

Qualification Pack



Associate cum Coordinator - Early Child Development (ECD) Services

QP Code: HSS/Q8902

Version: 1.0

NSQF Level: 4.5

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HSS/Q8902: Associate cum Coordinator - Early Child Development (ECD) Services

Brief Job Description

This is a professional responsible for overseeing the implementation, and quality of ECD curriculum and services as well as management, mentoring, monitoring, and ensuring standards in early childhood services.

Personal Attributes

participants will be equipped to work in early childhood care, learning, and development centers with confidence, morality, creating a nurturing, efficient, and legally compliant environment that supports the growth and well-being of every child including children with disabilities and sick children with protection from child abuse and neglect.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [HSS/N8907: Recognize the significance of Early Child Development \(ECD\) & its management systems](#)
2. [HSS/N8908: Implement and monitor an age and developmentally appropriate childcare program in an early childhood care, learning, and development center](#)
3. [HSS/N8909: Implement and monitor nutritional, health, and safety requirements for children according to their developmental milestones to ensure overall wellness](#)
4. [HSS/N8910: Manage daily operations of the center while supporting staff and parents in the child's development](#)
5. [HSS/N8911: Identify developmental delays, disabilities or impairments in children for early detection and implement inclusive interventions](#)
6. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Healthcare
Sub-Sector	Social Work & Community Health

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Occupation	Early Child Development
Country	India
NSQF Level	4.5
Credits	15
Aligned to NCO/ISCO/ISIC Code	NCO-2015/3222.9900
Minimum Educational Qualification & Experience	Diploma OR 12th grade Pass (or equivalent) with 1.5 years of experience in childcare OR 10th grade pass (or equivalent) with 4.5 years of experience in childcare OR Ability to read and write (Anganwadi Supervisor) with 4.5 years of experience in childcare OR Certificate-NSQF (Level 3- Child Health Worker-ECD Services) with 4.5 years of experience in childcare OR Previous relevant Qualification of NSQF Level (4- Geriatric Caregiver) with 1.5 years of experience caregiving
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-4.5-HE-045272025-V1-HSSC
NQR Version	1

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HSS/N8907: Recognize the significance of Early Child Development (ECD) & its management systems

Description

This NOS covers orientation on early child development (ECD), Significance of early childhood years, orientation to ECD Set up and Responsibilities of Associate cum Coordinator in early childhood services

Scope

The scope covers the following :

- Sensitize about Early Child Development (ECD), Early childhood Years and attitude
- building towards its moral responsibility
- Orientation to ECD set-up, management systems

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

ECD Set up and management systems

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

- PC9.** Comprehend the need, status, scope and types of Childcare Institutions
- PC10.** the essential components of an effective childcare institution, including the physical setup, safety measures, team members
- PC11.** 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.
- PC12.** Develop skills to prioritize the holistic development and well-being of children
- PC13.** Sensitized with skills to efficiently manage the financial, operational, and human resource aspects of the childcare center
- PC14.** Sensitized with skills to oversee budgeting, ensure the availability of necessary resources, and motivate staff through regular training and feedback

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- PC15.** Sensitized with skills to engage with parents and the community, track child progress, maintain safety and health standards, and ensure proper documentation to support high-quality childcare services
- PC16.** Sensitized with skills to manage staff schedules and ensure optimal coverage, while implementing safety and health protocols to protect the well-being of children
- PC17.** Sensitized with the skills to maintain an organized and efficient environment, fostering both the professional growth of staff and the developmental needs of children

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

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>	5	-	10	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	-	-	-	-
<i>ECD Set up and management systems</i>	5	5	10	5
PC9. Comprehend the need, status, scope and types of Childcare Institutions	-	-	-	-
PC10. the essential components of an effective childcare institution, including the physical setup, safety measures, team members	-	-	-	-
PC11. 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.	-	-	-	-
PC12. Develop skills to prioritize the holistic development and well-being of children	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. Sensitized with skills to efficiently manage the financial, operational, and human resource aspects of the childcare center	-	-	-	-
PC14. Sensitized with skills to oversee budgeting, ensure the availability of necessary resources, and motivate staff through regular training and feedback	-	-	-	-
PC15. Sensitized with skills to engage with parents and the community, track child progress, maintain safety and health standards, and ensure proper documentation to support high-quality childcare services	-	-	-	-
PC16. Sensitized with skills to manage staff schedules and ensure optimal coverage, while implementing safety and health protocols to protect the well-being of children	-	-	-	-
PC17. Sensitized with the skills to maintain an organized and efficient environment, fostering both the professional growth of staff and the developmental needs of children	-	-	-	-
NOS Total	10	5	20	10

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National Occupational Standards (NOS) Parameters

NOS Code	HSS/N8907
NOS Name	Recognize the significance of Early Child Development (ECD) & its management systems
Sector	Healthcare
Sub-Sector	
Occupation	Early Child Development
NSQF Level	4.5
Credits	2
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/N8908: Implement and monitor an age and developmentally appropriate childcare program in an early childhood care, learning, and development center

Description

This NOS covers holistic childcare program implementation and monitoring in early child development services and creating & Print-rich and stimulating environment as per the developmentally appropriate Teaching Learning Material (TLM)

Scope

The scope covers the following :

- Aggregate the developmentally appropriate Teaching Learning Material (TLM) and modify as per childcare program.
- Create Print-rich and stimulating environment as per TLM.
- Implement activities for holistic development of children as per TLM.
- Ensure play-based learning in early childhood.
- Monitor the curriculum's effectiveness and share recommendations to improve child development outcomes.
- Observing, Recording and Reporting

Elements and Performance Criteria

Aggregate the developmentally appropriate Teaching Learning Material (TLM) and modify as per childcare program

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

- PC1.** Inculcate Teaching learning material (TLM), Foundational Literacy and Numeracy (FLN) concepts and Play-based teaching-learning methods in learning environment
- PC2.** 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.
- PC3.** compile and segregate available ready-made TLM as per the age and developmentally appropriate childcare plan into different categories of development, integrating different types of methodologies to provide an interesting, stimulating and exciting environment for children
- PC4.** Arrange materials and resources required to conduct various learning activities across ages as per TLM
- PC5.** Prepare training calendar in accordance with seasons, occasions, events, festivals, etc.
- PC6.** Ensure inclusion of a mix of individual and group, indoor and outdoor , & simple and complex activities in training calendar
- PC7.** Create resource bank of edutainment by accessing and compiling appropriate digital content
- PC8.** Share links of content with parents to use at home for engaging the children

