

NSQC QUALIFICATION FILE

Approved in 21st NSQC Meeting, 3rd August 2018

CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE

Name and address of submitting body:

Domestic Worker Sector Skill Council (DWSSC)

DWSSC, 59, Tughlakabad Institutional Area, (Near Batra Hospital),

New Delhi-110062

Name and contact details of individual dealing with the submission

Name: Mr Amod Kanth

Position in the organisation: CHAIRMAN

Address if different from above:

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List of documents submitted in support of the Qualifications File

1. Occupational Map & Progression matrix – [Annexure- 1](#)
2. Qualification Pack- DWC/ Q 0201- [Annexure 2](#)
3. NSDC report on Human Resource and Skill Requirements in the Domestic Help Sector- [Annexure- 3](#)
4. Model Curriculum –[Annexure-4](#)
5. Sector Profiling- [Annexure-5](#)
6. Protocol for Affiliation of Assessment Bodies and Assessment Framework – [Annexure-6](#)

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SUMMARY

Qualification Title	Child Caretaker (Non Clinical)
Qualification Code	DWC/ Q0201
Nature and purpose of the qualification	<p>This is a Qualification Pack (QP), corresponding to NSQF Level 3, which leads to the certification course under Central and State schemes.</p> <p>Targeted learners is to get unemployed people into work and also to upgrade the skills of existing workers known as Ayah/ Child Caretaker so that they may perform their duties more effectively.</p> <p>Main purpose of the qualification is that it will equip the trainees to become Skilled Helper. He/she would assist mothers in the chores of the household related to Child as well as in taking care of the children. He/ She may be a Live in or Live out worker.</p>
Body/bodies which will award the qualification	Domestic Worker Sector Skill Council (DWSSC)
Body which will accredit providers to offer courses leading to the qualification	Domestic Worker Sector Skill Council (DWSSC)
Body/bodies which will carry out assessment of learners	<ul style="list-style-type: none">• Skill Mantra Edutech Consulting India Pvt. Ltd, MP• INDIA SKILL• INSPIRED YOUTH• TAG
Occupation(s) to which the qualification gives access	Child Caretaker gives access to Ayah, Baby Sitter (Bal -Sewak), Nanny, Japa-Maid, Caretaker-Kids with special abilities, Governess, Crèche Owner
Licensing requirements	No Licensing required
Level of the qualification in the NSQF	Level – 3
Anticipated volume of training/learning required to complete	200 hours

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the qualification	
Entry requirements and/or recommendations	5th Pass
Progression from the qualification	As per Annexure -1 Child Caretaker (2-6yrs) →Baby-Caretaker, Japa Maid →Caretaker-Kids with Special Abilities →Governess →Nanny→Crèche Owner
Planned arrangements for the Recognition of Prior learning (RPL)	RPL Arrangements and Policies as laid out based on PMKVY-2.0
International comparability where known	NA
Date of planned review of the qualification.	2/7/2019

Formal structure of the qualification			
Title and identification code of component.	Mandatory/ Optional	Estimated size (learning hours)	Level
DWC/ N 0201 Being aware and managing the child's need	Mandatory	70 hrs	3
DWC/ N 0202 Develop and promote positive relationships with the child	Mandatory	40hrs	3
DWC/ N 0203 Develop and maintain a healthy, safe and secured environment for the child	Mandatory	40 hrs	3

NOTE: These 3 NOS are sufficient to train a person as a Child Caretaker, however we have added topics on Physical & Psychological Growth of a Child and Life Skills e.g. Managing Self & Money, Create a positive impression of oneself in the household which is of 50 hours

Please attach any document giving further detail about the structure of the qualification – e.g. a Curriculum Document or a Qualification Pack.

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Attached

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SECTION 1

ASSESSMENT

Body/Bodies which will carry out assessment:

- Skill Mantra Edutech Consulting India Pvt. Ltd, MP
- INDIA SKILL
- INSPIRED YOUTH
- TAG

How will RPL assessment be managed and who will carry it out?

Yes, the assessment body shall be responsible for RPL assessment.

In RPL, the candidate has acquired the skills and knowledge while working and requires assessment and certification only. RPL is the acknowledgement of skills and knowledge obtained through:

- formal training
- work experience
- life experiences

The focus of RPL is the competence gained from these experiences; not how, when or where the learning occurred.

