



Participant Handbook

Sector
Domestic Workers

Sub-Sector
Caregiving (Non-Clinical)

Occupation
Child Care (Non-Clinical)

Reference ID: **DWC/Q0202, Version 2.0**
NSQF level: 3



**Baby Caregiver Non Clinical
(Household & Care Homes)**



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Domestic Workers Sector Skill Council

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First Edition, September 2022

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Prime Minister of India

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If we have to move India towards
development then Skill Development
should be our mission. ”



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Certificate

COMPLIANCE TO QUALIFICATION PACK – NATIONAL OCCUPATIONAL STANDARDS

is hereby issued by the

Domestic Workers Sector Skill Council

for

SKILLING CONTENT : PARTICIPANT HANDBOOK

Complying to National Occupational Standards of

Job Role/ Qualification Pack: **“Baby Caregiver Non Clinical (Household & Care Homes)”**
QP No. **‘DWC/Q0202, NSQF Level 3’**

Date of Issuance: March 25th, 2021
Valid up to: March 30th, 2024

*Valid up to the next review date of the Qualification Pack or
‘Valid up to’ date mentioned above (whichever is earlier)

Authorised Signatory

Domestic Workers Sector Skill Council

Acknowledgements

Domestic Workers Sector Skill Council would like to express its gratitude to all the experts and institutions who contributed in different ways towards the preparation of this “Participant Handbook”. Without their contribution, it could not have been completed. Special thanks are extended to those who collaborated in the preparation of its different modules. Sincere appreciation is also extended to all who provided peer review for these modules. The preparation of this manual would not have been possible without the valuable guidance of our Board, Steering Committee, MSDE, Ministry of Labour, NSDC & NCVET and our Industry Partners. Industry feedback has been extremely encouraging from initiation to conclusion and it is with their input that we have tried to bridge the skill gaps existing today in the Industry.

This participant manual is dedicated to aspiring youth who desire to achieve up skilling & new skills which will be a lifelong asset for employment & entrepreneurship.

About This Book

Welcome to the “Baby Caregiver Non Clinical (Household & Care homes)” training programme. This Participant Handbook will facilitate and train the trainees/participants in the skills necessary to be a “Baby Caregiver Non Clinical (Household & Care homes)”, in the Domestic Workers Sector. Thus, this PHB intends to prepare them with the relevant information and knowledge necessary for the job role.

This Participant Handbook is designed based on the Qualification Pack (QP) under the National Skill Qualification Framework (NSQF), and it comprises of the following National Occupational Standards (NOS)/ topics and additional topics.

- DWC/N0205: Attend to the basic needs of infants and toddlers
- DWC/N0207: Ensure holistic development of infants and toddlers
- DWC/N9902: Maintain service standards and communicate effectively
- DWC/N9903: Maintain health, hygiene and safety standards
- DWC/N9901: Prepare basic food as per dietary requirements
- DGT/VSQ/N0102: Employability Skills (60 Hours)

The PH ends with the details and tips for subsistence in terms of the employment and entrepreneurship. As the educational qualification for this job role is 5th standard (preferable), the content is enriched with the relevant images, so that the trainees may understand the concepts quickly and comprehensively. This book details the technical as well as behavioural skills required for this job role and tries to cover most of the points.

Successful completion of the programme shall certify the trainee as a Baby Caregiver (Non-Clinical) (Household and Small Establishment), thereby adding value for their employment opportunities as also the entrepreneurship capabilities.

Symbols Used



Learning Outcomes



Exercise



Steps



Activity



Tips



Notes



Objectives



1. Introduction and Orientation

Unit 1.1 – Objectives of the Program

Unit 1.2 – Introductions to Domestic Workers Sector in India

Unit 1.3 – Responsibilities of Baby Caregiver (Non Clinical)



Key Learning Outcomes

At the end of this module, the participant will be able to:

1. Explain about the Domestic Workers Sector in India.
2. Identify the categorization of domestic workers in India.
3. Demonstrate the reasons for the growth of the Domestic Workers Sector in India.
4. Identify the emerging trends in Domestic Workers Sectors in India.
5. Identify the roles and responsibilities of a Baby Caregiver (Non Clinical)

UNIT 1.1: Objectives of the Program

Unit Objectives

At the end of this unit, the participant will be able to:

1. Explain about domestic workers in India.
2. Explain the objectives and overview of the program.

1.1.1 Introduction

Domestic workers have always been a crucial part of Indian households for ages, however, their roles and responsibilities were not truly described and henceforth, this section of workers have not got their due recognition. Nevertheless, with changing times due to the increased earning capacity of the Indian household, growing nuclear families and working couples, the role of domestic workers has grown very important in today's Indian society. There has been a rapid growth in the demand for domestic workers like caretakers, cooks and ayahs (Baby Caregivers), elderly caretakers/ caregivers for the elderly and Persons with Disabilities, cleaners and laundry persons at various levels.