Create "Print-rich" and stimulating environment as per TLM

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

- PC9.** Organize an age and developmentally appropriate learning environment for holistic development of children
- PC10.** create a positive learning environment in a childcare set up
- PC11.** display the charts and edutainment material to create a Print rich environment
- PC12.** segregate different learning or activity corners in the setting where children can explore, make things, experiment and pursue their own interest

Implement activities for holistic development of children as per TLM covering all domains of Development

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

- PC13.** Implement 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.
- PC14.** observe and supervise children's activity without over and under protecting them
- PC15.** encourage children to find, use, and return materials independently
- PC16.** Ensure the standard daily routine schedule to be followed by team with respect to hygiene, meals, nap, etc. for each age group
- PC17.** monitor that age and developmentally appropriate routine and schedule for children is followed as stated in the childcare program with respect to assisted daily living activities, sleep, meal, clean environment set-up, etc. for each age group

Monitor the curriculum's effectiveness and share recommendations to improve child development outcomes

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

- PC18.** Monitor that the childcare program is smoothly integrated into the day-to-day operations of the center including organizing daily routines, mealtimes, nap schedules, and activities
- PC19.** assess children's involvement and interest in various activities
- PC20.** track children's progress and and gather feedback and observations related to necessary changes to optimize learning and development outcomes
- PC21.** monitor, record the effectiveness of the program and report to higher authority
- PC22.** 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.** concept, templates, need and uses of Teaching learning material (TLM), Foundational Literacy and Numeracy (FLN) and Play-based teaching-learning methods
- KU2.** ways of displaying display the charts and edutainment material to create a Print rich environment
- KU3.** play-based learning in early childhood
- KU4.** key elements to be considered while implementing age and developmentally appropriate learning activities to promote holistic development of children

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KU5. routines and schedules in early childhood

KU6. methods of monitoring the implementation of learning activities

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>Aggregate the developmentally appropriate Teaching Learning Material (TLM) and modify as per childcare program</i>	10	15	10	10
PC1. Inculcate Teaching learning material (TLM), Foundational Literacy and Numeracy (FLN) concepts and Play-based teaching-learning methods in learning environment	-	-	-	-
PC2. 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.	-	-	-	-
PC3. compile and segregate available ready-made TLM as per the age and developmentally appropriate childcare plan into different categories of development, integrating different types of methodologies to provide an interesting, stimulating and exciting environment for children	-	-	-	-
PC4. Arrange materials and resources required to conduct various learning activities across ages as per TLM	-	-	-	-
PC5. Prepare training calendar in accordance with seasons, occasions, events, festivals, etc.	-	-	-	-
PC6. Ensure inclusion of a mix of individual and group, indoor and outdoor , & simple and complex activities in training calendar	-	-	-	-
PC7. Create resource bank of edutainment by accessing and compiling appropriate digital content	-	-	-	-
PC8. Share links of content with parents to use at home for engaging the children	-	-	-	-
<i>Create "Print-rich" and stimulating environment as per TLM</i>	18	15	10	10
PC9. Organize an age and developmentally appropriate learning environment for holistic development of children	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. create a positive learning environment in a childcare set up	-	-	-	-
PC11. display the charts and edutainment material to create a Print rich environment	-	-	-	-
PC12. segregate different learning or activity corners in the setting where children can explore, make things, experiment and pursue their own interest	-	-	-	-
<i>Implement activities for holistic development of children as per TLM covering all domains of Development</i>	15	15	5	10
PC13. Implement 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.	-	-	-	-
PC14. observe and supervise children's activity without over and under protecting them	-	-	-	-
PC15. encourage children to find, use, and return materials independently	-	-	-	-
PC16. Ensure the standard daily routine schedule to be followed by team with respect to hygiene, meals, nap, etc. for each age group	-	-	-	-
PC17. monitor that age and developmentally appropriate routine and schedule for children is followed as stated in the childcare program with respect to assisted daily living activities, sleep, meal, clean environment set-up, etc. for each age group	-	-	-	-
<i>Monitor the curriculum's effectiveness and share recommendations to improve child development outcomes</i>	10	15	5	10

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC18. Monitor that the childcare program is smoothly integrated into the day-to-day operations of the center including organizing daily routines, mealtimes, nap schedules, and activities	-	-	-	-
PC19. assess children's involvement and interest in various activities	-	-	-	-
PC20. track children's progress and and gather feedback and observations related to necessary changes to optimize learning and development outcomes	-	-	-	-
PC21. monitor, record the effectiveness of the program and report to higher authority	-	-	-	-
PC22. adapt educational content, schedules, and daily routines ensuring flexibility while maintaining quality care.	-	-	-	-
NOS Total	53	60	30	40

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National Occupational Standards (NOS) Parameters

NOS Code	HSS/N8908
NOS Name	Implement and monitor an age and developmentally appropriate childcare program in an early childhood care, learning, and development center
Sector	Healthcare
Sub-Sector	
Occupation	Early Child Development
NSQF Level	4.5
Credits	2
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/N8909: Implement and monitor nutritional, health, and safety requirements for children according to their developmental milestones to ensure overall wellness

Description

This NOS covers ensuring provision of nutritionally balanced meals in a safe and hygienic manner, maintaining personal, environmental hygiene and sanitation practices in the centre, maintaining health, protection and safety norms in the centre, maintaining immunization and specific ailments records of children.

