



Model Curriculum

QP Name: Baby Caregiver Non Clinical (Household & Care homes)

QP Code: DWC/Q0202

QP Version: 3.0

NSQF Level: 3

Model Curriculum Version: 1.0

Domestic Workers Sector Skill Council ||
A-15, FIEE Complex, Okhla Industrial Area, Phase-II, New Delhi-110020



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Training Parameters

Sector	Domestic Workers
Sub-Sector	Caregiving (Non Clinical)
Occupation	Child Care (Non - Clinical)
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/5311.0400
Minimum Educational Qualification and Experience	<p>10th Grade Pass OR 8th Grade pass and pursuing continuous schooling in regular school (in case of 2 year program) OR 9th Grade pass and pursuing continuous schooling in regular school OR 9th Grade pass with 1 year of relevant experience OR 8th Class pass with 2 year of relevant experience OR 5th Class Pass with 5 years of relevant experience OR Previous relevant Qualification of NSQF Level 2.5 with 1.5 Year of relevant experience OR Previous relevant Qualification of NSQF Level 2 with 3 Year of relevant experience</p> <p>For Women Only</p>
Pre-Requisite License or Training	
Minimum Job Entry Age	18 years
Last Reviewed On	29/09/2022
Next Review Date	29/09/2025
NSQC Approval Date	29/09/2022
QP Version	3.0
Model Curriculum Creation Date	29/09/2022
Model Curriculum Valid Up to Date	29/09/2025



Model Curriculum Version	1.0
Minimum Duration of the Course	390 Hours, 0 Minutes
Maximum Duration of the Course	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:

- Role play on how to attend to the basic needs of infants and toddlers
- Employ proper methods to ensure holistic development of infants and toddlers
- 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
DWC/N0205: Attend to the Basic Needs of Infants and Toddlers NOS Version No. 2.0 NSQF Level 3	72:00	78:00	00:00	60:00	150:00
Module 1: Introduction to Domestic Workers and Role of Baby Caregiver Non Clinical (Household & Care homes)	06:00	00:00	00:00	00:00	06:00
Module 2: Perform and Maintain Daily Schedule Activities of the Infant/Toddler	30:00	36:00	00:00	40:00	66:00
Module 3: Feed and Provide Care during Illness to the Infant/toddler	36:00	42:00	00:00	20:00	78:00
DWC/N0207: Ensure Holistic Development of Infants and Toddlers NOS Version No. 2.0 NSQF Level 3	42:00	48:00	00:00	30:00	90:00
Module 4: Ensure Holistic Development of Infants and Toddlers	42:00	48:00	00:00	30:00	90:00

DWC/N9902: Maintain Service Standards and Communicate Effectively NOS Version No. 3.0 NSQF Level 4	12:00	18:00	00:00	10:00	30:00
Module 5: Maintain Service Standards and Communicate Effectively	12:00	18:00	00:00	10:00	30:00
DWC/N9903: Maintain Health, Hygiene and Safety Standards NOS Version No. 3.0 NSQF Level 4	14:00	16:00	00:00	10:00	30:00
Module 6: Maintain Health, Hygiene and Safety Standards	14:00	16:00	00:00	10:00	30:00
DWC/N9901: Prepare Basic Food as per Dietary Requirements NOS Version No. 2.0 NSQF Level 4	20:00	10:00	00:00	10:00	30:00
Module 7: Prepare Basic Food as per Dietary Requirements	20:00	10:00	00:00	10:00	30:00
DGT/VSQ/N0102: Employability Skills (60 Hours) NOS Version No. 1.0 NSQF Level 4	20:00	40:00	00:00	00:00	60:00
Module 8: Employability Skills	20:00	40:00	00:00	00:00	60:00
Total Duration	180:00	210:00	00:00	120:00	390:00

Module Details

Module 1: Introduction to Domestic Workers and Role of Baby Caregiver 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 Baby Caregiver Non Clinical (Household & Care homes)

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

Module 2: Perform and Maintain Daily Schedule Activities of the Infant/Toddler

Mapped to DWC/N0205 v 2.0

Terminal Outcomes:

- Perform steps to collect information about the daily routine of the child
- Show how to execute the daily activities for a child

