



Child Caretaker (Non Clinical)

QP Code: DWC/Q0201

Version: 2.0

NSQF Level: 3

Domestic Workers Sector Skill Council || A-2/19, 2nd Floor, Safdarjung Enclave
New Delhi -110029



Qualification Pack



Contents

DWC/Q0201: Child Caretaker (Non Clinical)	3
<i>Brief Job Description</i>	3
Applicable National Occupational Standards (NOS)	3
<i>Compulsory NOS</i>	3
<i>Qualification Pack (QP) Parameters</i>	3
DWC/N9902: Display standards of hygiene and work etiquettes	5
DWC/N9903: Maintain a clean and secure working environment	10
DWC/N0219: Manage child's immediate environment and needs	16
DWC/N0220: Develop and promote positive relationship with the child.	22
DWC/N0203: Develop and maintain a healthy, safe and secure environment for child	27
Assessment Guidelines and Weightage	32
<i>Assessment Guidelines</i>	32
<i>Assessment Weightage</i>	33
Acronyms	34
Glossary	35

DWC/Q0201: Child Caretaker (Non Clinical)

Brief Job Description

A Child Caretaker (Non-Clinical) is responsible for providing complete care to the children (2 to 6 years) including performing activities of daily living such as bathing, toileting, feeding, putting the children to sleep, etc. One would also be responsible for cooking, making bed, setting up play area, pre-school support, arranging for creative activities and games under the supervision of the parents/ guardians while assuring the safety and security of the children.

Personal Attributes

This job requires the individual to be cheerful, patient and to be able to look after the child in a calm and composed manner. The Child Caretaker should also be affable and affectionate, sensitive and caring. They should be protective and sensitive towards children, have respect for time, and also be well-disciplined, and responsive.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [DWC/N9902: Display standards of hygiene and work etiquettes](#)
2. [DWC/N9903: Maintain a clean and secure working environment](#)
3. [DWC/N0219: Manage child's immediate environment and needs](#)
4. [DWC/N0220: Develop and promote positive relationship with the child.](#)
5. [DWC/N0203: Develop and maintain a healthy, safe and secure environment for child](#)

Qualification Pack (QP) Parameters

Sector	Domestic Workers
Sub-Sector	Care Giving (Non Clinical)
Occupation	Child Care (Non - Clinical), Child Care (Non - Clinical)
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/5311.0200

Minimum Educational Qualification & Experience	Basic Literacy and Numeracy
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	None
Minimum Job Entry Age	18 Years
Last Reviewed On	22/10/2020
Next Review Date	22/10/2025
Deactivation Date	22/10/2025
NSQC Approval Date	
Version	2.0

Remarks:

Review and rationalizing

DWC/N9902: Display standards of hygiene and work etiquettes

Description

This OS unit is about the knowledge and skills required to behave appropriately in a work/ social environment: including etiquette, grooming and maintaining hygiene

Scope

The scope covers the following :

- This unit/ task covers the following:
- Maintain behavioural etiquette
- Follow practices of hygiene
- Handle work in a professional manner

Elements and Performance Criteria

Maintain behavioural etiquette

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

- PC1.** interact in a courteous and disciplined manner with all
- PC2.** dress appropriately and maintain a well-groomed personality
- PC3.** ensure that personal behaviour and conduct takes gender into consideration
- PC4.** follow good manners in household/ workplace with a view to maintain hygiene and sanitation, such as while coughing, not spitting, belching etc.
- PC5.** recognise, acknowledge and overcome inherent biases regarding disabilities.
- PC6.** offer help to a PwD if asked
- PC7.** carry out your tasks in timely and disciplined manner

Follow practices of hygiene

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

- PC8.** follow hygiene practices at workplace, such as covering ones mouth while coughing or sneezing, washing hands regularly etc.
- PC9.** follow social distancing in social gatherings/ workplace
- PC10.** report any personal health issues related to injury, or infectious diseases to employer

Handle work in a professional manner

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

- PC11.** establish your work requirements with the employer/ appropriate authority
- PC12.** recognize indicators of harassment and discrimination based on gender, disability, caste, religion, colour, sexual orientation and culture at workplace
- PC13.** report any kind of issue to the employer/ appropriate authority