Scope

The scope covers the following :

- Ensure provision of balanced meals for children in the centre to promote good health while maintaining high standards of nutritional care.
- Assist in regular nutritional assessments for monitoring the growth and development of children, identifying and addressing any nutritional deficiencies.
- Monitor self-hygiene, social distancing practices, waste disposal practices and infection control guidelines are followed in center
- Identify the infectious and other ailments in children and report it timely
- Implement policies of center related to health, wellness and immunization domains
- Monitor effective care of sick children by team and organize regular health checkups of children and staff
- Maintain records related to child developmental growth.
- Observe and report the alarming signs related to developmental growth
- Demonstrate and monitor Child protection, safety, Abuse, First Aid and Emergency Response in center
- Implement child protection policies and safety protocols

Elements and Performance Criteria

Ensure provision of balanced meals for children in the centre to promote good health while maintaining high standards of nutritional care

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.** Coordinate for ensuring provision of balanced meals for children in the centre to promote good health
- PC3.** Facilitate materials for innovative, nutritious, economical and child friendly dishes as per the meal menu
- PC4.** Supervise that healthy, safe and hygienic food preparation, storage, serving and discard practices are followed at the center
- PC5.** Assess staff is adequately trained and competent in ensuring high standards of nutritional care.
- PC6.** Spread awareness on breastfeeding initiation and promotion techniques

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- PC7.** Spread awareness on complementary and bottle-feeding guidelines and techniques
- PC8.** Spread awareness on responsive feeding techniques
- PC9.** Supervise that healthy eating habits / behaviour, self-feeding attitude and value of respect for food is followed in the centre

Assist in 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:

- PC10.** Supervise monitoring and recording of children's growth parameters like height and weight; children's meal consumption and report the same to parents on daily basis
- PC11.** Record and address concerns regarding children's food consumption and habits
- PC12.** Communicate with parents about their child's calorie requirements at home, awareness regarding age-based portion sizes and support in promoting self-feeding practices
- PC13.** Identify and report signs and symptoms of obesity, malnutrition and different macro and micro- nutrient deficiencies to appropriate authority
- PC14.** Assist in provisioning supplementary foods and extra diet plan/support for malnourished children or children with nutritional deficiencies in the center as per directives of higher authority.
- PC15.** Spread awareness on interventions for prevention of malnutrition

Maintain personal, children, environmental hygiene and sanitation in center

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

- PC16.** Implement organizational hygiene and sanitation guidelines in center and report breaches/gaps if any
- PC17.** Communicate with parents, emphasizing the importance of sending children to the center clean and hygienic
- PC18.** Monitor staff is following protocols to support cleaning and dressing children as needed, ensuring they always maintain a hygienic standard
- PC19.** Oversee implementation of protocols for maintaining a clean and safe environment within the center
- PC20.** Ensure separate sheets are used for food, play, and rest areas and regularly sanitizing toys and other shared items to prevent the spread of germs
- PC21.** Follow effective waste disposal systems to maintain a hygienic and safe environment for children
- PC22.** Monitor if guidelines for ventilation and air conditioning are followed in the center
- PC23.** Monitor and implement incident reporting mechanism in center
- PC24.** Deal with stress and anxiety during a disease/infection outbreak in the center
- PC25.** Ensure conservation of resources in the center
- PC26.** Utilize teaching aids to promote hygienic practices amongst staff and children

Monitor self-hygiene, social distancing practices, waste disposal practices and infection control guidelines are followed in center

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

- PC27.** Ensure Grooming of staff with general and specific etiquette is followed on duty.
- PC28.** Keep a check if staff is vaccinated against common infectious diseases.
- PC29.** Organize medical health checkups of staff periodically and as and when required

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- PC30.** Monitor if personal and environmental hygiene is followed in a childcare centre
- PC31.** Monitor provisioning of safe food and drinking water facilities for children and staff in the settings
- PC32.** Supervise if 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.
- PC33.** Supervise if 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.)
- PC34.** Ensure usage of PPE at center and supervise if the process of donning, doffing, and discarding them is followed in the center.
- PC35.** Supervise if regular and proper sanitizing of indoor and outdoor work spaces
- PC36.** Monitor if appropriate process of categorization, disposal, transportation, and treatment of waste is followed in the center

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

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

- PC37.** Follow prescribed rules and guidelines during any communicable diseases and other ailments.
- PC38.** Identify, record, report and monitor incidents of health issues, allergy episodes, etc. diligently

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

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

- PC39.** Implement and monitor preventive measures as given in center health policy are be adopted by staff to prevent bacterial and viral infections such as by maintaining a clean environment and proper food storage
- PC40.** Follow escalation and reporting matrix as given in center health policy for timely identification, monitoring, raising alarm and reporting of infectious and other ailments of children to authorities and parents.
- PC41.** Measure and interpret anthropometric indicators for growth monitoring accurately through available trackers such as Poshan Tracker
- PC42.** Provide opportunities for physical movements and activities like dance, yoga, athletics, etc. to staff and children
- PC43.** 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.

Monitor effective care of sick children by team and organize regular health checkups of children and staff

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

- PC44.** Observe and report sickness or illness of child to higher authority or parents at the earliest
- PC45.** Ensure all provisions and supplies in the sick room/area in the childcare set-up to handle sick children or to seek medical help
- PC46.** Monitor if the right dose of medicines are administered to the baby or toddler on time, as instructed by parents or health professionals
- PC47.** Monitor teams ensuring effective care is provided to sick children
- PC48.** Assist in organizing regular health checkups of children and staff

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

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

PC49. Record findings accurately in a development chart or diary or MCP (Mother and Child Protection) Card of the child

PC50. Maintain a vaccination record for each child, including dates and vaccine names

PC51. Keep a check if records are up-to-date at the center related to growth monitoring, health cards and progress in development

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

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

PC52. Inform parents regarding health issues observed and allergy episodes

PC53. Remind parents of upcoming vaccination schedules and ensure unvaccinated or partially vaccinated children are promptly reported for follow-ups

Demonstrate and monitor Child protection, safety, Abuse, First Aid and Emergency Response in center

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

PC54. Ensure indoor and outdoor environment is safe for children in a childcare centre

PC55. Monitor safety equipment are in working condition to keep a check on children's safety indoors and outdoors

PC56. Handle emergencies safely and appropriately

PC57. Maintain safe and secure environments by following child-proofing measures and health regulations, while also keeping accurate records for each child

PC58. Identify signs of child abuse and neglect and implement its prevention measures

PC59. Deal with all incidents of child neglect and abuse appropriately, keeping it well-recorded and reported to parents.