Duration: 30:00	Duration: 36:00
Theory – Key Learning Outcomes <ul style="list-style-type: none"> • Explain effective ways to collect information about the daily routine of the child from the parents • State the significance of restocking the child’s closet with personal hygiene items, washcloths, wipes, etc. • Describe the importance of ensuring that the child follows the planned schedule for the day • State the significance of ensuring the area around the child is always free of any potential risk or hazard • Explain the standard procedures to wake-up a child and putting him to sleep on time • Discuss various types of age-appropriate recreational activities for infants and toddlers and procedure to observe the child’s play activities • Explain the methods of maintaining proper health diary of a child 	Practical – Key Learning Outcomes <ul style="list-style-type: none"> • Show how to massage the child gently as per instructions and wipe and dress the baby appropriately after the massage • Perform the steps to change the diapers and clean the baby at regular intervals or as required and bathe, clean, undress, and dress a child as per child-care standards • Demonstrate how to change the linen and make the bed as per kids’ comfort • Role play on how to assist the child with toilet-training • Apply proper methods to perform housekeeping and cleaning duties related to the child’s care • Employ appropriate methods to regulate child’s rest periods and nap schedules and monitor them and report to parents in case of any irregularities observed • Apply proper procedure to clean and sanitize pacifiers, teething rings, toys, and play equipment and other belongings • Prepare a sample record of play, sleeping and waking up time, etc. • Show how to update and track development and vaccination chart of child
Classroom Aids	
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	
Tools, Equipment and Other Requirements	
Massage oil, dress, diaper, wiper, toys, teething rings, Sample vaccination chart, Sanitizer etc.	

Module 3: Feed and Provide Care during Illness to the Infant/toddler

Mapped to DWC/N0205 v 2.0

Terminal Outcomes:

- Role play on how to receive the child’s feeding schedule from the parents
- Dramatize on how to feed or assist in feeding the child carefully to avoid any inconvenience or choking
- Show how to observe behavior for irregularities or symptoms, take temperature, etc. to maintain the child’s health
- Apply proper methods to administer right dosage of medicines to the child on time, as instructed

Duration: 36:00	Duration: 42:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the procedure to receive the child’s feeding schedule from the parents • Discuss child development mile stones • Explain the importance of ensuring the quantity and temperature of the food are as per the child’s comfort • State the significance of ensuring that the child has ingested the food properly • Explain the methods of cleaning the child and the dining area after the feed • State the significance of avoiding use of social media to engage child • Discuss factors affecting the health and well-being of a child and ways to comfort a child during illness • Describe do’s and don’ts of child care • Explain first-aid procedures 	<ul style="list-style-type: none"> • Show how to sterilize the bottles and other feeding equipment appropriately • Demonstrate how to prepare the formula feed or assist in preparing the meal for the child and put the feeding bib around the child before feeding • Role play on how to feed or assist in feeding the child carefully to avoid any inconvenience or choking and make the infant burp after the feed • Dramatize on how to assist and train the child in self-feeding • Show how to observe behaviour for irregularities or symptoms, take temperature, etc. to maintain the child’s health • Role play on how to report the child’s sickness to the parents • Apply proper methods to seek medical assistance and administer right dosage of medicines to the child on time, as instructed
Classroom Aids	
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.	
Tools, Equipment and Other Requirements	
Sample child feeding sample, Bottles, Feeding equipment, First-aid box etc.	

Module 4: Ensure Holistic Development of Infants and Toddlers

Mapped to DWC/N0207 v 2.0

Terminal Outcomes:

- Apply proper methods to ensure that all safety equipment is installed to protect the child from any harm
- Apply appropriate methods to identify signs of emotional or developmental problems in the child and bring them to the parents' attention
- Show how to assign appropriate chores and praise targeted behaviour to encourage development of self-control, self-confidence, and responsibility
- Discuss the ways to keep the environment clean and safe for kids and install emotional, social, intellectual and physical development in a child

Duration: 42:00	Duration: 48:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss various factors affecting well-being, security and safety of children and types of Safety equipment required for a child • Explain the methods of removing hazards and developing appropriate boundaries and rules to create a safe environment for the child • Describe the procedure to store toys and other material for the children to ensure order in the activity area • State the significance of accompanying the baby always and never leaving them unattended • Describe the effective ways to behave with children • Discuss various developmental and growth milestones and its recognition and emotional and developmental problems among children • Explain the importance of exploring the surroundings and different ways to engage the babies and conversation and communication with kids • Discuss the ways to keep the environment clean and safe for kids and install emotional, social, intellectual and physical development in a child 	<ul style="list-style-type: none"> • Apply proper methods to ensure that all safety equipment is installed to protect the child from any harm and all safety equipment and devices are working properly at all times • Role play on how to report any damage or required repair to the parents • Develop and implement a sample discipline programs to promote desirable child behaviour • Prepare sample documentation procedure for child's behaviour, complaints, symptoms, and other information • Apply appropriate methods to identify signs of emotional or developmental problems in the child and bring them to the parents' attention • Role play on how to assist the child in the development of health and personal habits • Dramatize on how to instruct the child in safe behaviour, such as avoiding contact with unsafe objects, fire, etc. and teach age-appropriate activities for intellectual development • Apply proper practices to model appropriate social behaviours and encourage concern for others to develop interpersonal and communication skills of the child • Show how to assign appropriate chores and praise targeted behaviour to encourage development of self-control, self-confidence, and responsibility

	<ul style="list-style-type: none"> • Employ proper practices to entertain, converse with, or read aloud to the child to enhance mental health and alertness and support child's emotional and social development
Classroom Aids	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
Tools, Equipment and Other Requirements	
Safety equipment for children, Story book etc.	

