childcare /paediatrics	1		Full time or As guest faculty for module on childcare giving and development
Graduate/Post graduate	Dietetic / nutrition or equivalent	1	Preferably in child nutrition	1		As guest faculty for module on nutrition and meal management
Medical graduate	MD/DNB / fellowship in paediatrics or equivalent					As a guest faculty for module on medicine, administration ,vaccination, emergency response and early detection of 4d's.
NSQF Certification	HSSC certified carepreneur – ECD services / Associate cum coordinator – ECD services	2	In ECCE centre / Preschools/ Nursery School / NGOs	1	In ECCE centre / Preschools/ Nursery School	Full time or as guest faculty for module on childcare giving and development

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: "Child Health Worker- Early Child Development(ECD) Services." mapped to QP: "HSS/Q8901, V1" with minimum score of 80%.	Recommended that the Trainer is certified for the Job Role: "Trainer (VET and Skills)", mapped to the Qualification Pack: "MEP/Q/2601, V2.0" with minimum score of 80%.

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduation/ Post-Graduation	Any field preferably certified in ECD/ ECCE /Home Science/ social work / child psychology / Public Health/ Education or HSSC certified carepreneur /Associate cum coordinator – ECD services or equivalent	4	In ECCE centre / Preschools/ Nursery School / NGOs	2	In ECCE centre / Preschools/ Nursery School	
10 th Pass or equivalent	Anganwadi worker/supervisor or ANM /ICDS or HSSC certified GDA/HHA or equivalent	7	In ECCE centre / Preschools/ Nursery School / NGOs or institutional /home care	3	In ECCE centre / Preschools/ Nursery School / NGOs or institutional /home care	
Diploma /graduate/Post graduate	Nursing , preferably certified in maternal and childcare or paediatrics or equivalent	2	In childcare /paediatrics	2		
Medical graduate	MD/DNB / fellowship in paediatrics or equivalent			1		
NSQF Certification	HSSC certified carepreneur – ECD services / Associate cum coordinator – ECD services	3		2		

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role: “Childcare Worker- Early child Development (ECD) Services” mapped to QP: “HSS/Q8901, V1.0” with minimum score of 80%.	Recommended that the Trainer is certified for the Job Role: “Assessor (VET & Skills)”, mapped to the Qualification Pack: “MEP/Q/2701, V2.0” with minimum score of 80%.

Assessment Strategy

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.

The following tools would be used for final assessment:

1. Practical Assessment: This comprises of the creation of mock environment in the skill lab which is equipped with all equipment required for the qualification pack.

Candidate's soft skills, communication, aptitude, safety consciousness, quality consciousness etc. is ascertained by observation and marked in observation checklist. The outcome is measured against the specified dimensions and standards to gauge the level of their skill achievements.

2. Viva/Structured Interview: This tool is used to assess the conceptual understanding and behavioral aspects with regard to the job role and the specific task at hand. It also includes questions on safety, quality, environment, and equipment etc.

3. Written Test: Question paper consisting of 100 MCQs (Hard:40, Medium:30 and Easy: 30) with questions from each element of each NOS. The written assessment paper is comprised of following types of questions:

- i. True / False Statements
- ii. Multiple Choice Questions
- iii. Matching Type Questions.
- iv. Fill in the blanks.
- v. Scenario based Questions.
- vi. Identification Questions

QA Regarding Assessors:

Assessors are selected as per the "eligibility criteria" laid down by HSSC for assessing each job role. The assessors selected by Assessment Agencies are scrutinized and made to undergo training and introduction to HSSC Assessment Framework, competency-based assessments, assessors guide etc. HSSC conducts "Training of Assessors" program from time to time for each job role and sensitize assessors regarding assessment process and strategy which is outlined on following mandatory parameters:

- 1) Guidance regarding NSQF
- 2) Qualification Pack Structure
- 3) Guidance for the assessor to conduct theory, practical and viva assessments
- 4) Guidance for trainees to be given by assessor before the start of the assessments.
- 5) Guidance on assessments process, practical brief with steps of operations practical observation checklist and mark sheet
- 6) Viva guidance for uniformity and consistency across the batch.
- 7) Mock assessments
- 8) Sample question paper and practical demonstration

References

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.
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.

Acronyms and Abbreviations

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
PPE	Personal Protective Equipment
SOP	Standard Operating Procedure