



# Model Curriculum

**QP Name: Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes)**

**QP Code: DWC/Q0203**

**QP Version: 2.0**

**NSQF Level: 3**

**Model Curriculum Version: 1.0**

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

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# Training Parameters

<b>Sector</b>	Domestic Workers
<b>Sub-Sector</b>	Caregiving (Non Clinical)
<b>Occupation</b>	Child Care (Non - Clinical)
<b>Country</b>	India
<b>NSQF Level</b>	3
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2022/5311.0400
<b>Minimum Educational Qualification and Experience</b>	<p>Ability to read and write with 5 years of relevant experience OR 5th Class Pass with 3 years of relevant experience OR 8th Class pass with 1 year of relevant experience OR 8th Class Pass + ITI (1year after class 8th) OR 10th Class pass</p> <p>For Women Only</p>
<b>Pre-Requisite License or Training</b>	
<b>Minimum Job Entry Age</b>	18 years
<b>Last Reviewed On</b>	29/09/2022
<b>Next Review Date</b>	29/03/2023
<b>NSQC Approval Date</b>	29/09/2022
<b>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	29/09/2022
<b>Model Curriculum Valid Up to Date</b>	29/03/2023
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	390 Hours, 0 Minutes
<b>Maximum Duration of the Course</b>	510 Hours, 0 Minutes

# Program Overview

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

## Training Outcomes

At the end of the program, the learner will be able to:

- Apply proper practices to attend to the basic needs of mother
- Role play on how to attend to the basic needs of newborn/infant
- Apply appropriate practices to maintain service standards and communicate effectively
- Apply proper methods to maintain health, hygiene and safety standards
- Show how to prepare basic food as per dietary requirements

## Compulsory Modules

The table lists the modules, their duration and mode of delivery.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>DWC/N0216: Attend to the Basic Needs of Mother</b> <b>NOS Version No. 2.0</b> <b>NSQF Level 3</b>	<b>54:00</b>	<b>66:00</b>	<b>00:00</b>	<b>60:00</b>	<b>120:00</b>
Module 1: Introduction to Domestic Workers and Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes)	06:00	00:00	00:00	00:00	06:00
Module 2: Attend to the Basic Needs of Mother	48:00	66:00	00:00	60:00	114:00
<b>DWC/N0218: Attend to the Basic Needs of Newborn/Infant</b> <b>NOS Version No. 2.0</b> <b>NSQF Level 3</b>	<b>60:00</b>	<b>66:00</b>	<b>00:00</b>	<b>30:00</b>	<b>120:00</b>
Module 3: Attend to the Basic Needs of Newborn/Infant	60:00	60:00	00:00	30:00	120:00
<b>DWC/N9902: Maintain Service Standards and Communicate Effectively</b> <b>NOS Version No. 3.0</b> <b>NSQF Level 4</b>	<b>12:00</b>	<b>18:00</b>	<b>00:00</b>	<b>10:00</b>	<b>30:00</b>

Module 4: Maintain Service Standards and Communicate Effectively	12:00	18:00	00:00	10:00	30:00
<b>DWC/N9903: Maintain Health, Hygiene and Safety Standards</b> <b>NOS Version No. 3.0</b> <b>NSQF Level 4</b>	<b>14:00</b>	<b>16:00</b>	<b>00:00</b>	<b>10:00</b>	<b>30:00</b>
Module 5: Maintain Health, Hygiene and Safety Standards	14:00	16:00	00:00	10:00	30:00
<b>DWC/N9901: Prepare Basic Food as per Dietary Requirements</b> <b>NOS Version No. 2.0</b> <b>NSQF Level 4</b>	<b>20:00</b>	<b>10:00</b>	<b>00:00</b>	<b>10:00</b>	<b>30:00</b>
Module 6: Prepare Basic Food as per Dietary Requirements	20:00	10:00	00:00	10:00	30:00
<b>DGT/VSQ/N0102: Employability Skills (60 Hours)</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 4</b>	<b>20:00</b>	<b>40:00</b>	<b>00:00</b>	<b>00:00</b>	<b>60:00</b>
Module 7: Employability Skills	20:00	40:00	00:00	00:00	60:00
<b>Total Duration</b>	<b>180:00</b>	<b>210:00</b>	<b>00:00</b>	<b>120:00</b>	<b>390:00</b>