Process or steps in RPL assessments

1. Offering RPL to potential candidates
2. Providing information to the candidate
3. Self-assessment
4. Evidence collation
5. Assessment and making the decision
6. Feedback to the candidate
7. Documentation of outcomes

Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fair and show that these are in line with the requirements of the NSQF.

Assessment strategy, methodology and process are as per PMKVY- 2.0 guidelines.

Guidelines for Assessment:

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each 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 PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below)
4. Individual assessment agencies will create unique evaluations for skill practical for

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every student at each examination/training centre based on this criterion

5. To pass the Qualification Pack, every trainee should score a minimum of 50% in every NOS

6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.

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ASSESSMENT EVIDENCE

Complete a grid for each component as listed in “Formal structure of the qualification” in the Summary.

NOTE: this grid can be replaced by any part of the qualification documentation, which shows the same information – i.e. Learning Outcomes to be assessed, assessment criteria and the means of assessment.

Child Caretaker (Non Clinical) (DWC/Q0201)					
Assessable Outcomes	Assessment Criteria	Total Mark 300	Out of	Theory	Skills Practical / Viva
1. DWC/ N 0201 (Being aware and managing the child's need)	PC1. Handle, wash, dress the child in order to meet physical, health and well-being needs.		6	0	6
	PC2. Identify and engage with parents/guardian for any specific requirements and feeding routines.		6	0	6
	PC3. Prepare and store food and drink for the child hygienically and according to any specific instructions.		6	0	6
	PC4. Care for hair, skin and teeth according to procedures.		3	1	2
	PC5. Create a comfortable and relaxed atmosphere whilst providing for the physical care of the child.		4	0	4
	PC6. Recognise signs of illness in the child and respond/inform accordingly.		6	2	4
	PC7. Comfort the child when distressed, according to the needs of the child and work area requirements.		4	0	4
	PC8. Communicate with the child at a level and pace suited to the child's culture, development and understanding.		6	0	6
	PC9. Identify the purpose and value of observing and looking after the child.		4	0	4
	PC10. Carry out childcare activities with the consent of parents and guardian or guardians.		4	3	1
	PC11. Observe child's movement; and what he/ she can do with the body.		140	3	2

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PC12. Observe how the child communicates with others and how children can play together.	3	0	3
PC13. Observe how the child expresses feelings and reacts to situations.	6	2	4
PC14. Contribute towards identifying areas of the child's development and growth.	4	2	2
PC15. Keep track of the child's developmental progress and appraise parents and guardian accordingly.	4	4	0
PC16. Use everyday activities and routines to develop positive relationships with the child, making sure they are enjoying experiences and encourage holistic development.	3	3	0
PC17. Identify individual or group play activities that will support different aspects of learning and development for the child, which are enjoyable and encourage participation.	3	3	0
PC18. Ensure that the environment is hygienic, safe and secure.	6	4	2
PC19. Select a range of play activities for the child that are appropriate to the child's level of development and encourage understanding of positive self-concepts.	4	4	0
PC20. Ensure that group activities are inclusive and value diversity.	3	3	0
PC21. Encourage the active participation of the child in selecting creative, imaginative learning activities that meet the child's identified preferences and needs.	4	0	4
PC22. Communicate with the child at a level and pace suited to the child's family culture, development and understanding	4	0	4
PC23. Communicate with the child in ways that support the child's holistic development	4	0	4
PC24. Respond the child by appreciating using positive	3	0	3

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	approach and attitude.			
	PC25. Respond appropriately in situations where the child is distressed, anxious or parting from parents and guardian or guardians	4	0	4
	PC26. Provide regular feedback to parents and guardian or guardians about the child's activities	6	0	6
	PC27. Make routine of child's daily chores namely, eating, toilet habit, resting and recreation with the consent of parent/guardian	6	2	4
	PC28. Perform housekeeping duties such as cleaning, laundry, dish washing and bed making for the child	6	0	6
	PC29. Timely and safely pick and drop of the child from play centres/ kindergarten	6	0	6
	PC30. Prepare the play area as per the child's age and choice	3	2	1
	PC31. Identify appropriate clothing as per the season, occasion and activity	3	2	1
	PC32. Take parents' and guardian's consent in creating routine for watching Television and using electronic gadgets	3	3	0
	Total	140	42	98
2. DWC/ N0202 (Develop and promote positive relationships)	PC1. Interact with the child in a way that helps the child feel welcomed and valued	4	0	4
	PC2. Adapt his/her behaviour to the age, needs and abilities of the child	4	0	4
	PC3. Understand the likes and dislikes of the child appropriate to the stages of development	4	0	4
	PC4. Apply inclusive and anti-discriminatory practice in his/her relationship with child	4	4	0
	PC5. Make sure his/her behaviour with the child is appropriate at all times	6	2	4
	PC6. Give attention to individual behaviour of the child	4	2	2
	PC7. Communicate with the child in a way that is appropriate to the child's age, needs and abilities	4	1	3
	70	4	1	3