The new age Indians, essentially the splintered families, are ready to pay higher remunerations and privileges to the domestic workers, however, demand a trained and certified employee, who is aware of his/her work thoroughly and can manage the employer's household or provide professional caregiving without post-employment training and supervision.

1.1.2 Program Overview

The program will facilitate an overview of:

- Attend to the basic needs of infants and toddlers
- Ensure holistic development of infants and toddlers
- Maintain service standards and communicate effectively
- Maintain health, hygiene and safety standards
- Prepare basic food as per dietary requirements
- Employability Skills

Exercise 

1. State true or false
 - a) Domestic workers have always been a crucial part of Indian households (T/F)
 - b) This section of workers has always got their due recognition. (T/F)
 - c) There has been a rapid growth in the demand for domestic workers (T/F)
 - d) The new age Indians, essentially the splintered families are not ready to pay higher remunerations and privileges to the domestic workers (T/F)
2. List any four points which are part of the program overview of baby caregiver

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UNIT 1.2: Introduction to the Domestic Workers Sector in India

Unit Objectives

At the end of this unit, the participant will be able to:

1. Illustrate about the Domestic Workers Sector in India.
2. State the size and significance of the domestic worker's sector.
3. Explain the laws related to domestic workers.
4. Categorize and classify domestic worker occupations.
5. Identify the growth drivers and emerging trends of the domestic worker's sector.
6. Explain the progression of the job role of a Baby Caregiver (Non-Clinical).

1.2.1 Introduction

The sectoral approach of Domestic Workers may be new to India but we have been seeing the presence and significance of domestic workers to our day by day life as they have been an essential part of our families across the nation. Until a couple of years back, the domestic workers had an extremely customary picture and this work was not viewed as optimistic employment. This stigma made it the last choice as work for the general population.

The Draft National Policy on Domestic Workers as recommended by the task force on Domestic Workers defines a domestic worker as an individual engaged in domestic work within an employment relationship for remuneration. They are employed in households for a wide variety of tasks, generally through some agency or directly, either on a temporary or permanent basis, part-time or full-time basis.

1.2.2 Domestic Workers Sector in India

Most of the workers in the domestic sector come from the marginalized sections of society and a significant percentage of them are migrant workers.

Size and Significance

- There are no reliable statistics available to determine the number of workers in the sector, but the data analysis of the National Sample Survey (NSS) (61st Round, 2004-5) gives an approximate figure of approximately 4.2 million domestic workers in the country.
- Girls and women make up the significant majority of domestic workers. Between 2000 and 2010, women accounted for 75 % of the increase in the entire number of domestic workers in India.
- In 2009-2010 more than two-thirds of the domestic workers in the country were working in urban areas
- Most of the domestic workers in India are illiterate/ minimally educated and low-skilled.

To know more about the NSS study, please refer to the link <https://catalog.ihnsn.org/index.php/catalog/2316>

1.2.3 Draft National Policy for Domestic Workers

Aims and Objectives

The National Policy for Domestic Workers aims to strengthen the existing social protection floor for domestic workers and include them specifically in the existing legislation to enable them to fully enjoy their rights as workers. Once approved and notified the domestic workers; like other workers shall have the right to: -

- Right to work with dignity and respect.
- Work in a formal employment relationship and registration as workers.
- Protection of minimum wage.
- Direct receipt of wage in cash or bank accounts.
- Provisions of hours of work and leave/ weekly off under Factory Act.
- Social security coverage includes maternity benefits as provided through programmes by State and Central Governments.
- A safe and healthy place to work and stay (to ensure the privacy of workers), sufficient food should be provided for a live-in worker.
- Protection against sexual harassment at the place of work as per existing statutes in force;
- Safe working environment and protection from hazards and accidents at the workplace;
- Pursue skills development and professional training/studies or distant education programmes at her/his leisure time;
- Access entitlements, schemes and benefits available to other categories of workers;
- Freedom of Association and Collective Bargaining;
- Access similar to justice, dispute, resolution and grievance redressal by a suitable mechanism. Such a mechanism will also include grievance redressal by an independent tripartite body.

