Model Curriculum

QP Name: Child Caretaker (Non-Clinical)

QP Code: DWC/Q0201

QP Version: 2.0

NSQF Level: 3

Model Curriculum Version: 1.0

Domestic Workers Sector Skill Council || 59, Tughlakabad Institutional Area, New Delhi - 110062

Table of Contents

Training Parameters

Sector	Domestic Workers Sector
Sub-Sector	Caregiving (Non-Clinical)
Occupation	Child Care (Non-Clinical)
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/ 5311.0200
Minimum Educational Qualification and Experience	5th, Nil
Pre-Requisite License or Training	Not Applicable
Minimum Job Entry Age	18 years
Last Reviewed On	03/06/2020
Next Review Date	01/06/2020
NSQC Approval Date	
QP Version	2.0
Model Curriculum Creation Date	10/10/2020
Model Curriculum Valid Up to Date	10/10/2025
Model Curriculum Version	1.0
Minimum Duration of the Course	200 Hours, 0 Minutes
Maximum Duration of the Course	200 Hours, 0 Minutes

Program Overview

Training Outcomes

At the end of the program, the participants will be able to

- Assist child in his/ her daily activities, cleanliness and personal hygiene

- Develop positive relationship with the child
- Maintain healthy, safe and secure environment for the children
- Demonstrate the standards of hygiene and work etiquettes
- Maintain a clean and secure working environment

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Bridge Module	**04:00**	**04:00**	**-**	**-**	**08:00**
Module 1 – Introduction to Domestic Workers Sector and Child Caretaker (Non-Clinical)	04:00	04:00	-	-	08:00
DWC/N0201 - Manage Child's Immediate environment and Needs **NOS Version No. 2.0** **NSQF Level 3**	**12:00**	**32:00**	**-**	**-**	**44:00**
Module 2 - Child's Immediate environment and Needs	12:00	32:00	-	-	44:00
DWC/N0202 – Develop and promote positive relationship with the child. **NOS Version No. 2.0** **NSQF Level 3**	**16:00**	**40:00**	**-**	**-**	**56:00**
Module 3 - Positive Relationship with the Child	16:00	40:00	-	-	56:00

DWC/N0203 – Develop and maintain a healthy, safe and secure environment for child **NOS Version No. 2.0** **NSQF Level 3**	**12:00**	**32:00**	**-**	**-**	**44:00**
Module 4 - Healthy, Safe and Secure Environment for Child	12:00	32:00	-	-	44:00
DWC/N9902 – Display Standards of Hygiene and Work Etiquettes **NOS Version No. 2.0** **NSQF Level 3**	**12:00**	**12:00**	**-**	**-**	**24:00**
Module 5 - Hygiene and Work Etiquettes	12:00	12:00	-	-	24:00
DWC/N9903 – Maintain a Clean and Secure Working Environment **NOS Version No. 2.0** **NSQF Level 3**	**08:00**	**16:00**	**-**	**-**	**24:00**
Module 6 - Clean and Secure Working Environment	08:00	16:00	-	-	24:00
Total Duration	**64:00**	**136:00**	**-**	**-**	**200:00**

Module Details

Module 1: Introduction to Domestic Workers Sector and Child Caretaker (Non-Clinical)
Mapped to Bridge Module

Terminal Outcomes:

- State the vision and objectives of Domestic Workers Sector
- Describe the background and Domestic Workers Sector in India
- Explain the attributes, role and responsibilities of the Child Caretaker (Non Clinical)

Duration: *04:00*	**Duration**: *04:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the objectives of the program on the Child Caretaker (Non-Clinical) - Discuss objectives of the Domestic Workers Sector. - Explain the categorisation of domestic workers in India. - Discuss about the emerging trends and reasons for growth of the domestic workers sector in India. - Express the draft national policy and existing statutory provisions for Domestic Workers in India - Describe the required attributes for a Child Caretaker (Non-Clinical) - Explain the role and responsibilities of a Child Caretaker (Non-Clinical).	- Draw a table classifying the occupations available in Domestic Workers Sector. - Evaluate case studies outlining the statutory provisions for Domestic Workers in India.
Classroom Aids:	
PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery.	
Tools, Equipment and Other Requirements	
N/A	

Module 2: Child's immediate environment and needs
Mapped to DWC/N0201 v.2

Terminal Outcomes:

- State the types of routine activities in daily living of a child.
- Support the children in their activities of daily living (ADL).
- Observe and monitor child's activities and inform parents/ guardian.
- Identify the needs and preferences of the child.
- Be able to tidy up the child's living area, such as living room and toilet for the child.