# Module Details

## Module 1: Introduction to Domestic Workers and Role of Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes)

### Terminal Outcomes:

- Outline the overview of Skill India Mission
- Describe the scope of the Domestic Workers Sector
- Define the role and responsibilities of a Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes)

<b>Duration:</b> 06:00	<b>Duration:</b> 00:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the objectives and benefits of the Skill India Mission</li> <li>• Describe the scope of the Domestic Worker Sector and its sub-sectors</li> <li>• Discuss about the emerging trends and reasons for growth of the domestic workers sector in India</li> <li>• Discuss job role and opportunities for Caregiver - Mother and Newborn -Non-Clinical (Household &amp; Care Homes) in Caregiving (Non Clinical) sub sector</li> <li>• Elaborate the basic terminology used in Domestic Workers sector</li> </ul>	NA
<b>Classroom Aids</b>	
Whiteboard, Flip Chart, Markers, Duster, Projector, Laptop with charger, Projector screen, Power Point Presentation, 2.1 Laptop External Speakers.	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Module 2: Attend to the Basic Needs of Mother

### Mapped to DWC/N0216 v 2.0

#### Terminal Outcomes:

- Perform steps to collect information regarding the pregnancy details of the expectant mother and complexities if any
- Role play on how to assist a mother during pregnancy
- Apply proper practices to provide care to a new mother

Duration: 48:00	Duration: 66:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss basics of pregnancy and its requirements, precautions to be taken during pregnancy and best practices to ensure healthy delivery</li> <li>• Explain physical and emotional requirements of an expectant mother</li> <li>• State the significance of providing information and guidance regarding high quality, culturally sensitive health education to promote healthy, helpful family life, and positive parenting</li> <li>• Explain the importance of ensuring that the expectant mother takes prescribed meals and medication on time</li> <li>• Discuss various types of emergencies and ways to deal with them during a pregnancy</li> <li>• Describe correct postures, positioning and other activities to be performed by a new mother, both in case of normal as well as c-section delivery</li> <li>• Explain the methods of cleaning the space around the mother to create a calm and safe environment like picking up discarded items, dusting surfaces, etc.</li> <li>• Explain the importance of maintaining hygiene and overall health during and after pregnancy and the nutritional requirements of pregnant and a new mother</li> <li>• State the significance of self-care during and after pregnancy, including breast and genital wound care, dressing and clothing of pregnant and lactating mother</li> <li>• Explain the methods of ensuring the mother gets healthy and nutritious meals as suggested by the doctor and takes all medication, as directed and</li> </ul>	<ul style="list-style-type: none"> <li>• Perform steps to collect information regarding the pregnancy details of the expectant mother and complexities if any</li> <li>• Dramatize on how to resolve the concerns and questions of the expectant mother and provide physical support to the expectant mother in daily chores</li> <li>• Demonstrate how to conduct routine health check-ups of a mother like temperature, BP, pulse, etc.</li> <li>• Apply proper methods to maintain record of the daily observations and identify problems, if any</li> <li>• Role play on how to counsel the pregnant woman on prenatal self-care including nutrition, hygiene, breastfeeding, and danger signs in pregnancy and childbirth</li> <li>• Dramatize on how to provide companionship to the expectant mother if she feels emotionally low and support to pack the hospital bag</li> <li>• Role play on how to assist the pregnant woman with personal care, health, and hygiene and doing regular exercise as recommended by a medical professional</li> <li>• Dramatize on how to provide guidance to the new mother on all aspects of recovery and infant care, like breastfeeding, massaging, bathing, picking up in lap, etc.</li> <li>• Role play on how to assist the new mother with positioning for breastfeeding the child and in genital wound care as instructed by the doctor</li> <li>• Show how to help in dealing with common problems such as breast</li> </ul>