Module 5: 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"> • Discuss communication fundamentals and active listening and quality of service standards • Describe the procedure of positively giving and receiving feedback • Explain the importance of avoiding arguing with the residents • 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. • State the importance of carrying out tasks in a timely and disciplined manner • Explain the importance of reporting to work on time • Describe the ways of behaving appropriately when communicating with coworkers and others and respect the privacy of others at the workplace • Explain how to keep proper attire and a presentable demeanour and maintain personal hygiene • Discuss gender-specific requirements and the specific needs of different age groups of residents along with age and gender specific etiquette • Explain how to behave with persons with specific needs • Describe the importance of following gender and age-sensitive service practices at all times and maintaining social distance in social situations/at work 	<ul style="list-style-type: none"> • 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 • Apply proper methods to make requirements clear by asking appropriate questions • Dramatize how to respond effectively to residents’ dissatisfactions and complaints and create and maintain an effective but impersonal relationship with residents • Employ appropriate methods to notify residents in advance of any issues or problems, as well as any developments that may affect them • Role play on how to seek feedback from the residents and incorporate them to improve their experience • Demonstrate how to report any workplace issues to the residents/employers immediately • 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 identifies and reports workplace harassment and discrimination based

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

Module 6: 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"> • Discuss the reporting and handling safety-related issues and process for maintaining hygienic standards at work • State the significance of housekeeping in maintaining a secure and safe workplace • Explain the purpose and usage of wearing appropriate PPE like hair net, protective aprons, footwear, respirators, masks, etc. at work place • 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 • Explain the importance of following guidelines and safety protocol while using and handling electrical household gadgets and following basic first aid procedure appropriately • Describe the methods of recognizing workplace risks and promptly inform anybody who should know about them • Discuss various emergency circumstances and methods to handle them • Explain the importance of placing medicines and hazardous chemicals away and keeping sharp objects out of reach of child • State the importance of preventive regular health check-up and healthy living • Explain the methods of managing wastages like food, water, etc., as directed as well as disposing of sanitary 	<ul style="list-style-type: none"> • 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

<p>and other hazardous wastes appropriately</p> <ul style="list-style-type: none"> • Describe the conservation methods for materials, natural resources, and energy at work 	
<p>Classroom Aids:</p> <p>White board and marker or blackboard and chalk, duster, laptop or desktop computer and projector, flipcharts, participant handbook</p>	
<p>Tools, Equipment and Other Requirements</p> <p>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.</p>	

Module 7: 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"> • Discuss types of meals suitable for mother/infant/toddler, dietary requirement of child and quantity and quality of meals as per need • Describe the method to maintain the nutritional value of items during and after cooking • 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 • Describe the method to wash and clean the kitchen surfaces, utensils, and meal preparation area • Discuss various types of vegetarian/non-vegetarian foods, types of fruits, vegetables, lentils, herbs, spices, dairy and their uses • Describe the methods of arranging the tools and equipment needed to prepare the food • Explain importance of using prescribed vegetables and other food items and following provided basic meal diet chart • Describe the ways to prepare ingredients for cooking various food items and procedure to prepare balanced diet as per instructions • 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. • Discuss various types of hot and cold beverages and preparation techniques • Explain waste management and how to avoid wastage of vegetables, ingredients, cooking oil, gas, etc. 	<ul style="list-style-type: none"> • 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
Classroom Aids:	
White board and marker or blackboard and chalk, duster, laptop or desktop computer and projector, flipcharts, participant handbook	
Tools, Equipment and Other Requirements	
Sample feeding plan, Ingredients, vegetables, fruits, raw material etc. for preparing food, Various beverages like tea, coffee, juice, shakes, and smoothies etc.	