Duration: 16:00	Duration: 40:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the preparation of the daily care routine under the guidance of the parents/ guardians. - Explain how to perform various ADL of children in different age groups. - Discuss the importance of diapering, and process of diapering including the hygiene connected with it. - Describe the physical and nutritional needs of children in various age groups. - Explain how to perform routine cleaning activities, such as sweeping, dusting, mopping, sanitising, etc. to keep the living area clean, sanitised, and organised. - Discuss the steps of washing and sanitising the clothes/ sheets as per type of fabric manually, or with washing machines. - Explain the procedure of cleaning and sterilising different types of utensils, tools and appliances. - Discuss the ways of toilet training a child.	- Demonstrate how to perform different ADL such as bathing, toileting, putting to sleep, etc. - Demonstrate changing nappy/diaper, washing and keeping the diapers dry and sanitised. - Prepare a sample meal based on nutritional requirement and age. - Demonstrate the method to feed/ serve the meal to children and monitor during the feed - Demonstrate the process of bed-making, as per given instructions regarding age and comfort etc. - Demonstrate how to clean (sweep, mop and dust), remove stains and smell and sanitize areas of the house. - Show different ways to wash clothes as per fabric type. - Demonstrate cleaning and sanitising the utensils/ tools using UV and Electric steriliser. - Demonstrate operation, maintenance and sanitisation of washing machines, kitchen and cleaning appliances etc.

Classroom Aids:
PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery.

Tools, Equipment and Other Requirements
Automatic and semi-automatic washing machines, detergent powder, various liquid detergents, soap bars, brush, different types of clothes, clothesline or drying stand, clothespins, bed linen for children cots, buckets, dry iron, steam iron, hangers, cloth shelves, laundry basket, brooms, mops, cleaning agents, utensils, appliances, wipes, carpets, food items for children, feeding bottles, groceries, utensils, steriliser, gas stove etc, toys, learning aides, books, etc.

Module 3: Positive Relationship with the Child

Mapped to DWC/N0202 v.2

Terminal Outcomes:

- Explain the stages of growth and development milestones of the child.
- Develop positive relationship with the child and his/ her family.
- Demonstrate the ways of overcoming resistance and managing conflicts.
- Explain ways to support the child to develop positive relationship with others.

Duration: *12:00*	Duration: *32:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Identify and record the growth milestone (s) achieved by the child. - Discuss how to assist the children to identify and pursue their interests/ hobbies, such as dancing, painting, music etc. - Explain the ways to support/ help the child to develop positive relationship with other children and adults. - Discuss the manner to interact with the child in a way that helps the child feel welcomed and valued - Explain how to support the child to communicate and connect with other children and adults. - How to ensure that the child behaves appropriately at all times in accordance with their stage of growth. - Describe the ways to calm the distressed child and handle the ones throwing tantrums. - Discuss how to identify signs of emotional or developmental problem in the child and bring them to the attention of parents/ guardians. Explain the ways to develop a positive relationship with the children.	- Demonstrate how to create environment of positivity through positive/ affectionate actions. - Demonstrate the ways of seeking help from parents/ other family members/ neighbours/ doctors when required. - Report on the child's growth and development, and obtain necessary guidance from the children. - Obtain continuous instructions from the parents/ guardian on nutrition, food and children's activities such as play and hobbies - Conduct games and activities. Which will have positive impact on the growth of the child. - Apply principles of effective communication while interacting with the child and his/ her family. - Demonstrate the methods of development of the positive relationship with the children.
Classroom Aids:	
PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery.	
Tools, Equipment and Other Requirements	
Telephone, mobile, notepad, pen, toys, learning aides, books, colours, child monitor, first aid box, TV, internet, signs, safety gate, other necessary items.	

Module 4 - Healthy, Safe and Secure Environment for Child

Mapped to DWC/N0203 v.2

Terminal Outcomes:

- Ability to establish and maintain healthy, safe and secure environment for the child.
- Be able to assist in procedures with respect to accidents, injuries, illnesses and other emergencies.