<p>proper rest and care of themselves as they recover from labor and birth</p> <ul style="list-style-type: none"> <li>• Describe the concept of postpartum depression and effective ways to deal with it</li> <li>• Explain the importance of ensuring to give massage to new mother as soon as possible and can continue up to 2 - 3 months, can be avoided for those with surgery</li> </ul>	<p>enlargement, inverted / Crack nipples, encourage breast feeding instead of formula feed, etc.</p> <ul style="list-style-type: none"> <li>• Show how to give massage to new mother</li> </ul>
<b>Classroom Aids</b>	
<p>Training kit (Trainer guide, Presentations), White board, Marker, Projector screen, Power Point Presentation, Laptop with charger, Participant Handbook and Related Standard Operating Procedures, 2.1 Laptop External Speakers</p>	
<b>Tools, Equipment and Other Requirements</b>	
<p>Pregnancy report, healthy and nutritious meals, medicines etc.</p>	



## Module 3: Attend to the Basic Needs of Newborn/Infant

### Mapped to DWC/N0218 v 2.0

#### Terminal Outcomes:

- Show how to provide routine activity and care to newborn/infant
- Apply proper methods to provide care to a baby during illness

<b>Duration: 60:00</b>	<b>Duration: 60:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the importance of washing and sanitizing the hands before handling the baby</li> <li>• State the significance of hygiene while handling and cleaning an infant</li> <li>• Discuss nutritional requirement of an infant</li> <li>• Discuss routine schedule of an infant like, feed, napping time, etc.</li> <li>• State the significance of ensuring the daily required feeds are taken by the infant and help the baby burp after every feed</li> <li>• Explain the methods to clean up any messes made by the infant especially after meals and clean and sterilize the baby's utensils and products on a regular basis</li> <li>• State the significance of ensuring that there is a constant supply of diapers and other baby products</li> <li>• Describe the methods of maintaining a safe and healthy environment in the home and monitor growth milestones and health of the newborn/infant</li> <li>• Explain the importance of avoiding use of social</li> <li>• Explain causes, symptoms and treatment of common illness among infants and procedure to put the infant at ease during illness</li> <li>• Describe emergency procedures such as First Aid and CPR</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to massage, bathe, dry and wrap the baby immediately after bath as per standard techniques</li> <li>• Show how to arrange water at the appropriate temperature (and other bathing equipment and supplies for the baby</li> <li>• Demonstrate how to change the diapers of the baby at regular intervals or as required and clean the sensitive parts of the baby properly after nappy change</li> <li>• Prepare a sample record of the infant's daily activities for reporting to the parents</li> <li>• Role play on how to communicate with parents or guardians regarding infants' progress or problems and observe and report any significant behavioral patterns to the parents</li> <li>• Show how to ease the agitated infant</li> <li>• Demonstrate how to make bed for the baby and put the baby to bed in the effective ways</li> <li>• Demonstrate how to monitor and check baby on regular basis and report the baby's physical signs of illness, if any</li> <li>• Role play on how to inform mother and family in case of any immediate requirement, assist them in seeking medical assistance and administer prescribed medication if the need arises</li> </ul>
<b>Classroom Aids</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector screen, Power Point Presentation Laptop with charger, Participant Handbook and Related Standard Operating Procedures, 2.1 Laptop External Speakers.	
<b>Tools, Equipment and Other Requirements</b>	
Required baby bed, Massage oil, bath tub, baby towel, diaper, Sanitize first aid kit etc.	

## Module 4: Maintain Service Standards and Communicate Effectively

*Mapped to DWC/N9902, v 3.0*

### Terminal Outcomes:

- Apply proper methods to maintain behavioural etiquette during work
- Show how to maintain professional manner at work place
- Employ appropriate methods to identifies and reports workplace harassment and discrimination based on gender, disability, caste, religion, colour, sexual orientation, and culture