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** social environment in the workplace.
- KU2.** telephone etiquettes and communication with visitors
- KU3.** the system, processes, timetable and performance expectations of the employer
- KU4.** the overall safety, sanitation, working and condition of the house
- KU5.** personal and workplace hygiene
- KU6.** how to prioritize work and do time management
- KU7.** basics of communication and active listening
- KU8.** ones rights and duties with respect to the workplace and safety
- KU9.** treatment and behaviour expected from employer in a household
- KU10.** importance of confidentiality at work and workplace integrity
- KU11.** how to maintain high standard/ good working environment
- KU12.** cultural acclimatisation: how to adjust oneself according to the workplace/ working environment
- KU13.** gender inclusive communication and gender empathy
- KU14.** gender differences and gender diversity.
- KU15.** gender, PwD and age sensitivity and their specific requirements
- KU16.** fundamentals of sexual harassment of women at the workplace (prevention, prohibition and redressal) act 2013
- KU17.** different types of disabilities/ life conditions leading to physical, developmental, behavioural, intellectual and sensory impairment and sensitivity to each one.
- KU18.** rudimentary knowledge of statutory rights, privileges, schemes and benefits available for PwD
- KU19.** emergency procedures, responses/ important numbers

Generic Skills (GS)

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

- GS1.** communicate (read, write and speak) in the language being used to in the workplace
- GS2.** discuss task lists, schedules, and work-load of the household with co- workers (if any)
- GS3.** use knowledge of numeracy
- GS4.** make decisions pertaining to the concerned area of work
- GS5.** perform assigned tasks efficiently, based on the priority set by the employer
- GS6.** manage relationships with employers
- GS7.** follow basic work ethics such as punctuality, discipline, and regularity
- GS8.** take decisions pertaining to the concerned area of work
- GS9.** utilise existing resources economically
- GS10.** organise the items in all parts of the house.
- GS11.** plan out the given/ available tasks
- GS12.** respond to emergency situations/ incidents as per process
- GS13.** use inclusive, gender sensitive language
- GS14.** adjust communication styles to reflect gender sensitivity.

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Maintain behavioural etiquette</i>	10	20	-	-
PC1. interact in a courteous and disciplined manner with all	1	2	-	-
PC2. dress appropriately and maintain a well-groomed personality	2	4	-	-
PC3. ensure that personal behaviour and conduct takes gender into consideration	1	3	-	-
PC4. follow good manners in household/ workplace with a view to maintain hygiene and sanitation, such as while coughing, not spitting, belching etc.	1	3	-	-
PC5. recognise, acknowledge and overcome inherent biases regarding disabilities.	1	3	-	-
PC6. offer help to a PwD if asked	2	3	-	-
PC7. carry out your tasks in timely and disciplined manner	2	2	-	-
<i>Follow practices of hygiene</i>	6	10	-	-
PC8. follow hygiene practices at workplace, such as covering ones mouth while coughing or sneezing, washing hands regularly etc.	2	3	-	-
PC9. follow social distancing in social gatherings/ workplace	2	5	-	-
PC10. report any personal health issues related to injury, or infectious diseases to employer	2	2	-	-
<i>Handle work in a professional manner</i>	3	5	-	-
PC11. establish your work requirements with the employer/ appropriate authority	1	2	-	-
PC12. recognize indicators of harassment and discrimination based on gender, disability, caste, religion, colour, sexual orientation and culture at workplace	1	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. report any kind of issue to the employer/ appropriate authority	1	1	-	-
NOS Total	19	35	-	-

National Occupational Standards (NOS) Parameters

NOS Code	DWC/N9902
NOS Name	Display standards of hygiene and work etiquettes
Sector	Domestic Workers
Sub-Sector	Household Services/ Housekeeping and Services
Occupation	Housekeeping, , Generic
NSQF Level	4
Credits	TBD
Version	2.0
Last Reviewed Date	NA
Next Review Date	NA
NSQC Clearance Date	

DWC/N9903: Maintain a clean and secure working environment

Description

This unit is about the knowledge and skills required to monitor work environment to make sure it meets standards of cleanliness, safety and security.

Scope

The scope covers the following :

- This unit/task covers the following:
- Follow measures of safety and security at workplace
- Manage waste and ensure cleanliness
- Adopt practices to promote wellbeing

Elements and Performance Criteria

Follow measures of safety and security at the workplace

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

- PC1.** identify any hazards and deal with them in safe and competent manner within the limits of one's authority
- PC2.** identify and report breaches in health, safety, and security to the designated person
- PC3.** perform basic first aid
- PC4.** respond to different emergency situations in terms of immediate action and reporting

Manage waste and ensure cleanliness

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

- PC5.** follow environment friendly practices at home/ workplace to minimise pollution of air, water and earth.
- PC6.** use appropriate cleaning gear/ PPE for waste disposal as required
- PC7.** clear, collect and segregate waste according their types
- PC8.** reduce the volume of waste through appropriate techniques.
- PC9.** throw waste in appropriate waste container/ assigned bins
- PC10.** change disposable garbage bags when full, and clean the waste bins regularly
- PC11.** keep the house/ work area clean off germs/ insects/ bugs by using appropriate environment-friendly products/ cleaning agents.