Duration: *08:00*	**Duration**: *16:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Working with the parents/ guardians to make the play/ learning area secure and safe both indoors and outdoors. - Discuss how to assess the health, safety and security of the work place before starting, during and at the end of work activities. - Ways to carry out periodic review hygiene, health, safety and security procedures and make necessary changes. - Discuss how to brief and supervise the child about what is inappropriate touch, bullying, and actions thereof. - Explain how to identify any signs of abuse and harassment, accident, injury, pain, and other symptoms illness and addressing the same under guidance. - Maintain record of relevant helplines and immediate family, neighbour's contact details.	- Demonstrate the ability to protect and make the child aware of the threats from interaction with undesirable persons to avoid possible harassment, abuse and abduction. - Implement the procedures to assess the health, safety and security of the work place before starting, during and at the end of work activities. - How to check all areas of work place for safety and health hazards and remove them, to include electrical hazards and storage of harmful chemicals. - Maintain first aid kit as per as required and ensure that the contents are replaced prior to the expiry. - follow the correct procedures to deal with accidents, injuries, signs of illness and other emergencies calmly and safely including reporting to right persons. - Demonstrate the methods to apply first aid to include the CPR

Classroom Aids:
PPT, Laptop, White Board, Marker, Projector and Screen, Audio-visual, Chart paper, Telephone connection, Landline phone, and other required stationery.

Tools, Equipment and Other Requirements
Mobile phones, Papers, Pen, Fax, Computer, Cleaners, Broom, Wiper, Napkins, Handkerchief, PPE, Clean Clothes, Tooth Brush, Soap, Dresses, Shoes, Sandals, Wrist Watch, Notepad, etc.

Module 5: Hygiene and Work Etiquettes

Mapped to DWC/N9902 v.2

Terminal Outcomes:

- Demonstrate the ways of effective communication and maintaining work etiquettes.
- State the ways of dressing professionally and maintaining a well-groomed personality.
- Demonstrate ways of communication that reflects gender and PwD sensitivity.
- Explain the ways of maintaining the standards of personal hygiene.
- Manage time and workload appropriately while having a positive attitude.

Duration: *08:00*	**Duration**: *16:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain how to communicate effectively with employer, co-workers the family and others. - Define ethical behaviour, positive outlook and personal integrity. - Discuss the method of dressing professionally, maintaining personal hygiene and grooming. - Explain gender discrimination, gender equality and various ways of being gender sensitive. - Discuss the sexual harassment at workplace (Prevention, Prohibition and Redressal Act-2013) - List health and safety requirements of PwD (Persons with Disabilities) - Explain procedures to report various issues (eg. Sexual harassment, infectious diseases, health issues to the appropriate authority. - Describe how to recognize indicators of harassment and discrimination based on gender, disability, caste, religion, colour, sexual orientation and culture - Discuss about personal, social and telephone etiquette. - Explain the ways of managing time.	- Demonstrate the ways of communicating effectively with employer, his/ her family, co-workers, visitors and guests. - Demonstrate the ways of dressing/ grooming professionally and maintaining personal hygiene. - Demonstrate ways of communication that reflects gender and PwD sensitivity. - Demonstrate ways to support the PwD with their chores or help them as required by them. - Demonstrate telephone etiquette while taking a call. - Prepare a sample plan to manage time and workload based on one's personal and professional life.
Classroom Aids:	
PPT, Laptop, White Board, Marker, Projector and Screen, Audio-visual, Chart paper, Telephone connection, Landline phone, and other required stationery.	
Tools, Equipment and Other Requirements	
Mobile phones, Papers, Pen, Fax, Computer, Cleaners, Broom, Wiper, Napkins, Handkerchief, PPE, Clean Clothes, Tooth Brush, Soap, Dresses, Shoes, Sandals, Wrist Watch, Notepad, etc.	

Module 6: Clean and Secure Working Environment

Mapped to DWC/ N9903, v.2

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 importance and ways of keeping the surrounding clean, hygienic and pollution free.