Duration: 12:00	Duration: 18:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss communication fundamentals and active listening and quality of service standards</li> <li>• Describe the procedure of positively giving and receiving feedback</li> <li>• Explain the importance of avoiding arguing with the residents</li> <li>• Describe the importance of following good manners in household/ workplace with a view to maintaining hygiene and sanitation, such as while coughing, not spitting, belching, etc.</li> <li>• State the importance of carrying out tasks in a timely and disciplined manner</li> <li>• Explain the importance of reporting to work on time</li> <li>• Describe the ways of behaving appropriately when communicating with coworkers and others and respect privacy of others at the workplace</li> <li>• Explain how to keep proper attire and a presentable demeanour and maintain personal hygiene</li> <li>• Discuss gender specific requirements and the specific needs of different age groups of residents along with age and gender specific etiquette</li> <li>• Explain how to behave with persons with specific needs</li> <li>• Describe the importance of following gender and age-sensitive service practices at all times and maintaining social distance in social situations/at work</li> </ul>	<ul style="list-style-type: none"> <li>• Role play on how to greet the residents promptly and appropriately in accordance with the procedure as well as interact with all residents in a polite and professional manner</li> <li>• Apply proper methods to make requirements clear by asking appropriate questions</li> <li>• Dramatize how to respond effectively to residents' dissatisfactions and complaints and create and maintain an effective but impersonal relationship with residents</li> <li>• Employ appropriate methods to notify residents in advance of any issues or problems, as well as any developments that may affect them</li> <li>• Role play on how to seek feedback from the residents and incorporate them to improve their experience</li> <li>• Demonstrate how to report any workplace issues to the residents/employers immediately</li> <li>• Apply proper ways to ensure appropriate personal behaviour and conduct taking gender into consideration and recognise, acknowledge and overcome inherent biases regarding disabilities</li> <li>• Role play on how to provide services and maintain the quality of facilities to cater to specific needs of every individual, across all gender and age groups as per standards and assist people with disabilities when necessary</li> <li>• Apply appropriate methods to identifies and reports workplace harassment and discrimination based</li> </ul>

	<p>on gender, disability, caste, religion, colour, sexual orientation, and culture</p> <ul style="list-style-type: none"> <li>• Role play on how to inform the employer of any personal health issues related to injury or infectious diseases</li> </ul>
<b>Classroom Aids:</b>	
White board and marker or blackboard and chalk, duster, laptop or desktop computer and projector, flipcharts, participant handbook	
<b>Tools, Equipment and Other Requirements</b>	
Sample feedback form, Sample report format to report health and other issues etc.	

## Module 5: Maintain Health, Hygiene and Safety Standards

Mapped to DWC/N9903, v 3.0

### Terminal Outcomes:

- Demonstrate ways to maintain a safe and secure environment at work.
- Demonstrate ways to handle emergency situations.
- Explain the ways of conservation of energy and material while performing daily activities.
- State the importance of practicing environment friendly methods of working.
- Explain the methods to manage the waste at workplace

Duration: 14:00	Duration: 16:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss the reporting and handling safety-related issues and process for maintaining hygienic standards at work</li> <li>• State the significance of housekeeping in maintaining a secure and safe workplace</li> <li>• Explain the purpose and usage of wearing appropriate PPE like hair net, protective aprons, footwear, respirators, masks, etc. at work place</li> <li>• Describe the importance of maintaining personal hygiene by brushing teeth frequently, bathing daily, dressing well, eating healthfully, etc. and avoiding consumption of tobacco, paan, alcohol, smoking cigarettes, etc. at the workplace</li> <li>• Explain the importance of following guidelines and safety protocol while using and handling electrical household gadgets and following basic first aid procedure appropriately</li> <li>• Describe the methods of recognizing workplace risks and promptly inform anybody who should know about them</li> <li>• Discuss various emergency circumstances and methods to handle them</li> <li>• Explain the importance of placing medicines and hazardous chemicals away and keeping sharp objects out of reach of child</li> <li>• State the importance of preventive regular health check-up and healthy living</li> <li>• Explain the methods of managing wastages like food, water, etc., as directed as well as disposing of sanitary</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to wash and sanitize hands at regular intervals with hand soap and alcohol-based sanitizers and dishes and other items in accordance with the set requirements</li> <li>• Demonstrate how to sanitize all tools, equipment, and appliances with touch points on a regular basis and use proper environmentally friendly solutions or cleaning chemicals to keep the home or workplace free of germs, insects, and bugs</li> <li>• Apply proper methods to ensure that the garbage cans are frequently cleared in accordance with the timetable for cleanliness and maintenance and place trash in designated bins or the proper trash container</li> <li>• Employ appropriate ways to adhere to safety protocols when using materials, tools, and equipment</li> <li>• Role play on how to report to various emergency circumstances and health issues with prompt response and reporting</li> <li>• Apply appropriate methods to identify and separate hazardous, recyclable, and non-recyclable waste at the workplace</li> <li>• Show how to recycle waste wherever applicable and discard PPEs in plastic bags that are sealed and labeled "infectious waste"</li> <li>• Apply proper eco-friendly methods at work to reduce pollution of the air, water, and earth</li> </ul>