Adopt practices to promote wellbeing

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

- PC12.** clean the place of dust or any particulate matters
- PC13.** ensure ventilation in the household
- PC14.** minimise pollution to all environmental aspects such as, water, earth, air and noise.
- PC15.** conserve materials, natural resources and energy at home/ work area.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** specific requirements with respect to the workplace/ house in terms of cleanliness, safety etc.
- KU2.** unsafe conditions and unsafe acts in households and responses and precautions thereof
- KU3.** different types of breaches in health, safety and security and how and when to report these
- KU4.** use of cleaning gear fire prevention/suppression, personal protective equipment (PPE)
- KU5.** evacuation procedures with special care for PwD and elders
- KU6.** How to reduce the emission of harmful gases
- KU7.** importance of housekeeping in keeping the workplace safe and secure
- KU8.** ways to contact medical assistance and the emergency services, where necessary
- KU9.** different emergency situations and responses thereof.
- KU10.** health, safety and accident reporting procedures
- KU11.** government agencies in the areas of safety, health and security and their norms and services
- KU12.** essential services such as water, electricity and their optimum utilisation/ conservation/ preservation
- KU13.** different categories of waste and how they should be dealt with
- KU14.** methods/ process of reduction, reuse and recycling different types of waste
- KU15.** ways to keep the areas green and lush through plantations, gardens and plant/ flower pots
- KU16.** health, safety and security practices that help to prevent and control infection
- KU17.** types of pollution, such as air, water, soil and noise etc and their control and reduction
- KU18.** ways to minimize dust, avoid spillages and address spillage
- KU19.** usage of insects/ bugs repellents/ cleaning agents/ chemicals with precaution
- KU20.** apply basic first aid in different situations including CPR

Generic Skills (GS)

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

- GS1.** communicate (read, write and speak) in the language being used in the workplace
- GS2.** discuss task lists, schedules, and work-load of the household with co- workers (if any)
- GS3.** use knowledge of numeracy
- GS4.** make decisions pertaining to the concerned area of work
- GS5.** perform assigned tasks efficiently, based on the priority set by the employer
- GS6.** manage relationships with employers/ family members
- GS7.** follow basic work ethics such as punctuality, discipline, and regularity
- GS8.** take decisions pertaining to the concerned area of work
- GS9.** utilise the existing resources economically
- GS10.** sort and organise the items in all parts of the house.
- GS11.** plan out the given/ available tasks
- GS12.** respond to emergency situations/ incidents as per process
- GS13.** use inclusive, gender sensitive language



Qualification Pack



GS14. adjust communication styles to reflect gender sensitivity.

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Follow measures of safety and security at the workplace</i>	8	10	-	-
PC1. identify any hazards and deal with them in safe and competent manner within the limits of one's authority	2	2	-	-
PC2. identify and report breaches in health, safety, and security to the designated person	2	2	-	-
PC3. perform basic first aid	2	3	-	-
PC4. respond to different emergency situations in terms of immediate action and reporting	2	3	-	-
<i>Manage waste and ensure cleanliness</i>	13	19	-	-
PC5. follow environment friendly practices at home/ workplace to minimise pollution of air, water and earth.	2	2	-	-
PC6. use appropriate cleaning gear/ PPE for waste disposal as required	2	3	-	-
PC7. clear, collect and segregate waste according their types	2	3	-	-
PC8. reduce the volume of waste through appropriate techniques.	2	3	-	-
PC9. throw waste in appropriate waste container/ assigned bins	2	3	-	-
PC10. change disposable garbage bags when full, and clean the waste bins regularly	1	2	-	-
PC11. keep the house/ work area clean off germs/ insects/ bugs by using appropriate environment-friendly products/ cleaning agents.	2	3	-	-
<i>Adopt practices to promote wellbeing</i>	7	10	-	-
PC12. clean the place of dust or any particulate matters	2	3	-	-
PC13. ensure ventilation in the household	2	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC14. minimise pollution to all environmental aspects such as, water, earth, air and noise.	2	3	-	-
PC15. conserve materials, natural resources and energy at home/ work area.	1	2	-	-
NOS Total	28	39	-	-

National Occupational Standards (NOS) Parameters

NOS Code	DWC/N9903
NOS Name	Maintain a clean and secure working environment
Sector	Domestic Workers
Sub-Sector	Household Services/ Housekeeping and Services, Caregiving (Non Clinical)(Caretaking)
Occupation	Housekeeping, Generic
NSQF Level	4
Credits	TBD
Version	2.0
Last Reviewed Date	NA
Next Review Date	NA
NSQC Clearance Date	

DWC/N0219: Manage child's immediate environment and needs

Description

This unit is about how to be aware and manage the child's needs (Non Clinical)

Scope

The scope covers the following :

- Observe and monitor child's activity.
- Fulfill and take care of the child's physical and nutritional needs.
- Carry out child focused indoor/ outdoor activities.
- Enable children to participate in playful activities to encourage learning and development.
- Understand and respond to the child's preferences and needs.