Duration: *08:00*	Duration: *16:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain how to identify unsafe conditions and hazards in the households/ workplace, and various safety measures to deal with them. - Discuss the various responses to different emergency situations/ hazards - Describe the causes of fire and various fire extinguishants. - Describe how to carry out first aid, ABC procedure and CPR (Cardiopulmonary Resuscitation). - Explain environment friendly practices to minimise pollution of air, water, noise, earth etc. - Describe different types of waste, their segregation, and applying 3 Rs (reduce, recycle and re-use) of waste management. - Discuss the methods of keeping the workplace bugs/ germs/ rodent free. - State the importance of conservation of energy and materials.	- Inspect given area for unsafe conditions, hazards and to respond to such conditions. - Demonstrate responses to different emergency situations. - Operate different types of fire extinguishers - Address given medical emergencies through process of ABC and provision of first aid/ evacuation thereof. - Perform CPR or mouth to mouth respiration. - Demonstrate ways of conserving energy and material at the workplace. - Demonstrate how to sort and dispose waste of different categories. - Demonstrate the ways of disinfecting and keeping the house bugs free.
Classroom Aids:	
PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, telephone connection, landline phone, and other required stationery.	
Tools, Equipment and Other Requirements	
Cleaners, Broom, Wiper, PPE, Ladder, Carpets, Ropes, Gas Stove, Gas Cylinder, Matchsticks, Fire Extinguishers, Water, Hose Pipe, 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.	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	**Specialization#**	**Relevant Industry Experience**		**Training Experience**		**Remarks**
		Years	*Specialization*	*Years*	*Specialization*	
12th	Certified as Child Caretaker (DWC/Q0201) Baby Caregiver (DWC/Q0201)$	3	Child/ Baby Caregiving/ Caretaking	2	Training/ teaching in related courses in any professional set up.	$ relevant/ similar NSQF courses #Integrated Child Development Course- from NIPCCD with 1 year experience each in work and training.
Diploma	Nursing/ Equivalent in Child/ Baby care	2				
B.Ed. or M.Ed.	Special Education or Equivalent or Relevant Education	2		1		
Graduation	Child Development/ Human Development/ Nursing/ Home Science/ Psychology/ Occupational Therapy/ Physiotherapy or Equivalent or Relevant Education					
Post-Graduation						

Trainer Certification	
Domain Certification	**Platform Certification**
Certified for Job Role: "Child Caretaker (Non Clinical) " mapped to QP: "DWC/Q0201, V2". Minimum accepted score is 80%.	Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MEP/Q0102, v1". Minimum accepted % as per DWSSC guidelines is 80%.

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/ Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
12th	Certified as Child Caretaker (DWC/Q0201) Baby Caregiver (DWC/Q0201)	3	Child/ Baby Caregiving/ Caretaking and expectant mothers and new born	2	In nursing school/ Institutions homes for Child/ Baby Caregivers, expectant mothers and new born	Integrated Child Development Course- from NIPCCD with 1 year experience each in training and assessment
Diploma	Nursing/ Equivalent in Child/ Baby care	2		1		
B.Ed. or M.Ed.	Special Education or Equivalent or Relevant Education	2		2		
Graduate / Post Graduate	Child Development/ Human Development/ Nursing/ Home Science/ Psychology/ Occupational Therapy/ Physiotherapy or Equivalent or Relevant Education	3/2		3/2		

Assessor Certification	
Domain Certification	Platform Certification
Certified ToA for Job Role: Child Caretaker (Non-Clinical) mapped to QP: "DWC/Q0201, v 2". Minimum accepted score as per SSC guidelines is 75%.	Recommended that the Assessor is certified for the Job Role: "Assessor", mapped to the Qualification Pack: "MEP/Q2701, v1" with scoring of minimum 75%.

Assessment Strategy

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

2. Testing Environment:
   - 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.
   - If the batch size is more than 30, then there should be 2 Assessors.
   - Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
   - Check the mode of assessment—Online (Tablet/Computer) or Offline (OMR/PP).
   - Confirm adequate number of Tablets available 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 verified by the other Subject Matter Experts
   - Questions are mapped with NOS and PC
   - Question papers are prepared considering that level 1 to 3 are for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
   - Assessor must be ToA certified & trainer must be ToT Certified
   - Assessment agency must follow the assessment guidelines to conduct the assessment

4. Types of evidence or evidence-gathering protocol:
   - Time-stamped and geo-tagged 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 & geo-tagged 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
   - Soft copies of the documents & photographs of the assessment are stored in the Hard Drives

References

Glossary

Terms	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

Terms	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
PC	Performance Criteria
DWSSC	Domestic Workers Sector Skill Council
MC	Model Curriculum
OJT	On Job Training
KLO	Key Learning Outcomes
SME	Subject Matter Expert
ToA	Training of Assessors
ToT	Training of Trainers
SIP	Skill India Portal
TP	Training Partner
SDMS	Skill Development and Management System
VTP	Vocational Training Provider
TC	Training Centre
OMR	Optical Mark Recognition
PPE	Personal Protective Equipment
SSC	Sector Skill Council
PwD	Persons with Disabilities
ADL	Activities of Daily Living
CPR	Cardio Pulmonary Resuscitation
UV	Ultraviolet