<p>and other hazardous wastes appropriately</p> <ul style="list-style-type: none"> <li>Describe the conservation methods for materials, natural resources, and energy at work</li> </ul>	
<b>Classroom Aids:</b>	
White board and marker or blackboard and chalk, duster, laptop or desktop computer and projector, flipcharts, participant handbook	
<b>Tools, Equipment and Other Requirements</b>	
Cleaners, Broom, Wiper, PPE, Ladder, Different Colour Dustbins As Per Waste Categorisation, Different Types Of Waste, Water, Household gadgets and appliances, Coal, Wood, Matchstick, First Aid Kit, Garbage Bags, Etc.	

## Module 6: Prepare Basic Food as per Dietary Requirements

*Mapped to DWC/N9901, v 2.0*

### Terminal Outcomes:

- Apply proper methods to carry out pre-cooking activities for mother/infant/toddler
- Show how to prepare basic meals for mother/infant/toddler

Duration: 20:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss types of meals suitable for mother/infant/toddler, dietary requirement of child and quantity and quality of meals as per need</li> <li>• Describe the method to maintain the nutritional value of items during and after cooking</li> <li>• Explain the methods of checking the availability of all ingredients as per the regular dietary requirements and shop or order groceries and supplies, if required</li> <li>• Describe the method to wash and clean the kitchen surfaces, utensils, and meal preparation area</li> <li>• Discuss various types of vegetarian/non-vegetarian foods, types of fruits, vegetables, lentils, herbs, spices, dairy and their uses</li> <li>• Describe the methods of arranging the tools and equipment needed to prepare the food</li> <li>• Explain importance of using prescribed vegetables and other food items and following provided basic meal diet chart</li> <li>• Describe the ways to prepare ingredients for cooking various food items and procedure to prepare balanced diet as per instructions</li> <li>• Explain the process to perform basic preparatory work like mixing or grinding spices/ingredients, wrapping food items, etc. and food preparation techniques such as chopping, slicing dicing, shredding, portioning, washing, rinsing, etc.</li> <li>• Discuss various types of hot and cold beverages and preparation techniques</li> <li>• Explain waste management and how to avoid wastage of vegetables, ingredients, cooking oil, gas, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Role play on how to communicate daily with residents/employers regarding dietary requirements</li> <li>• Draft a sample feeding plan based on the conversation</li> <li>• Apply proper methods to ensure that the ingredients and raw materials needed to prepare the food are available</li> <li>• Employ appropriate methods to check and verify the freshness and quality of the ingredients, vegetables, fruits, etc.</li> <li>• Show how to organize, measure, and clean the ingredients for the food that will be cooked</li> <li>• Demonstrate how to prepare ingredients for cooking by washing, cutting, and peeling things like vegetables and fruits</li> <li>• Employ appropriate methods to perform basic preparation tasks, such as combining or chopping items, as directed</li> <li>• Show how to prepare basic food items for the meal preparation and meals for mother/infant/toddler such as breakfast, lunch, dinner, etc. as required</li> <li>• Demonstrate how to cook meals for the mother/infant/toddler using minimally processed foods, whole grains, fresh fruits, vegetables, and proteins, as directed and verify the food's uniformity in flavour, colour, taste, and quality, as per the requirement and make dietary adjustments based on the specific needs</li> <li>• Show how to prepare a variety of drinks, such as tea, coffee, juice, shakes, and smoothies, using proper tools and equipment and serve the prepared meal to the mother/ feed</li> </ul>

	the infant/toddler
<b>Classroom Aids:</b>	
White board and marker or blackboard and chalk, duster, laptop or desktop computer and projector, flipcharts, participant handbook	
<b>Tools, Equipment and Other Requirements</b>	
Sample feeding plan, Ingredients, vegetables, fruits, raw material etc. for preparing food, Various beverages like tea, coffee, juice, shakes, and smoothies etc.	