Elements and Performance Criteria

Observe and monitor child's activity

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

- PC1.** follow routine of child's daily chores namely, eating, toilet habit, resting and recreation as decided by the parent/guardian
- PC2.** Ensure that the child does not use the electronic gadgets beyond the schedule given by the parents/ guardians
- PC3.** perform housekeeping duties such as cleaning, laundry, dish washing and bed making for the child
- PC4.** pick and drop off the child from play centers/ kindergarten timely and safely
- PC5.** choose appropriate clothes for the child/ ensure that the child is appropriately dressed
- PC6.** prepare play area/ child's room as per the child's age and directions of parents/ guardians

Fulfill and take care of child's physical and nutritional needs

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

- PC7.** bathe and dress the child
- PC8.** maintain hygiene and grooming like taking care for hair, skin, nails/ toes, eyes and teeth according to procedures
- PC9.** identify and engage with parents/guardian for any specific requirements and feeding routines
- PC10.** prepare and store food and drink for the child hygienically and according to any specific instructions
- PC11.** recognize signs of illness in the child and respond/inform parents/ guardians accordingly

Carry out child focused indoor/ outdoor activities

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

- PC12.** arrange and set up the surroundings with books, toys, games, etc. as guided by parents/ guardians
- PC13.** Conduct games and activities, which will have positive impact of the growth of child
- PC14.** observe and monitor child's movement with a view to their potential and safety

PC15. discern how the children communicate, express their feelings and respond to a situation

PC16. observe how the child interacts with others and plays with other children

Enable children to participate in playful activities to encourage learning and development

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

PC17. identify individual or group play activities, with the view to support growth and development of the child

PC18. ensure that the child behaves in a friendly manner while playing with others

PC19. ensure that the child is pro-social and respectful of others

PC20. model gender neutral behavior

PC21. encourage the active participation in creative and other learning activities that meet the child's preferences and needs

PC22. ensure that the play environment is hygienic, safe and secure

Understand and respond to the child's preferences and needs

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

PC23. respond to the child by appreciating using positive approach and attitude

PC24. respond appropriately in situations where the child is distressed, anxious or parting from parents/ guardians

PC25. give regular reports and updates to parents/ guardian about the child

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. roles and responsibilities with their reporting and scope

KU2. the roles and responsibilities of other people they work with

KU3. parents' priorities, preferences, and instructions regarding childcare

KU4. the child/ children's preferences, habits, and schedules

KU5. operation and maintenance of various appliances and tools, for housekeeping, laundry or kitchen

KU6. use of various kitchen utensils, tools, equipment and appliances and method of cleaning and sanitising them

KU7. operation and maintenance of UV steriliser and electric steam steriliser.

KU8. types of fabrics and their washing procedures with focus on cleaning and sanitising children's clothes/ sheets including removing spills/ stains/ smells of urine/ faeces

KU9. types of iron and method of ironing and organising different types of clothes/ sheets.

KU10. techniques of cleaning and sanitising the house manually and/ or using appliances

KU11. child feeding apparatus and other related products

KU12. handling a child, based on their age, while providing support/ attending to the ADL

KU13. basic nutrition for children between -6 years, and parents's guidelines and preferences for it.

KU14. methods of cooking healthy food for the children as well as storing/ packing them

KU15. precautions and hygiene to be maintained while feeding a child, using a bib and ways to gain the child's cooperation

KU16. appropriate ways of personal care, such as hand washing, oral care, care of nails, skin, and hair etc, and to motivate the child to inculcate good personal hygiene habits

- KU17.** changing diaper/ nappy and appropriate clothing of the child as per the season, occasion and activity
- KU18.** importance and ways of toilet training and bowel control
- KU19.** the basic culture, tradition and lifestyle of the family

Generic Skills (GS)