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	PC8. Listen to the child and respond in a way that shows that he/she values what the child says and feels		4	1	3
	PC9. Recognise when there are communication difficulties and fill the gaps accordingly		6	2	4
	PC10. Support the child in developing agreements about ways of behaving, according to the requirements of the work area or service		6	2	4
	PC11. Support the child in understanding other people's feelings		6	2	4
	PC12. Support the child who have been upset by others		6	2	4
	PC13. Encourage and support other adults in the work area to have positive relationships with the child		6	2	4
	PC14. Identify signs of emotional or developmental problem in the child and bring them to parents' or guardians' attention.		6	2	4
		Total	70	22	48
3. DWC/ N 0203 (Develop and maintain a healthy, safe and secured environment for the child)	PC1. Have up-to-date and accurate information about the health, safety and security requirements of his/her work area		6	4	2
	PC2. Check all areas of his/her work place and identify hazards		6	4	2
	PC3. Remove the identified hazards appropriately		6	0	6
	PC4. Assess the levels of risk for all other hazards and manage these risks to an acceptable level		4	2	2
	PC5. Make sure that all children and adults using the work place are aware about the hazards present		4	2	2
	PC6. Review and revise his/her health, safety and security procedures in line with changing circumstances and requirements		4	4	0
	PC7. Assess the health, safety and security of the work place before starting, during and at the end of work activities		6	0	6
	PC8. Follow hygiene, health,	90	6	2	4

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safety and security procedures for self and child			
PC9. Support in health, safety and security procedures of the child	4	2	2
PC10. Maintain supervision of the child appropriate to the levels of risk and the child's growth milestone	6	2	4
PC11. Encourage child's awareness on own and others' safety and their personal responsibilities	4	0	4
PC12. Contribute to safety on outings, according to his/her role and responsibility	6	2	4
PC13. Make sure that accidents, injuries, signs of illness and other emergencies are promptly identified	6	2	4
PC14. Follow the correct procedures to deal with accidents, injuries, signs of illness and other emergencies calmly and safely	6	2	4
PC15. Make sure that he/she and others are not put at unnecessary risk	4	2	2
PC16. Provide comfort and reassurance to those involved	4	0	4
PC17. Ensure basic first aid according to the correct procedures when required in case of any injury	4	2	2
PC18. Follow the correct procedures for recording and reporting accidents, injuries, signs of illness and other emergencies	4	2	2
Total	90	34	56

Total	300	98	202
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Means of assessment 1-

The assessment of the candidates will be through theory, Practical and Viva.

Pass/Fail - To pass the Qualification Pack, every trainee should score a minimum of 50% in every NOS and to fail is below 50%

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SECTION 2
EVIDENCE OF LEVEL
OPTION A

Title/Name of qualification/component Child Caretaker (Non Clinical) (DWC/ Q 0201)			
Level: 3			
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
Process	<ul style="list-style-type: none"> • To take care of the basic needs of the child in the presence or absence of the parents/ guardians such as bathing, clothing, hygiene, cooking food for the child, feeding, creative activities and games for engagement of the child with necessary safety measures and fostering positive relationships between the child and other children • To process, timetable & the method of performance to be set up as per the requirement of the employer. • To provide overall safety, sanitation, working and condition of the house. 	To prepare person to carry out process that are repetitive on regular basis, more of practice e.g by Observing and monitoring routine activities as your everyday routine like performing housekeeping duties such as cleaning, laundry, dish washing and bed making for the child, timely and safely pick and drop of the child from play centres/ kindergarten	3
Professional knowledge	<ul style="list-style-type: none"> • To understand the proper techniques of manual handling and the risks associated with the basic stages of child development and their implications on health, safety and security arrangements. • To communicate effectively skills to 	To understand making decisions pertaining to the concerned work related to the child and understanding any critical situation related to the work e.g keeping track of the child's developmental progress and appraise parents and guardian accordingly or provide regular feedback to parents and guardian about the child's	3