## Module 7: Employability Skills

*Mapped to DGT/VSQ/N0102, V1.0*

### Terminal Outcomes:

- 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

Duration: 20:00	Duration: 40:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss employability skills required for jobs in various industries</li> <li>• Explain ways to explore learning and employability portals</li> <li>• Discuss the significance of legal 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.</li> <li>• Explain the significance of 21st century skills for employment</li> <li>• Describe the benefits of the continuous learning</li> <li>• Explain how to read and understand routine information, notes, instructions, mails, letters etc. Written in English</li> <li>• List the difference between job and career</li> <li>• Communicate and behave appropriately with all genders and PwD</li> <li>• Discuss how to escalate any issues related to sexual harassment at workplace according to poish act</li> <li>• List common components of salary and compute income, expenses, taxes, investments etc</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to follow environmentally sustainable practices</li> <li>• Role play 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</li> <li>• Practice the use basic english for everyday conversation in different contexts, in person and over the telephone</li> <li>• Write short messages, notes, letters, e-mails etc. In English</li> <li>• Prepare a sample career development plan with short- and long-term goals, based on aptitude</li> <li>• Practice following verbal and non-verbal communication etiquette and active listening techniques in various settings</li> <li>• Roleplay how to work collaboratively with others in a team</li> <li>• Roleplay how to escalate any issues related to sexual harassment at workplace according to poish act</li> </ul>



<ul style="list-style-type: none"> <li>• Discuss relevant rights and laws and use legal aids to fight against legal exploitation</li> <li>• Identify and list different types of entrepreneurship and enterprises and assess opportunities for potential business through research</li> <li>• Identify and list sources of funding, anticipate, and mitigate any financial/legal hurdles for the potential business opportunity</li> <li>• Explain how to identify different types of customers</li> <li>• Identify and list apprenticeship opportunities and register for it as per guidelines and requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to select financial institutions, products and services as per requirement</li> <li>• Practice how to carry out offline and online financial transactions, safely and securely</li> <li>• Operate digital devices and carry out basic internet operations securely and safely</li> <li>• Demonstrate the use of e- mail and social media platforms and virtual collaboration tools to work effectively</li> <li>• Practice the use of basic features of word processor, spreadsheets, and presentations</li> <li>• Develop a sample business plan and a work model, considering the 4ps of marketing product, price, place and promotion</li> <li>• Role play how to respond to customer requests and needs in a professional manner</li> <li>• Show how to follow appropriate hygiene and grooming standards</li> <li>• Create a sample professional curriculum vitae (résumé)</li> <li>• Practice how to search for suitable jobs using reliable offline and online sources such as employment exchange, recruitment agencies, newspapers etc. And job portals, respectively</li> <li>• Show how to apply to identified job openings using offline /online methods as per requirement</li> <li>• Demonstrate how to answer questions politely, with clarity and confidence, during recruitment and selection</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
PPE, Basic Stationary, digital devices as per the requirement.	