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

- GS1.** handle conflicts and dilemmas in his/her work
- GS2.** organise the furnishings and other things in the child's room methodically to avoid clutter
- GS3.** read, speak and write in language used at the employer's premises
- GS4.** keep house members informed about progress of tasks
- GS5.** make decisions pertaining to the concerned area of work
- GS6.** perform assigned tasks efficiently by setting priority as per instructions from the employer
- GS7.** manage relationships with employers who may be stressed, frustrated, confused, or angry
- GS8.** address the problems in absence of the employer/ family members
- GS9.** ensure economic use of resources
- GS10.** follow basic work ethics such as punctuality, discipline, and regularity
- GS11.** take initiative to complete one's tasks and learn new things.
- GS12.** enquire with parents and guardian/ guardians in case of any confusion related to the child
- GS13.** use correct language and avoid using inappropriate language
- GS14.** • communicate with the child at a level and pace suited to the child's culture, development and understanding
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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Observe and monitor child's activity</i>	10	18	-	-
PC1. follow routine of child's daily chores namely, eating, toilet habit, resting and recreation as decided by the parent/guardian	-	-	-	-
PC2. Ensure that the child does not use the electronic gadgets beyond the schedule given by the parents/ guardians	-	-	-	-
PC3. perform housekeeping duties such as cleaning, laundry, dish washing and bed making for the child	-	-	-	-
PC4. pick and drop off the child from play centers/ kindergarten timely and safely	-	-	-	-
PC5. choose appropriate clothes for the child/ ensure that the child is appropriately dressed	-	-	-	-
PC6. prepare play area/ child's room as per the child's age and directions of parents/ guardians	-	-	-	-
<i>Fulfill and take care of child's physical and nutritional needs</i>	11	24	-	-
PC7. bathe and dress the child	-	-	-	-
PC8. maintain hygiene and grooming like taking care for hair, skin, nails/ toes, eyes and teeth according to procedures	-	-	-	-
PC9. identify and engage with parents/guardian for any specific requirements and feeding routines	-	-	-	-
PC10. prepare and store food and drink for the child hygienically and according to any specific instructions	-	-	-	-
PC11. recognize signs of illness in the child and respond/inform parents/ guardians accordingly	-	-	-	-
<i>Carry out child focused indoor/ outdoor activities</i>	10	20	-	-
PC12. arrange and set up the surroundings with books, toys, games, etc. as guided by parents/ guardians	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. Conduct games and activities, which will have positive impact of the growth of child	-	-	-	-
PC14. observe and monitor child's movement with a view to their potential and safety	-	-	-	-
PC15. discern how the children communicate, express their feelings and respond to a situation	-	-	-	-
PC16. observe how the child interacts with others and plays with other children	-	-	-	-
<i>Enable children to participate in playful activities to encourage learning and development</i>	10	19	-	-
PC17. identify individual or group play activities, with the view to support growth and development of the child	-	-	-	-
PC18. ensure that the child behaves in a friendly manner while playing with others	-	-	-	-
PC19. ensure that the child is pro-social and respectful of others	-	-	-	-
PC20. model gender neutral behavior	-	-	-	-
PC21. encourage the active participation in creative and other learning activities that meet the child's preferences and needs	-	-	-	-
PC22. ensure that the play environment is hygienic, safe and secure	-	-	-	-
<i>Understand and respond to the child's preferences and needs</i>	8	12	-	-
PC23. respond to the child by appreciating using positive approach and attitude	-	-	-	-
PC24. respond appropriately in situations where the child is distressed, anxious or parting from parents/ guardians	-	-	-	-
PC25. give regular reports and updates to parents/ guardian about the child	-	-	-	-
NOS Total	49	93	-	-

National Occupational Standards (NOS) Parameters

NOS Code	DWC/N0219
NOS Name	Manage child's immediate environment and needs
Sector	Domestic Workers
Sub-Sector	Caregiving (Non Clinical)(Caretaking), Care Giving (Non Clinical)
Occupation	Child Care (Non - Clinical), Child Care (Non - Clinical)
NSQF Level	3
Credits	TBD
Version	1.0
Last Reviewed Date	NA
Next Review Date	NA
NSQC Clearance Date	

DWC/N0220: Develop and promote positive relationship with the child.

Description

This unit is about growth and development of children, developing and promoting positive relationship with and amongst them, as also communication between children, and the others.