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Title/Name of qualification/component Child Caretaker (Non Clinical) (DWC/ Q 0201)			
Level: 3			
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
	<p>understand and interpret child behaviours, following procedures and agreed ways of working in best interest and well-being of children and young people</p> <ul style="list-style-type: none"> • To know-how to build trust with key people and the child, respect the child’s dignity, personal beliefs and preferences. • To handle conflicts and dilemmas in his/her work and the know-how to seek support in situations beyond his/her experience and expertise. 	<p>activities.</p>	
Professional skill	<ul style="list-style-type: none"> •To observe and monitor routine activities, cares for child’s physical and nutritional needs, carries out indoor/ outdoor child care activities. •To provides playful activities to encourage learning and development. • To understand and respond to the child’s preferences and needs. •To develop relationships and communicate with the child and establishes a healthy, safe and secure environment. •To supervise procedures 	<p>Understanding of service skill, used in limited context, selects and applies tools and maintenance works with no variables for e.g follow hygiene, health, safety and security procedures for self and child and move the identified hazards appropriately, assess the levels of risk for all other hazards and establish procedures for managing these risks to an acceptable level for e.g while taking kid in park on swings or in pram</p>	3

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Level: 3			
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
	for accidents, injuries, illnesses and other emergencies.		
Core skill	<p>To keep a track of the completion of the task with relevant details and is able to notice any unusual symptoms or make observations during the task and inform the appropriate person.</p> <ul style="list-style-type: none"> • To able read and understand manuals, health and safety instructions etc. • To identify images, diagrams and symbols, instructions given on child's products, toys, equipment etc. • To discuss the requirements of the child with the parents/guardian and inquires in case of any confusion and keeps the 	To receive and transmit written and oral messages, basic calculation knowledge, understanding hygiene and environment and work place safety for e.g To understand the likes and dislikes of the child appropriate to the stages of development or every day routine for e.g while eating ,playing, bathing, clothing etc	3

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Title/Name of qualification/component Child Caretaker (Non Clinical) (DWC/ Q 0201)			
Level: 3			
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
	parents/guardian informed about the whereabouts of the child and must avoid using inappropriate language.		
Responsibility	To take care of the basic needs of the child in the presence or absence of the parents/ guardians and create creative activities and games for engagement of the child with necessary safety measures.	To be cheerful, patient and to be able to look after the child in a calm and composed manner. The individual should be able to cater to the expectations in terms of child's cleanliness; communication skills, able to recognise safety and hygiene issues. The individual should demonstrate strong work ethics, compassion, professionalism and exhibit a high level of integrity towards the family For e.g in-case of part time or live out , one has to have patience and calm while departing the kid will cry or get upset, he/she has to tactfully handle the situation everyday.	3

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SECTION 3

EVIDENCE OF NEED

What evidence is there that the qualification is needed?

DWSSC carried out comprehensive survey and collected feedback from industry with respect to roles for which qualification packs development are required. The occupational map was finalised accordingly. The need of this particular qualification was revalidated during the comprehensive interaction with Industry in the process of seeking their input for QP/NOS development.

Please refer to the attached list of job roles and occupations as per the attachment and their career paths as per Annexure 1, developed based on desk research, stakeholder engagement derived through extensive interactions and one on one discussion with representatives from different organizations including Prayas, Help Age India, Jan Shiksha Sansthan, Empower Pragati and SOS Children's villages etc. who participated in the validation process to make the Qualification Packs viable to the current industry requirements.

What is the estimated uptake of this qualification and what is the basis of this estimate?

As per KPMG report the current demand of Domestic Workers in India in 2017 is 7.79 million out of which there is demand of more than 1.5 million of Child Caretaker, while as per Ministry of Labour & Employment the approx. number of Domestic Workers in India are 25-30 Million where Child Caretaker is one of the prominent job role of this segment therefore this job role has a huge demand.

What steps were taken to ensure that the qualification(s) does/do not duplicate already existing or planned qualifications in the NSQF?

- NSDC list of Approved and Under-Development QPs were checked prior to commissioning the work.
- QPs for Job Roles of various related SSC's were studied to ensure that there is no duplicity.
- NSDC QRC team also confirmed the same.

What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification (s) be revised or updated?

- DWSSC Review committee will review all QP/NOS at regular periodicity or as per NSDC guidelines.
- The Qualification Pack has been developed based on stakeholder engagement through workshops organised in Delhi and one on one discussion with sector experts. The inputs and feedbacks given by them were incorporated while drafting the QP. The QP would be revised in one year or before in case of any critical or necessary inputs receive.
- Review will be based on –
 - a) Revalidation of minimum requisites to perform in a Job role from pan India industry partners.
 - b) Any change in technology and process relevant to the particular QP and Job roles.