Legal Provisions in the States

- Along with the draft, National Policy on the Domestic Workers, a No. of statutes in the country are in force, which addresses the rights and privileges of Domestic Workers in different states as under:
- Domestic workers are within the scope of the Unorganized Workers Social Security Act-2008. Some relevant schemes as relevant under schedule (I) are:
 - » Indira Gandhi National Old Age Pension Scheme.
 - » National Family Benefit Scheme.
 - » Janani Suraksha Yojana.
 - » Janshree Bima Yojana.
 - » Aam Admi Bima Yojana.
 - » Rashtriya Swasthya Bima Yojana.
- Under the Unorganized Workers Social Security Act-2008, the states establish the State Social Security Boards and implement various schemes within the act and rules thereof.
- The states of Kerala and Karnataka have adopted minimum wage laws for domestic workers.
- The state of Karnataka introduced 'domestic work' in the Minimum Wages Act in Jun 2005.
- Tamil Nadu included domestic workers in their Manual Workers (Regulation of Employment and Conditions of Work) Act, 1982, in 2007.

- The Child Labour (Prohibition and Regulation) Act, 1986 was amended in 2006 to ban the employment of children as domestic workers.
- Tamil Nadu included domestic workers in their Tamil Nadu Manual Workers (Regulation of Employment and Conditions of Work) Act, 1982, in 2007 and the Tamil Nadu Domestic Workers Welfare Board was constituted in the same year.
- Maharashtra has published a Code of Conduct relating to domestic workers.
- The state of Assam fixes the minimum wages and any other allowance for Domestic Workers in consultation with the State Minimum wage Advisory Board for domestic workers.
- The state of Tripura fixes the minimum wages and any other allowance for Domestic Workers through State Minimum wage notifications.
- Sikkim Labour Protection Act 2005 includes Domestic Worker as a worker in Sikkim making all the provisions in the State Labour Protection Act applicable to domestic workers as well.

1.2.4 Categorization and Classification of Domestic Workers Job Role/Occupation



Fig.1.2.1: Domestic Workers Job

Domestic workers can be workers i.e. workers who work for one or more employers for a specified number of hours per day or perform specific jobs for each of the multiple employers every day.

- **Live-in worker** i.e. worker who works full time for a single employer and also stays on the premises of the employer or in a dwelling provided by the employer (which is close or next to the house of the employer) and does not return to her/his home every day after work.”
- **Full - Time worker** i.e. worker who works for a single employer every day for a specified number of hours (normal full day work) and who returns to her/his home every day after work.
- **Part-time worker** i.e. worker who works with multiple employers for 1 or 2 hours per day per household and does not stay within the premises of the employer's house/ work area.

1.2.4.1 Classification of the Occupation

Domestic Workers Sector Skill Council is divided into two sub-sectors i.e. “Household Services/ Housekeeping and Services” and “Caregiving (Non-Clinical)”. These two sub-sectors are further divided into seven occupations.

Housekeeping, Cleaning, Cooking and Laundry occupations come under the “Household Services/ Housekeeping and Services” sub-sector whereas; Child Care (Non - Clinical), Caregiver – Persons with Disabilities (Non – Clinical), Caregiver – Mother and New-born (Non – Clinical) and Elderly Care (Non – Clinical) occupations come under the Caregiving (Non – Clinical) sub-sector.

See the organisation/ relationship tree below in respect of the occupation sub-sectors:

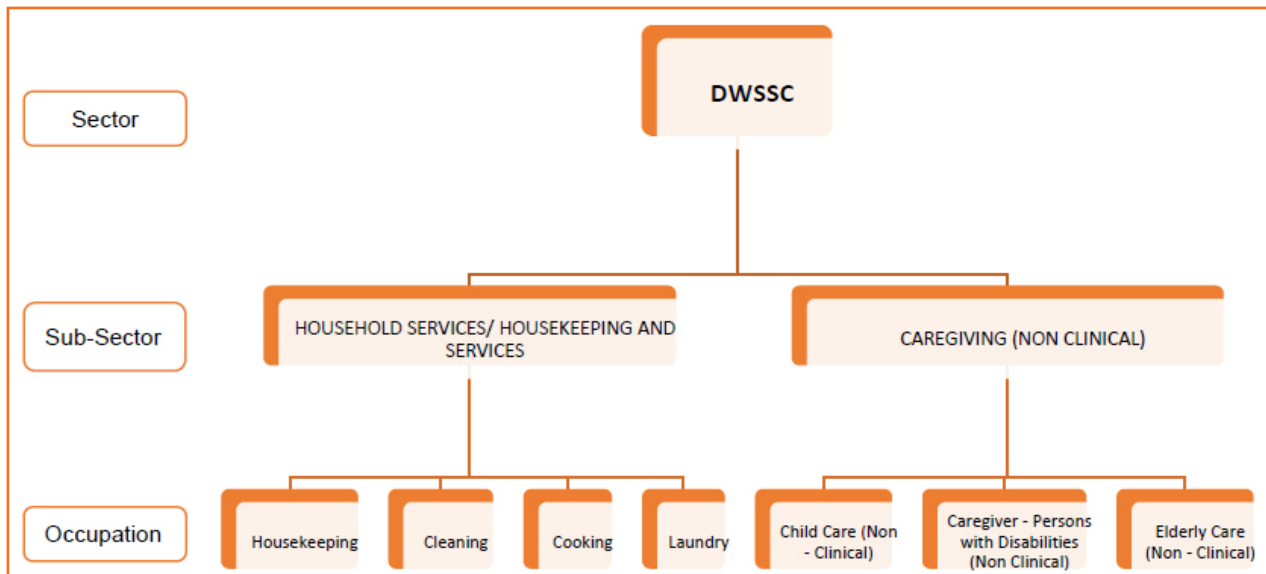


Fig.1.2.2: Classification of Domestic Workers Job

1.2.5 Growth Drivers and Emerging Trends in the Sector

Growth Drivers for the Domestic Workers Sector

Domestic work is one of the oldest occupations amongst others and is making fast development globally. It refers to the increasing number of people, coming together to make the lives of others simpler and more comfortable.

The past trends reflect the increasing demand for skilled domestic help in India. Domestic Workers Sector Skill Council in India is the only National level platform in the country, which, through its activities of mobilization, training, certification and placement, is one of the best platforms, which are working hard to create a safe and financially stable ground for the domestic workers of India. With labour mobilization (ease of working within different economies) and public policy playing active roles to improve the situation, this Sector is working on simplifying domestic workers' rights.

Some of the prominent growth drivers are:

- Demand for professionally trained workers is higher, and even employers are ready to pay comparatively higher salaries than other work sectors.
- Awareness of dignity in this field and the change in India’s socio-economic pattern are encouraging more people (youth) to join this sector.
- One of the prominent reasons for obtaining domestic help is the rise in the number of working couples and nuclear families.

Another important reason for the growth in this sector is increase in disposable income and improved per capita income.

Reasons for Growth

- Improved per capita income and increase in disposable income are the main critical factors of growth in this sector.
- The rise in the nuclear family and working couple is also a prominent reason for the need for domestic workers.
- The change in the socio-economic culture of India, increasing the dignity of labour is one of the reasons that some from the youth are taking to this sector.
- The demand for professionally trained and educated workers by the employers who are ready to pay good salaries which are comparatively higher than other sectors.

1.2.5.1 Emerging Trends

Domestic workers are hired to provide comfort and simplify the usual complexities of individual households by taking over household chores in return for remuneration. The tasks include taking care of children and the elderly, cooking, driving, cleaning, grocery shopping, running errands and taking care of household pets, particularly in urban areas.

Some of the current sector trends are as under:

- **Change in Employer's Expectations:** The employer is ready to pay a higher salary if the domestic worker is as per his/ her expectations in domain knowledge, attitude, hygiene etc.
- **Defined Job Roles:** The job roles of the domestic workers are now more defined than earlier which encourages the worker to perform his/her duties better. Its clear subsectors of household services and caregiving have defined the job roles in the sector
- **The necessity of times:** Employing domestic workers is no more a luxury even for a middle-class family, it has become a necessity. This has been catalysed by the emergence of splinter families/breaking of the joint families and both the spouses employed, thereby leaving a vacuum at home in terms of gaps in household work and caregiving.



Fig.1.2.3: Domestic Workers

1.2.6 Progression for Baby Caregiver (Non-Clinical)

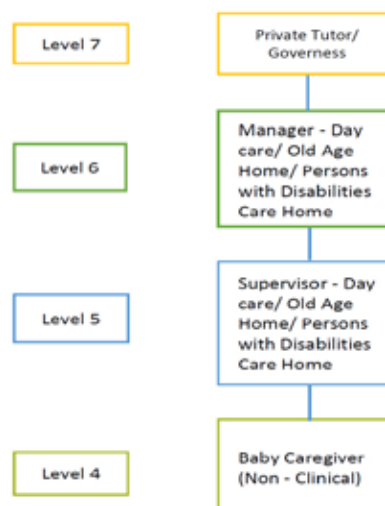


Fig.1.2.4: Progression of Baby Caregiver (Non-Clinical)

Exercise 

1. Which is not the category of Indian Domestic Workers.

- a) Live In
- b) Full - Time
- c) Part-Time
- d) Apprentice

2. State the role of a Live-in Worker.

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3. List down sub-sectors of DWSSC.