Scope

The scope covers the following :

- Facilitate stages of growth and development milestones of the children
- Develop relationships and communicate effectively with children.
- Support the child in developing positive relations with others

Elements and Performance Criteria

Facilitate stages of growth and development milestones of the children

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

- PC1.** record and report the growth milestone (s) achieved by the child, with a view to obtain necessary guidance from the parents/ guardians.
- PC2.** support the child, based on his/ her age, to achieve social-emotional, language/ communication, cognitive and physical developmental milestone
- PC3.** encourage the child to pursue his/ her interests such as painting, dancing, etc

Develop relationships and communicate effectively with the children

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

- PC4.** interact with the child in a way that helps the child feel welcomed and valued
- PC5.** adapt his/her behaviour to the age, needs and abilities of the child
- PC6.** understand the likes and dislikes of the child appropriate to the stages of development
- PC7.** apply inclusive and anti-discriminatory practice in his/her relationship with child
- PC8.** recognize when there are communication difficulties and fill the gaps accordingly

Support the child in developing positive relations with others

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

- PC9.** support the child to communicate and connect with other children and adults
- PC10.** ensure that the child behaves appropriately at all times
- PC11.** support the child in understanding other people's feelings
- PC12.** calm the distressed child and handle the ones throwing tantrums
- PC13.** encourage and support other adults in the work area to have positive relationships with the child
- PC14.** identify signs of emotional or developmental problem in the child and bring them to the attention of parents/ guardians

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** roles and responsibilities with their reporting and scope
- KU2.** the roles and responsibilities of other people they work with
- KU3.** codes of practice, standards, frameworks and guidance relevant to his/her work
- KU4.** child's nature and characteristics between the age group of 2-6 years.
- KU5.** child's needs, preferences and behaviour based on their age
- KU6.** development milestones of a child between the age group of 2-6 years
- KU7.** ways to engage a child in storytelling, action songs, rhymes, and games to facilitate observational learning.
- KU8.** positive and negative traits/ behaviour of the child, such as tantrums and how to address these
- KU9.** ways to calm a distressed child and encourage towards positivity
- KU10.** types of games, plays, activities, studies and their impact on the children
- KU11.** focus areas in which a child develops his/ her skills-Cognitive, Social and Emotional, Speech and Language, Fine Motor Skills, Gross Motor Skills
- KU12.** ways to promote a child/ children to learn by themselves
- KU13.** working with different cultural and regional nuances, ages, genders, ethnicities, needs and abilities with a view to develop warm relations
- KU14.** different ways to encourage the child to make choices for self
- KU15.** ways to facilitate the parents/ guardians to support their child
- KU16.** standards of acceptable and unacceptable behaviour in a social context.
- KU17.** the threats pertaining to emotional, social, physical and cognitive aspects in different stages of growth and development

Generic Skills (GS)

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

- GS1.** she/ he must know to read, speak and write in the language used at employer's premises
- GS2.** behave appropriately with the child at all times
- GS3.** discuss task lists, schedules, and work-load of the household with co- workers (if any)
- GS4.** keep house members informed about progress of tasks
- GS5.** take decisions pertaining to the concerned area of work
- GS6.** perform assigned tasks efficiently by setting priority as per instructions from the employer
- GS7.** build a good rapport with the employer and his/ her family
- GS8.** think through if there is a problem in absence of the employer/ family members
- GS9.** make optimal use of resources
- GS10.** follow the discipline and rules of the house
- GS11.** avoid absenteeism, be punctual, well-disciplined and always stay attentive and alert
- GS12.** discuss the needs of the child with the parents/ guardians.
- GS13.** take initiative to complete one's tasks and learn new things

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Facilitate stages of growth and development milestones of the children</i>	14	20	-	-
PC1. record and report the growth milestone (s) achieved by the child, with a view to obtain necessary guidance from the parents/ guardians.	-	-	-	-
PC2. support the child, based on his/ her age, to achieve social-emotional, language/ communication, cognitive and physical developmental milestone	-	-	-	-
PC3. encourage the child to pursue his/ her interests such as painting, dancing, etc	-	-	-	-
<i>Develop relationships and communicate effectively with the children</i>	14	28	-	-
PC4. interact with the child in a way that helps the child feel welcomed and valued	-	-	-	-
PC5. adapt his/her behaviour to the age, needs and abilities of the child	-	-	-	-
PC6. understand the likes and dislikes of the child appropriate to the stages of development	-	-	-	-
PC7. apply inclusive and anti-discriminatory practice in his/her relationship with child	-	-	-	-
PC8. recognize when there are communication difficulties and fill the gaps accordingly	-	-	-	-
<i>Support the child in developing positive relations with others</i>	10	20	-	-
PC9. support the child to communicate and connect with other children and adults	-	-	-	-
PC10. ensure that the child behaves appropriately at all times	-	-	-	-
PC11. support the child in understanding other people's feelings	-	-	-	-
PC12. calm the distressed child and handle the ones throwing tantrums	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. encourage and support other adults in the work area to have positive relationships with the child	-	-	-	-
PC14. identify signs of emotional or developmental problem in the child and bring them to the attention of parents/ guardians	-	-	-	-
NOS Total	38	68	-	-