PC60. Identify the signs of abuse and harassment, accident, injury, pain, and other symptoms of illness and address the same with appropriate authorities

PC61. Identify the nature of the emergency and assess the child's condition

PC62. Stay calm and follow first aid procedures

PC63. Demonstrate correct technique of providing CPR

PC64. Ensure first aid and medication provisioning in the center and ensure that staff is trained to provide the same as and when required

PC65. Contact emergency services or the child's parents, if necessary

PC66. Supervise if spaces, furniture and materials are organized to ensure safety of children.

PC67. Apply disaster management techniques to deal with institutional emergencies

PC68. Keep a check if fire safety management procedure is followed in the center

PC69. Document the incident and first aid provided for record-keeping

Implement child protection policies and safety protocols

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

PC70. Implement the centre and child Protection and safety policy in the centre

PC71. Communicate and share centre and child protection and safety policy with children, team, parents and other stakeholders

PC72. Conduct regular training sessions of employees on how to prevent and address child abuse.

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PC73. Maintain and display local emergency numbers as prevalent in region

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Health, Wellness, Medicine and Vaccination Concepts
- KU2.** anthropometric indicators for growth monitoring
- KU3.** implementation of health policy of childcare set-up
- KU4.**
 - infectious and other ailments in children that need to be
 - timely identified and reported by staff
- KU5.** care of sick children
- KU6.** importance of health checkups of children and staff
- KU7.** concept of nutrition
- KU8.**
 - awareness of and sensitivity to cultural differences in dietary
 - practices and needs
- KU9.** balanced meals for children
- KU10.** standards of nutritional care
- KU11.** nutritional assessments for monitoring the growth and development of children, identifying and addressing any nutritional deficiencies
- KU12.** personal, environmental hygiene and sanitation
- KU13.** self-hygiene, social distancing practices and infection control guidelines
- KU14.** guidelines and regulations for waste disposal methods
- KU15.** Child protection, safety, Abuse, First Aid and Emergency Response