## Module 8: On-the-Job Training

### Mapped to Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes)

Mandatory Duration: 00:00	Recommended Duration: 120:00
<b>Location: On Site</b>	
<ul style="list-style-type: none"> <li>• Perform steps to collect information regarding the pregnancy details of the expectant mother and complexities if any</li> <li>• Dramatize on how to resolve the concerns and questions of the expectant mother and provide physical support to the expectant mother in daily chores</li> <li>• Demonstrate how to conduct routine health check-ups of a mother like temperature, BP, pulse, etc.</li> <li>• Apply proper methods to maintain record of the daily observations and identify problems, if any</li> <li>• Role play on how to counsel the pregnant woman on prenatal self-care including nutrition, hygiene, breastfeeding, and danger signs in pregnancy and childbirth</li> <li>• Dramatize on how to provide companionship to the expectant mother if she feels emotionally low and support to pack the hospital bag</li> <li>• Role play on how to assist the pregnant woman with personal care, health, and hygiene and doing regular exercise as recommended by a medical professional</li> <li>• Dramatize on how to provide guidance to the new mother on all aspects of recovery and infant care, like breastfeeding, massaging, bathing, picking up in lap, etc.</li> <li>• Role play on how to assist the new mother with positioning for breastfeeding the child and in genital wound care as instructed by the doctor</li> <li>• Show how to help in dealing with common problems such as breast enlargement, inverted / Cract nipples, encourage breast feeding instead of formula feed, etc.</li> <li>• Show how to massage, bathe, dry and wrap the baby immediately after bath as per standard techniques</li> <li>• Show how to arrange water at the appropriate temperature (and other bathing equipment and supplies for the baby</li> <li>• Demonstrate how to change the diapers of the baby at regular intervals or as required and clean the sensitive parts of the baby properly after nappy change</li> <li>• Prepare a sample record of the infant's daily activities for reporting to the parents</li> <li>• Role play on how to communicate with parents or guardians regarding infants' progress or problems and observe and report any significant behavioral patterns to the parents</li> <li>• Show how to ease the agitated infant</li> <li>• Demonstrate how to make bed for the baby and put the baby to bed in the effective ways</li> <li>• Demonstrate how to to monitor and check baby on regular basis and report the baby's physical signs of illness, if any</li> <li>• Role play on how to inform mother and family in case of any immediate requirement, assist them in seeking medical assistance and administer prescribed medication if the need arises</li> <li>• Role play on how to greet the residents promptly and appropriately in accordance with the procedure as well as interact with all residents in a polite and professional manner</li> <li>• Apply proper methods to make requirements clear by asking appropriate questions</li> <li>• Dramatize how to respond effectively to residents' dissatisfactions and complaints and create and maintain an effective but impersonal relationship with residents</li> <li>• Employ appropriate methods to notify residents in advance of any issues or problems, as well as any developments that may affect them</li> <li>• Role play on how to seek feedback from the residents and incorporate them to improve their experience</li> <li>• Demonstrate how to report any workplace issues to the residents/employers immediately</li> </ul>	

- Apply proper ways to ensure appropriate personal behaviour and conduct taking gender into consideration and recognise, acknowledge and overcome inherent biases regarding disabilities
- Role play on how to provide services and maintain the quality of facilities to cater to specific needs of every individual, across all gender and age groups as per standards and assist people with disabilities when necessary
- Apply appropriate methods to identify and report workplace harassment and discrimination based on gender, disability, caste, religion, colour, sexual orientation, and culture
- Role play on how to inform the employer of any personal health issues related to injury or infectious diseases
- Show how to wash and sanitize hands at regular intervals with hand soap and alcohol-based sanitizers and dishes and other items in accordance with the set requirements
- Demonstrate how to sanitize all tools, equipment, and appliances with touch points on a regular basis and use proper environmentally friendly solutions or cleaning chemicals to keep the home or workplace free of germs, insects, and bugs
- Apply proper methods to ensure that the garbage cans are frequently cleared in accordance with the timetable for cleanliness and maintenance and place trash in designated bins or the proper trash container
- Employ appropriate ways to adhere to safety protocols when using materials, tools, and equipment
- Role play on how to report to various emergency circumstances and health issues with prompt response and reporting
- Apply appropriate methods to identify and separate hazardous, recyclable, and non-recyclable waste at the workplace
- Show how to recycle waste wherever applicable and discard PPEs in plastic bags that are sealed and labeled "infectious waste"
- Apply proper eco-friendly methods at work to reduce pollution of the air, water, and earth
- Role play on how to communicate daily with residents/employers regarding dietary requirements
- Draft a sample feeding plan based on the conversation
- Apply proper methods to ensure that the ingredients and raw materials needed to prepare the food are available
- Employ appropriate methods to check and verify the freshness and quality of the ingredients, vegetables, fruits, etc.
- Show how to organize, measure, and clean the ingredients for the food that will be cooked
- Demonstrate how to prepare ingredients for cooking by washing, cutting, and peeling things like vegetables and fruits
- Employ appropriate methods to perform basic preparation tasks, such as combining or chopping items, as directed
- Show how to prepare basic food items for the meal preparation and meals for mother/infant/toddler such as breakfast, lunch, dinner, etc. as required
- Demonstrate how to cook meals for the mother/infant/toddler using minimally processed foods, whole grains, fresh fruits, vegetables, and proteins, as directed and verify the food's uniformity in flavour, colour, taste, and quality, as per the requirement and make dietary adjustments based on the specific needs
- Show how to prepare a variety of drinks, such as tea, coffee, juice, shakes, and smoothies, using proper tools and equipment and serve the prepared meal to the mother/ feed the infant/toddler