National Occupational Standards (NOS) Parameters

NOS Code	DWC/N0220
NOS Name	Develop and promote positive relationship with the child.
Sector	Domestic Workers
Sub-Sector	Caregiving (Non Clinical)(Caretaking), Care Giving (Non Clinical)
Occupation	Child Care (Non - Clinical), Child Care (Non - Clinical)
NSQF Level	3
Credits	TBD
Version	1.0
Last Reviewed Date	NA
Next Review Date	NA
NSQC Clearance Date	

DWC/N0203: Develop and maintain a healthy, safe and secure environment for child

Description

This unit is about the provision of an environment for the child that promotes their health, safety and protection

Scope

The scope covers the following :

- Establish and maintain healthy, safe and secure environment for the child.
- Assist in procedures with respect to accidents, injuries, illnesses and other emergencies.

Elements and Performance Criteria

Establish a healthy, safe and secure environment for the child

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

- PC1.** work with the parents/ guardians to make the play/ learning area secure and safe both indoors and outdoors.
- PC2.** assess the health, safety and security of the work place before starting, during and at the end of work activities
- PC3.** check all areas of work place for safety and health hazards and remove them
- PC4.** remove the risk of injury from falling, slipping and tripping, electrical shocks for the children.
- PC5.** keep the chemicals and drugs which may be poisonous from the reach of the children
- PC6.** warn all children and adults using the work place about the hazards present therein
- PC7.** periodically review, revise and follow hygiene, health, safety and security procedures
- PC8.** maintain continuous watch on the child, if necessary, using appropriate technology
- PC9.** brief and supervise the child about what is inappropriate touch, bullying, and actions thereof to avoid these negative influences
- PC10.** identify any signs of abuse and harassment, accident, injury, pain, and other symptoms illness and address the same under guidance from the parents/ guardian
- PC11.** protect and make the child aware of the threats from interaction with undesirable persons to avoid possible harassment, abuse and abduction

Assist in procedures with respect to accidents, injuries, illnesses and other emergencies

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

- PC12.** make sure that accidents, injuries, signs of illness and other emergencies are promptly identified
- PC13.** follow the correct procedures to deal with accidents, injuries, signs of illness and other emergencies calmly and safely including reporting to right persons
- PC14.** maintain record of relevant helplines and immediate family, neighbour's contact details
- PC15.** maintain first aid kit as per as required and ensure that the contents are replaced prior to the expiry

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** roles and responsibilities with their reporting and scope
- KU2.** the roles and responsibilities of other people they work with
- KU3.** codes of practice, standards, frameworks and guidance relevant to his/her work
- KU4.** the basic culture, tradition and lifestyle of the family
- KU5.** the basic responsibilities and desirable results of the activities being undertaken
- KU6.** ways to maintain hygiene, security and safety around/ for the child as well as prevent or control illness/ disease
- KU7.** adverse effects of continuous use of internet, TV, mobile, video games and other electronic gadgets for children and how to control the same
- KU8.** good touch bad touch, bullying and ways child needs to respond
- KU9.** understanding various signs of possible abuse, teasing and harassment related to a child and way to prevent them.
- KU10.** understanding of laws related to children such as POCSO (The Protection of Children from Sexual Offences) Act, 2012.
- KU11.** knowledge of all helpline numbers including Child Helpline (1098)
- KU12.** safe handling and storage of medicines, drugs and other hazardous items with sharp edges such as scissor and knife.
- KU13.** sustained observation and monitoring the child and perils of leaving them unattended
- KU14.** types of hazards indoor/ outdoor and risks associated with a child's age group (2-6 years). e child aware about the possible risks associated to the child's age group
- KU15.** emergencies at home/ outdoor related to children and ways to deal with them such as choking, injury, electric shock etc
- KU16.** contents in a first aid kit and ways of providing basic first aid to a child
- KU17.** how to provide CPR (Cardio-Pulmonary Resuscitation) and mouth to mouth resuscitation for the child in case required.
- KU18.** safety checking of the child's indoor and outdoor environment before and during work activities, to include, facilities and equipment, toilet and washing areas, and movement and activity of the child

Generic Skills (GS)

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

- GS1.** she/ he must know to read, speak and write in the language used in the employer's premises
- GS2.** discuss task lists, schedules, and work-load of the household with co- workers (if any)
- GS3.** assert clearly in front of the house members
- GS4.** keep house members informed about progress of tasks
- GS5.** take decisions pertaining to the concerned area of work
- GS6.** performing assigned tasks efficiently by setting priority as per instructions from the employer
- GS7.** build a good rapport with the employer and his/ her family