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

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- 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>Ensure provision of balanced meals for children in the centre to promote good health while maintaining high standards of nutritional care</i>	10	10	5	5
PC1. Develop awareness of and sensitivity to cultural differences in dietary practices and needs	-	-	-	-
PC2. Coordinate for ensuring provision of balanced meals for children in the centre to promote good health	-	-	-	-
PC3. Facilitate materials for innovative, nutritious, economical and child friendly dishes as per the meal menu	-	-	-	-
PC4. Supervise that healthy, safe and hygienic food preparation, storage, serving and discard practices are followed at the center	-	-	-	-
PC5. Assess staff is adequately trained and competent in ensuring high standards of nutritional care.	-	-	-	-
PC6. Spread awareness on breastfeeding initiation and promotion techniques	-	-	-	-
PC7. Spread awareness on complementary and bottle-feeding guidelines and techniques	-	-	-	-
PC8. Spread awareness on responsive feeding techniques	-	-	-	-
PC9. Supervise that healthy eating habits / behaviour, self-feeding attitude and value of respect for food is followed in the centre	-	-	-	-
<i>Assist in regular nutritional assessments for monitoring the growth and development of children, identifying and addressing any nutritional deficiencies.</i>	17	10	5	5
PC10. Supervise monitoring and recording of children's growth parameters like height and weight; children's meal consumption and report the same to parents on daily basis	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. Record and address concerns regarding children's food consumption and habits	-	-	-	-
PC12. Communicate with parents about their child's calorie requirements at home, awareness regarding age-based portion sizes and support in promoting self-feeding practices	-	-	-	-
PC13. Identify and report signs and symptoms of obesity, malnutrition and different macro and micro-nutrient deficiencies to appropriate authority	-	-	-	-
PC14. Assist in provisioning supplementary foods and extra diet plan/support for malnourished children or children with nutritional deficiencies in the center as per directives of higher authority.	-	-	-	-
PC15. Spread awareness on interventions for prevention of malnutrition	-	-	-	-
<i>Maintain personal, children, environmental hygiene and sanitation in center</i>	10	10	5	5
PC16. Implement organizational hygiene and sanitation guidelines in center and report breaches/gaps if any	-	-	-	-
PC17. Communicate with parents, emphasizing the importance of sending children to the center clean and hygienic	-	-	-	-
PC18. Monitor staff is following protocols to support cleaning and dressing children as needed, ensuring they always maintain a hygienic standard	-	-	-	-
PC19. Oversee implementation of protocols for maintaining a clean and safe environment within the center	-	-	-	-
PC20. Ensure separate sheets are used for food, play, and rest areas and regularly sanitizing toys and other shared items to prevent the spread of germs	-	-	-	-
PC21. Follow effective waste disposal systems to maintain a hygienic and safe environment for children	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC22. Monitor if guidelines for ventilation and air conditioning are followed in the center	-	-	-	-
PC23. Monitor and implement incident reporting mechanism in center	-	-	-	-
PC24. Deal with stress and anxiety during a disease/infection outbreak in the center	-	-	-	-
PC25. Ensure conservation of resources in the center	-	-	-	-
PC26. Utilize teaching aids to promote hygienic practices amongst staff and children	-	-	-	-
<i>Monitor self-hygiene, social distancing practices, waste disposal practices and infection control guidelines are followed in center</i>	10	10	5	5
PC27. Ensure Grooming of staff with general and specific etiquette is followed on duty.	-	-	-	-
PC28. Keep a check if staff is vaccinated against common infectious diseases.	-	-	-	-
PC29. Organize medical health checkups of staff periodically and as and when required	-	-	-	-
PC30. Monitor if personal and environmental hygiene is followed in a childcare centre	-	-	-	-
PC31. Monitor provisioning of safe food and drinking water facilities for children and staff in the settings	-	-	-	-
PC32. Supervise if 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.	-	-	-	-
PC33. Supervise if 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.)	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC34. Ensure usage of PPE at center and supervise if the process of donning, doffing, and discarding them is followed in the center.	-	-	-	-
PC35. Supervise if regular and proper sanitizing of indoor and outdoor work spaces	-	-	-	-
PC36. Monitor if appropriate process of categorization, disposal, transportation, and treatment of waste is followed in the center	-	-	-	-
<i>Identify the infectious and other ailments in children and report it timely</i>	10	10	5	5
PC37. Follow prescribed rules and guidelines during any communicable diseases and other ailments.	-	-	-	-
PC38. Identify, record, report and monitor incidents of health issues, allergy episodes, etc. diligently	-	-	-	-
<i>Implement policies of center related to health, wellness and immunization domains</i>	15	10	5	5
PC39. Implement and monitor preventive measures as given in center health policy are be adopted by staff to prevent bacterial and viral infections such as by maintaining a clean environment and proper food storage	-	-	-	-
PC40. Follow escalation and reporting matrix as given in center health policy for timely identification, monitoring, raising alarm and reporting of infectious and other ailments of children to authorities and parents.	-	-	-	-
PC41. Measure and interpret anthropometric indicators for growth monitoring accurately through available trackers such as Poshan Tracker	-	-	-	-
PC42. Provide opportunities for physical movements and activities like dance, yoga, athletics, etc. to staff and children	-	-	-	-
PC43. 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.	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Monitor effective care of sick children by team and organize regular health checkups of children and staff</i>	10	10	5	5
PC44. Observe and report sickness or illness of child to higher authority or parents at the earliest	-	-	-	-
PC45. Ensure all provisions and supplies in the sick room/area in the childcare set-up to handle sick children or to seek medical help	-	-	-	-
PC46. Monitor if the right dose of medicines are administered to the baby or toddler on time, as instructed by parents or health professionals	-	-	-	-
PC47. Monitor teams ensuring effective care is provided to sick children	-	-	-	-
PC48. Assist in organizing regular health checkups of children and staff	-	-	-	-
<i>Maintain records related to child developmental growth in a development chart or diary or MCP (Mother and Child Protection) Card of the child</i>	10	10	5	5
PC49. Record findings accurately in a development chart or diary or MCP (Mother and Child Protection) Card of the child	-	-	-	-
PC50. Maintain a vaccination record for each child, including dates and vaccine names	-	-	-	-
PC51. Keep a check if records are up-to-date at the center related to growth monitoring, health cards and progress in development	-	-	-	-
<i>Observe and report the alarming signs related to developmental growth as per organizational policies and procedures</i>	10	10	5	5
PC52. Inform parents regarding health issues observed and allergy episodes	-	-	-	-
PC53. Remind parents of upcoming vaccination schedules and ensure unvaccinated or partially vaccinated children are promptly reported for follow-ups	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Demonstrate and monitor Child protection, safety, Abuse, First Aid and Emergency Response in center</i>	15	10	5	5
PC54. Ensure indoor and outdoor environment is safe for children in a childcare centre	-	-	-	-
PC55. Monitor safety equipment are in working condition to keep a check on children's safety indoors and outdoors	-	-	-	-
PC56. Handle emergencies safely and appropriately	-	-	-	-
PC57. Maintain safe and secure environments by following child-proofing measures and health regulations, while also keeping accurate records for each child	-	-	-	-
PC58. Identify signs of child abuse and neglect and implement its prevention measures	-	-	-	-
PC59. Deal with all incidents of child neglect and abuse appropriately, keeping it well-recorded and reported to parents.	-	-	-	-
PC60. Identify the signs of abuse and harassment, accident, injury, pain, and other symptoms of illness and address the same with appropriate authorities	-	-	-	-
PC61. Identify the nature of the emergency and assess the child's condition	-	-	-	-
PC62. Stay calm and follow first aid procedures	-	-	-	-
PC63. Demonstrate correct technique of providing CPR	-	-	-	-
PC64. Ensure first aid and medication provisioning in the center and ensure that staff is trained to provide the same as and when required	-	-	-	-
PC65. Contact emergency services or the child's parents, if necessary	-	-	-	-
PC66. Supervise if spaces, furniture and materials are organized to ensure safety of children.	-	-	-	-
PC67. Apply disaster management techniques to deal with institutional emergencies	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC68. Keep a check if fire safety management procedure is followed in the center	-	-	-	-
PC69. Document the incident and first aid provided for record-keeping	-	-	-	-
<i>Implement child protection policies and safety protocols</i>	10	10	5	5
PC70. Implement the centre and child Protection and safety policy in the centre	-	-	-	-
PC71. Communicate and share centre and child protection and safety policy with children, team, parents and other stakeholders	-	-	-	-
PC72. Conduct regular training sessions of employees on how to prevent and address child abuse.	-	-	-	-
PC73. Maintain and display local emergency numbers as prevalent in region	-	-	-	-
NOS Total	127	110	55	55

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National Occupational Standards (NOS) Parameters

NOS Code	HSS/N8909
NOS Name	Implement and monitor 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	4.5
Credits	3
Version	1.0
Last Reviewed Date	07/10/2025
Next Review Date	07/10/2028
NSQC Clearance Date	07/10/2025

Qualification Pack

HSS/N8910: Manage daily operations of the center while supporting staff and parents in the child's development

Description

This NOS covers day-to-day management of early childhood care, learning and development facility/center including finances, operations, compliances, inventory, staff motivation, roster and documentation effectively, profitably and qualitatively.

Scope

The scope covers the following :

- Manage day-to-day finances, track expenses, and maintain healthy cash flow
- Supervise childcare operations and implementation of policies and standard operating procedures
- Ensure fairness, consistency and calmness in implementing discipline in the centre
- Maintain positive relationships with children, families, and community and handle conflicts amongst children and staff.
- Maintain all kinds of records to be maintained in childcare including immunization records and MCP card of children
- Maintain inventory of materials and resources in the centre required to conduct various learning activities across ages

Elements and Performance Criteria

Manage day-to-day finances, track expenses, and maintain healthy cash flow

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

- PC1.** Ensure timely inflows in a childcare centre
- PC2.** Manage petty cash for daily expenses
- PC3.** Reconcile bank statements
- PC4.** Manage day-to-day finances including tracking income, monitoring expenses, and ensuring healthy cash flow
- PC5.** Comply with various statutory compliances like TDS, GST, EPFO, ESI and other applicable acts
- PC6.** Keep financial records organized and easily accessible
- PC7.** Provide support to the chartered accountant for conducting statutory audit and statutory filing like income tax and other returns
- PC8.** Use different softwares for managing finances