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Please attach any documents giving further information about any of the topics above.
Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

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SECTION 4
EVIDENCE OF PROGRESSION

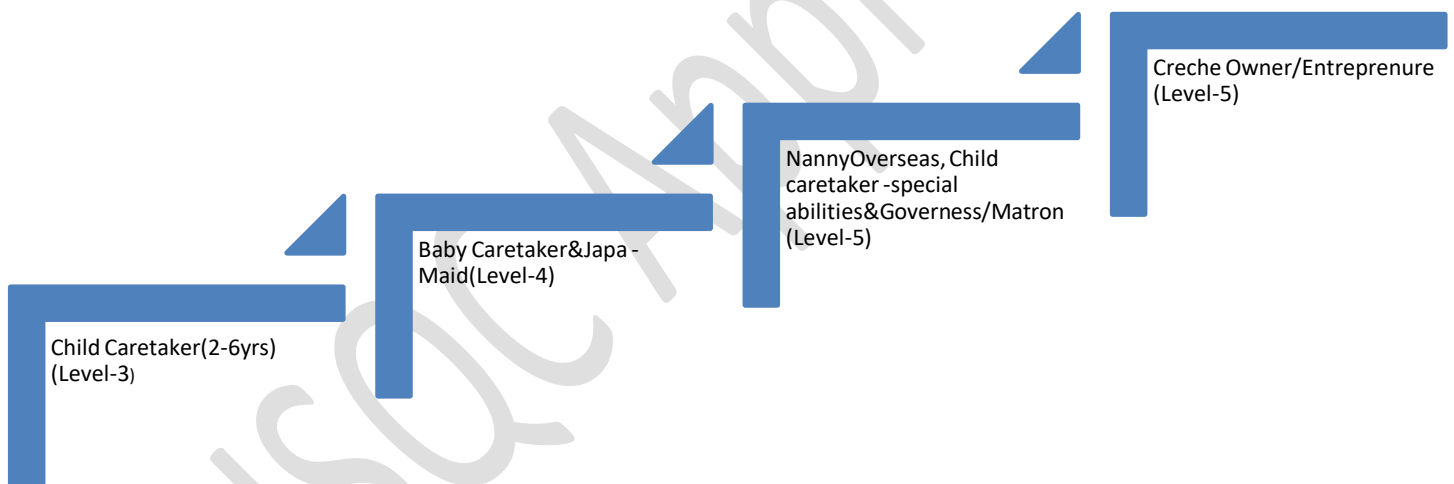
What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector?

As mentioned below :

Annexure 1

Career Path & Occupational Map

The career progression would be as follows:



Note (Entrepreneurship):

Family Day Care, Pre-school / Kindergarten / Prep, Before / After School Care or Out of School Hours (OOSH) care, Child Care Centre or Long Day Care, Can go to health care industry (at entry level job)

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DWSSC- OCCUPATIONAL MAP				
SUB-SECTOR	Houskeeping Services		Caretaking	
Occupations	Housekeeping	Domestic Cooking	Child Care	Elderly Care
NSQF Level				
Level-6			Creche Owner/Entrepreneur	
Level-5	Home Manager	Head Domestic Cook	Governess	Caretaker Physically Challenged
			Child Caretaker -Special Needs	
	Housekeeper- Overseas	Domestic Cook -Overseas	Nanny-Overseas	Elderly Care- Overseas
Level-4	Multitask Worker (House)	Domestic Cook	Japa -Maid	Caretaker-Partial Physically Challenged
	Multitask Worker (Institutional)		Baby Caretaker	
Level-3	Housekeeper cum Cook	Asst.Domestic Cook	Child Caretaker(2-6yrs)	Elderly Caretaker(Non-Clinical)
	General Housekeeper			
Level-2	Utensil Cleaner	Kitchen Aide		
	Asst. Houskeeper			
	Laundry Helper			

Annexure 2- QP DWC/ Q 0201

[Child Caretaker QP-QRC.docx](#)

Annexure 3 - NSDC report on Human Resource and Skill Requirements in the Domestic Help Sector

<http://www.nsdcindia.org/sites/default/files/files/Domestic-Help.pdf>

Annexure 7 http://pmkvofficial.org/App_Documents/News/RPLGuideline-Final21stSep-withAddendum2.0.pdf