- GS8.** think through if there is a problem in absence of the employer/ family members
- GS9.** optimal use of resources
- GS10.** follow the discipline and rules of the house
- GS11.** avoid absenteeism, be punctual and always stay attentive and alert
- GS12.** discuss the needs of the child with the parents/ guardians.
- GS13.** take initiative to complete one's tasks and learn new things
- GS14.** read labels, images, symbols
- GS15.** understand instructions given on child's products, toys, equipment etc
- GS16.** take initiative to enhance/learn skills

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Establish a healthy, safe and secure environment for the child</i>	20	29	-	-
PC1. work with the parents/ guardians to make the play/ learning area secure and safe both indoors and outdoors.	-	-	-	-
PC2. assess the health, safety and security of the work place before starting, during and at the end of work activities	-	-	-	-
PC3. check all areas of work place for safety and health hazards and remove them	-	-	-	-
PC4. remove the risk of injury from falling, slipping and tripping, electrical shocks for the children.	-	-	-	-
PC5. keep the chemicals and drugs which may be poisonous from the reach of the children	-	-	-	-
PC6. warn all children and adults using the work place about the hazards present therein	-	-	-	-
PC7. periodically review, revise and follow hygiene, health, safety and security procedures	-	-	-	-
PC8. maintain continuous watch on the child, if necessary, using appropriate technology	-	-	-	-
PC9. brief and supervise the child about what is inappropriate touch, bullying, and actions thereof to avoid these negative influences	-	-	-	-
PC10. identify any signs of abuse and harassment, accident, injury, pain, and other symptoms illness and address the same under guidance from the parents/ guardian	-	-	-	-
PC11. protect and make the child aware of the threats from interaction with undesirable persons to avoid possible harassment, abuse and abduction	-	-	-	-
<i>Assist in procedures with respect to accidents, injuries, illnesses and other emergencies</i>	5	9	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. make sure that accidents, injuries, signs of illness and other emergencies are promptly identified	-	-	-	-
PC13. follow the correct procedures to deal with accidents, injuries, signs of illness and other emergencies calmly and safely including reporting to right persons	-	-	-	-
PC14. maintain record of relevant helplines and immediate family, neighbour's contact details	-	-	-	-
PC15. maintain first aid kit as per as required and ensure that the contents are replaced prior to the expiry	-	-	-	-
NOS Total	25	38	-	-

National Occupational Standards (NOS) Parameters

NOS Code	DWC/N0203
NOS Name	Develop and maintain a healthy, safe and secure environment for child
Sector	Domestic Workers
Sub-Sector	Caregiving (Non Clinical)(Caretaking), Care Giving (Non Clinical)
Occupation	Child care (Non Clinical), Child Care (Non - Clinical)
NSQF Level	3
Credits	TBD
Version	3.0
Last Reviewed Date	NA
Next Review Date	NA
NSQC Clearance Date	

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Element/ Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each Element/ PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
6. To pass the Qualification Pack assessment, every trainee should score the Recommended Pass % aggregate for the QP.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Minimum Aggregate Passing % at QP Level : 50

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

Minimum Passing % at NOS Level: 50

(Please note: A Trainee must score the minimum percentage for each NOS separately as well as on the QP as a whole.)

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
DWC/N9902.Display standards of hygiene and work etiquettes	19	35	0	0	54	15
DWC/N9903.Maintain a clean and secure working environment	28	39	0	0	67	15
DWC/N0219.DWC/N0201: Manage child's immediate environment and needs	49	93	-	-	142	25
DWC/N0220.Develop and promote positive relationship with the child.	38	68	0	0	106	25
DWC/N0203.Develop and maintain a healthy, safe and secure environment for child	25	38	-	-	63	20
Total	159	273	0	0	432	100

Acronyms

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training
PPE	Personal protective equipment
PwD	Persons with disabilities
ADL	Activities of Daily Living

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.
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.
PwD Sensitivity	PwD sensitivity and inclusion covers instilling empathy, etiquette and inclusion practices for individuals, companies and organisations to interact and work with individuals, who have a disability, which could be sensory, physical and/ or intellectual.
Gender Sensitivity	Gender sensitising is about changing behaviour and instilling empathy into the views that we hold about our own and the other genders. It helps people in examining their personal attitudes and beliefs and questioning the realities they know.
Green Jobs	Green jobs are decent jobs that contribute to preserve or restore the environment, be they in traditional sectors such as manufacturing and construction, or in new, emerging green sectors such as renewable energy and energy efficiency.
Activities of Daily Living	Activities of daily living are routine activities people do every day without assistance. There are six basic AsDL: eating, cleaning up (washing, brushing, bathing), getting dressed, toileting, transferring, and continence.