Supervise childcare operations and implementation of policies and standard operating procedures

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

- PC9.** Implement policies and standard operating procedures for financial management, manpower management, facility management and child management
- PC10.** Develop a duty roster to allocate responsibilities across childcare staff for smooth operations
- PC11.** Maintain timely supply of goods and services needed on regular basis

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- PC12.** Manage enquiry calls, visits and admissions of potential families/parents or other stakeholders in the centre.
- PC13.** Organize centre tour of parents on regular basis
- PC14.** Prepare and manage annual plan of holidays, vacation, celebrations, functions, outings etc
- PC15.** Follow up with prospective and interested clients for conversion into enrolment
- PC16.** Ensure timely and regular upkeep and maintenance of childcare centre
- PC17.** Build a cordial relationship with parents, team, vendors, authorities, other stakeholders and local community for effective utilization of the facility.

Ensure fairness, consistency and calmness in implementing discipline in the centre

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

- PC18.** Understand behavior in early years and how to effectively manage in a childcare set up.
- PC19.** Deal with children on a positive note
- PC20.** Ensure fairness, consistency and calmness in implementing discipline in the centre
- PC21.** Apply the techniques for effective BCC (Behavior change management)
- PC22.** Communicate rules and boundaries to staff, children and parents in a childcare centre
- PC23.** Display rules and boundaries of team, children and parents at an appropriate location of the centre
- PC24.** Apply natural consequences strategy to deal with inappropriate behavior of the children, team and parents

Maintain positive relationships with children, families, and community and handle conflicts amongst children and staff

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

- PC25.** Coordinate for simple and effective engagement strategies to promote childcare center, such as word-of-mouth, website, social media, promotional events, detouring of centers, local promotions, etc
- PC26.** Assist in loyalty programs and personalized services
- PC27.** Build partnerships with external stakeholders like schools, community leaders, workplaces, corporates, etc. for referrals
- PC28.** Manage online marketing and digital platforms, including websites and social media
- PC29.** Contribute in collecting, maintaining and using potential families' data
- PC30.** Create and disseminate newsletters, brochures, upcoming events, etc.
- PC31.** Ensure transparency during communication about the center's policies, fees, daily routines, and safety measures
- PC32.** Maintain open and consistent communication with parents, such as providing regular updates on a child's progress and addressing concerns promptly
- PC33.** Encourage parental involvement in various activities, such as parent-teacher meetings or special events, to strengthen the relationship between the centre and the family

Maintain all kinds of records to be maintained in childcare including immunization records and MCP card of children

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

- PC34.** Record data of all potential families /enquiry calls / parents' visits

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- PC35.** Complete 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.
- PC36.** Keep daily attendance of children either manually or using biometric system
- PC37.** 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.
- PC38.** Record findings accurately in a development chart or diary or MCP (Mother and Child Protection) Card of the child
- PC39.** Remind parents of upcoming vaccination schedules, keep a track of unvaccinated or partially vaccinated children and follow up with them promptly
- PC40.** Share the children's progress with parents on periodic basis
- PC41.** Maintain the staff's record of staff's profile, qualification and experience credentials, appointment letter, performance appraisal, resignation/termination, attendance, leave, salary, etc
- PC42.** Maintain the transporter's records of driving license, vehicle details including registration, pollution check, police verification, etc.
- PC43.** Keep a check on the record of children availing of transport indicating trip details, caretaker escorting
- PC44.** Maintain all financial records of fee receipts, expense invoices, bank statements, income tax returns, GST, TDS returns, ESI and EPFO payments (if applicable)
- PC45.** Organise records effectively for easy retrieval, storage and discarding.

Maintain 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:

- PC46.** Maintain inventories of all equipment, appliances, furniture, supplies etc in a childcare centre
- PC47.** Follow the fair, standardized and recorded process of vendor identification and procurement
- PC48.** Keep the inventories up to date

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Basics of Accounting and Cash management
- KU2.** day-to-day operations of center
- KU3.** Behavior and Discipline Management
- KU4.** Parents, Family and Community Engagement
- KU5.** Record Keeping and Inventory Maintenance