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
B.Ed. or M.Ed.	Special Education or Equivalent or Relevant Education	2		1 or 2	Minimum 1 year of work experience in teaching/training in nursing school/ hospitals children ward. Or Minimum 2 year working experience in children shelter homes/ Old Age Homes.	
Graduate	Child Development/ Human Development/ Nursing/ Home Science/ Psychology/ Occupational Therapy/ Physiotherapy or Equivalent or Relevant Education	5		2 or 3	Minimum 2 years of work experience in teaching/training in nursing school/ hospitals children ward. Or Minimum 3 years working experience in children shelter homes/ Old Age Homes	
Post Graduate		2		1 or 2	Minimum 1 year of work experience in teaching/training in nursing school/ hospitals children ward. Or Minimum 2 year working experience in children shelter homes/ Old Age Homes.	

Trainer Certification	
Domain Certification	Platform Certification
"Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes)", "DWC/Q0203, v2.0", Minimum accepted score is 80%	"Trainer", "MEP/Q2601, v1" with a scoring of minimum 80%

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
B.Ed. or M.Ed.	Special Education or Equivalent or Relevant Education	2		1 or 2	Minimum 1 year of work experience in teaching/training in nursing school/ hospitals children ward. Or Minimum 2 year working experience in children shelter homes/ Old Age Homes.	
Graduate	Child Development/ Human Development/ Nursing/ Home Science/ Psychology/ Occupational Therapy/ Physiotherapy or Equivalent or Relevant Education	5		2 or 3	Minimum 2 years of work experience in teaching/training in nursing school/ hospitals children ward. Or Minimum 3 years working experience in children shelter homes/ Old Age Homes	
Post Graduate	Psychology/ Occupational Therapy/ Physiotherapy or Equivalent or Relevant Education	2		1 or 2	Minimum 1 year of work experience in teaching/training in nursing school/ hospitals children ward. Or Minimum 2 year working experience in children shelter homes/ Old Age Homes.	

Trainer Certification	
Domain Certification	Platform Certification
"Caregiver - Mother and Newborn -Non Clinical (Household & Care Homes)", "DWC/Q0203", Minimum accepted score is 80%	"Trainer", "MEP/Q2601, v1" with a scoring of minimum 80%

## Assessment Strategy

This section includes the processes involved in identifying, gathering and interpreting information to evaluate the learner on the required competencies of the program.

### 1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SDSM/SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records
- If the batch size is more than 30, then there should be 2 Assessors.

### 2. Testing Environment: Assessor must:

- Confirm that the centre is available at the same address as mentioned on SDMS or SIP
- Check the duration of the training.
- Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
- Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
- Confirm the number of TABs on the ground are correct to execute the Assessment smoothly.
- Check the availability of the Lab Equipment for the particular Job Role.

### 3. Assessment Quality Assurance levels / Framework:

- Question papers created by the Subject Matter Experts (SME)
- Question papers created by the SME should be verified by the other subject Matter Experts along with the approval required from SSC
- Questions are mapped with NOS and PC
- Question papers are prepared considering that level 1 to 3 is for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
- Assessor must be ToA certified
- Assessment agency must follow the assessment guidelines to conduct the assessment

### 4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding
- Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
- Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos

### 5. Method of verification or validation:

- Surprise visit to the assessment location
- Random audit of the batch
- Random audit of any candidate

6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored
- Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage and are stored in the Hard Drives



## References

## Glossary

Term	Description
<b>Declarative Knowledge</b>	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
<b>Key Learning Outcome</b>	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of the training</b> .
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module</b> . A set of terminal outcomes help to achieve the training outcome.

## Acronyms and Abbreviations

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training