Module 8: 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"> • Discuss employability skills required for jobs in various industries • Explain ways to explore learning and employability portals • 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. • Explain the significance of 21st century skills for employment • Describe the benefits of the continuous learning • Explain how to read and understand routine information, notes, instructions, mails, letters etc. Written in English • List the difference between job and career • Communicate and behave appropriately with all genders and PwD • Discuss how to escalate any issues related to sexual harassment at workplace according to poSH act • List common components of salary and compute income, expenses, taxes, investments etc. 	<ul style="list-style-type: none"> • Demonstrate how to follow environmentally sustainable practices • 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 • Practice the use basic english for everyday conversation in different contexts, in person and over the telephone • Write short messages, notes, letters, e-mails etc. In English • Prepare a sample career development plan with short- and long-term goals, based on aptitude • Practice following verbal and non-verbal communication etiquette and active listening techniques in various settings • Roleplay how to work collaboratively with others in a team • Roleplay how to escalate any issues related to sexual harassment at workplace according to poSH act

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

Module 9: On-the-Job Training

Mapped to Baby Caregiver Non Clinical (Household & Care homes)

Mandatory Duration: 00:00	Recommended Duration: 120:00
Location: On Site	
<ul style="list-style-type: none"> • Show how to massage the child gently as per instructions and wipe and dress the baby appropriately after the massage • Perform the steps to change the diapers and clean the baby at regular intervals or as required and bathe, clean, undress, and dress a child as per child-care standards • Demonstrate how to change the linen and make the bed as per kids' comfort • • Role play on how to assist the child with toilet-training • Apply proper methods to perform housekeeping and cleaning duties related to the child's care • Employ appropriate methods to regulate child's rest periods and nap schedules and monitor them and report to parents in case of any irregularities observed • Apply proper procedure to clean and sanitize pacifiers, teething rings, toys, and play equipment and other belongings • Prepare a sample record of play, sleeping and waking up time, etc. • Show how to update and track development and vaccination chart of child • Show how to sterilize the bottles and other feeding equipment appropriately • Demonstrate how to prepare the formula feed or assist in preparing the meal for the child and put the feeding bib around the child before feeding • Role play on how to feed or assist in feeding the child carefully to avoid any inconvenience or choking and make the infant burp after the feed • Dramatize on how to assist and train the child in self-feeding • Show how to observe behavior for irregularities or symptoms, take temperature, etc. to maintain the child's health • Role play on how to report the child's sickness to the parents • Apply proper methods to seek medical assistance and administer right dosage of medicines to the child on time, as instructed • Apply proper methods to ensure that all safety equipment is installed to protect the child from any harm and all safety equipment and devices are working properly at all times • Role play on how to report any damage or required repair to the parents • Develop and implement a sample discipline programs to promote desirable child behaviour • Prepare sample documentation procedure for child's behaviour, complaints, symptoms, and other information • Apply appropriate methods to identify signs of emotional or developmental problems in the child and bring them to the parents' attention • Role play on how to assist the child in the development of health and personal habits • Dramatize on how to instruct the child in safe behaviour, such as avoiding contact with unsafe objects, fire, etc. and teach age-appropriate activities for intellectual development • Apply proper practices to model appropriate social behaviours and encourage concern for others to develop interpersonal and communication skills of the child • Show how to assign appropriate chores and praise targeted behaviour to encourage development of self-control, self-confidence, and responsibility • Employ proper practices to entertain, converse with, or read aloud to the child to enhance mental health and alertness and support child's emotional and social development • 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 	

- Apply proper methods to make requirements clear by asking appropriate questions
- Dramatize how to respond effectively to residents' dissatisfactions and complaints and create and maintain an effective but impersonal relationship with residents
- Employ appropriate methods to notify residents in advance of any issues or problems, as well as any developments that may affect them
- Role play on how to seek feedback from the residents and incorporate them to improve their experience
- Demonstrate how to report any workplace issues to the residents/employers immediately
- 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		2	Training & teaching in related course in nursing school/ hospitals children ward, Children shelters home or in any professional setup	
Graduate	Child Development/ Human Development/ Nursing/ Home Science/ Psychology/ Occupational Therapy/	2		1		
Post Graduate	Physiotherapy or Equivalent or Relevant Education	2		1		



Trainer Certification	
Domain Certification	Platform Certification
Certified ToT for Job Role “Baby Caregiver Non Clinical (Household & Care homes)” mapped to QP “DWC/Q0202” v3.0. Minimum accepted score is 80%.	Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “Master Trainer (VET and Skills) MEP/Q2601, v2.0”. Minimum accepted score is 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	3		2	Training & teaching in related course in nursing school/ hospitals children ward, Children shelters home or in any professional setup	
Graduate	Child Development/ Human Development/ Nursing/ Home Science/ Psychology/ Occupational Therapy/ Physiotherapy or Equivalent or Relevant Education	3		2		
Post Graduate		3		2		

Assessor Certification	
Domain Certification	Platform Certification
“Certified ToA for Job Role “Baby Caregiver Non Clinical (Household & Care homes)” mapped to QP “DWC/Q0202” v3.0. Minimum accepted score is 80%.	Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “Master assessor (VET and Skills) MEP/Q2701, v2.0”. Minimum accepted score is 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
Declarative Knowledge	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.
Key Learning Outcome	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).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Procedural Knowledge	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.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training .
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module . A set of terminal outcomes help to achieve the training outcome.



Acronyms and Abbreviations

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