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

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- 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>Manage day-to-day finances, track expenses, and maintain healthy cash flow</i>	15	10	5	10
PC1. Ensure timely inflows in a childcare centre	-	-	-	-
PC2. Manage petty cash for daily expenses	-	-	-	-
PC3. Reconcile bank statements	-	-	-	-
PC4. Manage day-to-day finances including tracking income, monitoring expenses, and ensuring healthy cash flow	-	-	-	-
PC5. Comply with various statutory compliances like TDS, GST, EPFO, ESI and other applicable acts	-	-	-	-
PC6. Keep financial records organized and easily accessible	-	-	-	-
PC7. Provide support to the chartered accountant for conducting statutory audit and statutory filing like income tax and other returns	-	-	-	-
PC8. Use different softwares for managing finances	-	-	-	-
<i>Supervise childcare operations and implementation of policies and standard operating procedures</i>	15	10	5	10
PC9. Implement policies and standard operating procedures for financial management, manpower management, facility management and child management	-	-	-	-
PC10. Develop a duty roster to allocate responsibilities across childcare staff for smooth operations	-	-	-	-
PC11. Maintain timely supply of goods and services needed on regular basis	-	-	-	-
PC12. Manage enquiry calls, visits and admissions of potential families/parents or other stakeholders in the centre.	-	-	-	-
PC13. Organize centre tour of parents on regular basis	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC14. Prepare and manage annual plan of holidays, vacation, celebrations, functions, outings etc	-	-	-	-
PC15. Follow up with prospective and interested clients for conversion into enrolment	-	-	-	-
PC16. Ensure timely and regular upkeep and maintenance of childcare centre	-	-	-	-
PC17. Build a cordial relationship with parents, team, vendors, authorities, other stakeholders and local community for effective utilization of the facility.	-	-	-	-
<i>Ensure fairness, consistency and calmness in implementing discipline in the centre</i>	15	10	5	10
PC18. Understand behavior in early years and how to effectively manage in a childcare set up.	-	-	-	-
PC19. Deal with children on a positive note	-	-	-	-
PC20. Ensure fairness, consistency and calmness in implementing discipline in the centre	-	-	-	-
PC21. Apply the techniques for effective BCC (Behavior change management)	-	-	-	-
PC22. Communicate rules and boundaries to staff, children and parents in a childcare centre	-	-	-	-
PC23. Display rules and boundaries of team, children and parents at an appropriate location of the centre	-	-	-	-
PC24. Apply natural consequences strategy to deal with inappropriate behavior of the children, team and parents	-	-	-	-
<i>Maintain positive relationships with children, families, and community and handle conflicts amongst children and staff</i>	15	10	5	10
PC25. Coordinate for simple and effective engagement strategies to promote childcare center, such as word-of-mouth, website, social media, promotional events, detouring of centers, local promotions, etc	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC26. Assist in loyalty programs and personalized services	-	-	-	-
PC27. Build partnerships with external stakeholders like schools, community leaders, workplaces, corporates, etc. for referrals	-	-	-	-
PC28. Manage online marketing and digital platforms, including websites and social media	-	-	-	-
PC29. Contribute in collecting, maintaining and using potential families' data	-	-	-	-
PC30. Create and disseminate newsletters, brochures, upcoming events, etc.	-	-	-	-
PC31. Ensure transparency during communication about the center's policies, fees, daily routines, and safety measures	-	-	-	-
PC32. Maintain open and consistent communication with parents, such as providing regular updates on a child's progress and addressing concerns promptly	-	-	-	-
PC33. Encourage parental involvement in various activities, such as parent-teacher meetings or special events, to strengthen the relationship between the centre and the family	-	-	-	-
<i>Maintain all kinds of records to be maintained in childcare including immunization records and MCP card of children</i>	15	10	5	10
PC34. Record data of all potential families /enquiry calls / parents' visits	-	-	-	-
PC35. Complete 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.	-	-	-	-
PC36. Keep daily attendance of children either manually or using biometric system	-	-	-	-
PC37. 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.	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC38. Record findings accurately in a development chart or diary or MCP (Mother and Child Protection) Card of the child	-	-	-	-
PC39. Remind parents of upcoming vaccination schedules, keep a track of unvaccinated or partially vaccinated children and follow up with them promptly	-	-	-	-
PC40. Share the children's progress with parents on periodic basis	-	-	-	-
PC41. Maintain the staff's record of staff's profile, qualification and experience credentials, appointment letter, performance appraisal, resignation/termination, attendance, leave, salary, etc	-	-	-	-
PC42. Maintain the transporter's records of driving license, vehicle details including registration, pollution check, police verification, etc.	-	-	-	-
PC43. Keep a check on the record of children availing of transport indicating trip details, caretaker escorting	-	-	-	-
PC44. Maintain all financial records of fee receipts, expense invoices, bank statements, income tax returns, GST, TDS returns, ESI and EPFO payments (if applicable)	-	-	-	-
PC45. Organise records effectively for easy retrieval, storage and discarding.	-	-	-	-
<i>Maintain inventory of materials and resources in the centre required to conduct various learning activities across ages</i>	18	10	5	10
PC46. Maintain inventories of all equipment, appliances, furniture, supplies etc in a childcare centre	-	-	-	-
PC47. Follow the fair, standardized and recorded process of vendor identification and procurement	-	-	-	-
PC48. Keep the inventories up to date	-	-	-	-
NOS Total	93	60	30	60

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National Occupational Standards (NOS) Parameters

NOS Code	HSS/N8910
NOS Name	Manage daily operations of the center while supporting staff and parents in the child's development
Sector	Healthcare
Sub-Sector	
Occupation	Early Child Development
NSQF Level	4.5
Credits	3.5
Version	1.0
Last Reviewed Date	07/10/2025
Next Review Date	07/10/2028
NSQC Clearance Date	07/10/2025

Qualification Pack

HSS/N8911: Identify developmental delays, disabilities or impairments in children for early detection and implement inclusive interventions

Description

This NOS covers early Detection of 4D's: Defects, Deficiencies, Diseases, Developmental Delays, disabilities and impairments as well as Supporting children with special needs (CWSN) exhibiting Diversity, Equality and Inclusion.

Scope

The scope covers the following :

- Identify children with 4 Ds: Defects, Deficiencies, Diseases, Developmental Delays, disabilities and impairments
- Sensitized and provide support in early detection for children covering 4 Ds
- Apply simple strategies for handling, caring, supporting, managing children with disabilities, developmental delays and special needs in the center to facilitate their inclusivity

Elements and Performance Criteria

Identify children with 4D's (Defects, Deficiencies, Diseases, Developmental Delays, disabilities and impairments)

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

- PC1.** Identify red flags of 4 D's (Defects, Deficiencies, Diseases, Developmental Delays, disabilities and impairments)
- PC2.** Observe and analyze children's behavior, interactions, behavioral patterns and developmental milestones
- PC3.** Document and report observations and findings accurately and systematically

Sensitized and provide support in early detection for children covering 4 D's

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

- PC4.** Provide support in effective screening and early detection to prevent these conditions from progressing to its more severe and debilitating form
- PC5.** Demonstrate use of various simple screening tools and techniques for early detection of these conditions
- PC6.** Communicate concerns with children, parents, other caregivers and professionals effectively
- PC7.** Use and display 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

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

- PC8.** Apply the concept of diversity and inclusion to build an inclusive childcare centre
- PC9.** Support healthcare providers and special educators to implement basic early intervention and management strategies

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- PC10.** Follow policies and procedures to implement confidentiality, consent, and ethical practices in childcare esp. with respect to children with special needs with dignity and calmness
- PC11.** Implement and monitor the customized schedule for the differently abled children
- PC12.** Implement age and developmentally appropriate activities for the differently abled children as per the identified disability/impairment and setting clear goals for each child
- PC13.** Monitor the staff while they are handling children with special needs
- PC14.** Monitor the effective execution of customized plans of activities
- PC15.** Orient and sensitize other children to practice inclusion
- PC16.** Address the needs of different abled children and their parents or families
- PC17.** Support in providing the advocacy, counselling, referral and support services to parents of children identified with special needs as per policies and procedures of childcare centre

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** signs and symptoms of 4Ds (Defects, Deficiencies, Diseases, Developmental Delays, disabilities and impairments)
- KU2.** screening tools, simple ways and means of examining children
- KU3.** ways to handle Divyang/Specially-abled children/children with special needs
- KU4.** ways to spread awareness regarding early identification of infants and mothers who are at risk
- KU5.** concept of diversity and inclusion and how to build an inclusive childcare centre
- KU6.** simple strategies for an inclusive learning environment by providing appropriate support, while ensuring that all children feel valued and respected

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

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- 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>Identify children with 4D's (Defects, Deficiencies, Diseases, Developmental Delays, disabilities and impairments)</i>	17	10	5	10
PC1. Identify red flags of 4 D's (Defects, Deficiencies, Diseases, Developmental Delays, disabilities and impairments)	-	-	-	-
PC2. Observe and analyze children's behavior, interactions, behavioral patterns and developmental milestones	-	-	-	-
PC3. Document and report observations and findings accurately and systematically	-	-	-	-
<i>Sensitized and provide support in early detection for children covering 4 D's</i>	15	10	5	10
PC4. Provide support in effective screening and early detection to prevent these conditions from progressing to its more severe and debilitating form	-	-	-	-
PC5. Demonstrate use of various simple screening tools and techniques for early detection of these conditions	-	-	-	-
PC6. Communicate concerns with children, parents, other caregivers and professionals effectively	-	-	-	-
PC7. Use and display 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>	15	15	5	15
PC8. Apply the concept of diversity and inclusion to build an inclusive childcare centre	-	-	-	-
PC9. Support healthcare providers and special educators to implement basic early intervention and management strategies	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. Follow policies and procedures to implement confidentiality, consent, and ethical practices in childcare esp. with respect to children with special needs with dignity and calmness	-	-	-	-
PC11. Implement and monitor the customized schedule for the differently abled children	-	-	-	-
PC12. Implement age and developmentally appropriate activities for the differently abled children as per the identified disability/impairment and setting clear goals for each child	-	-	-	-
PC13. Monitor the staff while they are handling children with special needs	-	-	-	-
PC14. Monitor the effective execution of customized plans of activities	-	-	-	-
PC15. Orient and sensitize other children to practice inclusion	-	-	-	-
PC16. Address the needs of different abled children and their parents or families	-	-	-	-
PC17. Support in providing the advocacy, counselling, referral and support services to parents of children identified with special needs as per policies and procedures of childcare centre	-	-	-	-
NOS Total	47	35	15	35

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National Occupational Standards (NOS) Parameters

NOS Code	HSS/N8911
NOS Name	Identify developmental delays, disabilities or impairments in children for early detection and implement inclusive interventions
Sector	Healthcare
Sub-Sector	
Occupation	Early Child Development
NSQF Level	4.5
Credits	2.5
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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DGT/VSQ/N0102: Employability Skills (60 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.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

Constitutional values – Citizenship

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

- PC3.** 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.
- PC4.** follow environmentally sustainable practices

Becoming a Professional in the 21st Century

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

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** 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

Basic English Skills

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

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- PC7.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC8.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC9.** 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:

- PC10.** understand the difference between job and career
- PC11.** prepare a career development plan with short- and long-term goals, based on aptitude

Communication Skills

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

- PC12.** follow verbal and non-verbal communication etiquette and active listening techniques in various settings
- PC13.** work collaboratively with others in a team

Diversity & Inclusion

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

- PC14.** communicate and behave appropriately with all genders and PwD
- PC15.** 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:

- PC16.** select financial institutions, products and services as per requirement
- PC17.** carry out offline and online financial transactions, safely and securely
- PC18.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC19.** 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:

- PC20.** operate digital devices and carry out basic internet operations securely and safely
- PC21.** use e- mail and social media platforms and virtual collaboration tools to work effectively
- PC22.** use basic features of word processor, spreadsheets, and presentations

Entrepreneurship

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

- PC23.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC24.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC25.** 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:

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.

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PC28. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

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

PC29. create a professional Curriculum vitae (Résumé)

PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

PC31. apply to identified job openings using offline /online methods as per requirement

PC32. answer questions politely, with clarity and confidence, during recruitment and selection

PC33. 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

KU11. 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 and use applications such as word processors, spreadsheets etc.

KU16. how to identify business opportunities

KU17. types and needs of customers

KU18. how to apply for a job and prepare for an interview

KU19. 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

GS2. communicate effectively using appropriate language in formal and informal settings

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- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode
- 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. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values – Citizenship</i>	1	1	-	-
PC3. 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.	-	-	-	-
PC4. follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	2	4	-	-
PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC6. 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	-	-	-	-
<i>Basic English Skills</i>	2	3	-	-
PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. understand the difference between job and career	-	-	-	-
PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	2	2	-	-
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC13. work collaboratively with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	2	-	-
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3	-	-
PC16. select financial institutions, products and services as per requirement	-	-	-	-
PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	3	4	-	-
PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Entrepreneurship</i>	2	3	-	-
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	1	2	-	-
PC26. identify different types of customers	-	-	-	-
PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
PC28. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	2	3	-	-
PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC31. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
NOS Total	20	30	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0102
NOS Name	Employability Skills (60 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	4
Credits	2
Version	1.0
Last Reviewed Date	07/10/2025
Next Review Date	07/10/2028
NSQC Clearance Date	07/10/2025

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/N8907.Recognize the significance of Early Child Development (ECD) & its management systems	10	5	20	10	45	10
HSS/N8908.Implement and monitor an age and developmentally appropriate childcare program in an early childhood care, learning, and development center	53	60	30	40	183	20
HSS/N8909.Implement and monitor nutritional, health, and safety requirements for children according to their developmental milestones to ensure overall wellness	127	110	55	55	347	20
HSS/N8910.Manage daily operations of the center while supporting staff and parents in the child's development	93	60	30	60	243	20
HSS/N8911.Identify developmental delays, disabilities or impairments in children for early detection and implement inclusive interventions	47	35	15	35	132	20
DGT/VSQ/N0102.Employability Skills (60 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.