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UNIT 1.3: Roles and Responsibilities of a Baby Caregiver (Non Clinical)

Unit Objectives

At the end of this unit, the participant will be able to:

1. 1. Illustrate the roles and responsibilities of a Baby Caregiver (Non Clinical)
2. 2. Identify the attributes of a Baby Caregiver (Non Clinical)

1.3.1 Introduction to Baby Caregiver (Non-Clinical)

Baby caregivers provide safe, educational environments for children while their parents are at work and take care of their basic needs, including dressing, feeding, and supervising play and nap times.

The main job role of a Baby Caregiver is to take care of babies aged 6 months to 2 years. Fundamentally, the Baby Caregiver's role is to help the baby grow smoothly, and in healthy and happy manner. In that he/ she takes care of the baby's activities of daily living (ADL), feeding, support when sick, growth and continuous monitoring whether sleeping or awake/ playing.

Patience, physical fitness, and a genuine interest in caring for children are the most important qualities of a baby caregiver.

To be a successful Baby Caregiver, one should be patient, enthusiastic, and fun-loving. Ultimately, a top-notch child caregiver loves working with children and is passionate about child development and care.

1.3.2 Roles and responsibilities of Baby Caregiver (Non-Clinical)

- Planning, implementing, and supervising structured, educational group activities.
- Assisting the baby in carrying out daily activities like exercise, using the toilet, dressing up, grooming, bathing, etc.
- Preparing, organizing, and supervising mealtimes and snacks with nutritional food selections.
- Planning and supervising balanced routines that include physical activities, rest, and playtime.
- Providing responsible care and maintaining all safety standards.
- Ensuring a safe, sanitary, and orderly environment.
- Pointing out the mistakes made by the baby in a calm and composed way and teaching the baby not to repeat mistakes
- Preparing baby formula and sterilising milk bottles
- Teaching the baby the value of hygiene, health and proper toilet habits
- Helping babies with different physical activities
- Bathing babies and changing diapers
- Administering prescribed medication, as and when require
- Making the bed and providing ironing and laundry services for the baby
- Maintaining professional and positive relationships with parents, children, and staff.

- Notifying supervisors and parents of any signs of emotional or developmental issues.
- Providing structure and accountability that is firm but compassionate.
- Assisting children in the bathroom or with diapering tasks as needed.
- Encouraging children to participate in all activities.

1.3.3 Attributes of a Baby Caregiver

Baby Caregivers must have a warm and friendly personality and should be able to interact well with babies. They must be very patient and able to remain calm under pressure. They should be extremely alert, observant, prompt, and punctual. Below are the attributes that are expected in Baby Caregivers:

- **Honesty:** When employers entrust a Baby Caregiver with the responsibility of the baby, they trust the Caregiver. Added to this, the Baby Caregiver also gets authorised access to the employers' belongings. It is the responsibility of the Caregiver not to break trust and take advantage of the employer(s).
- **Attentive nature:** Paying attention is extremely important in this field of work. If you are a Baby Caregiver, you need to stay alert and monitor if there is any physical or emotional change in the baby.
- **Compassion and Patience:** Providing the required care is not just a job role that a Baby Caregiver requires fulfilling. Unless a person is compassionate and makes the baby understand that, the latter will not cooperate.
- **Creativity:** A growing baby can be a great opportunity and a tough challenge. The creativity of the Caregiver, essential for comforting, playing with, and feeding the baby, will go a long way.
- **Attention to Detail:** A Baby Caregiver should remain highly alert and look for minute details near and around the baby. In addition to bringing up the baby, the Caregiver is also responsible for the baby's security and comfort.
- **Knowledgeable:** A Baby Caregiver needs to know all details about the baby's growth patterns and the different evolving stages the baby goes through. This will enable the Caregiver to carry out the responsibilities successfully.
- **Team Player:** A Baby Caregiver should be a good team player so that he/she is able to work collaboratively with family members/other staff at the employer's residence while looking after and taking care of the baby.
- **Ability to multitask:** A Baby Caregiver must be skilled at handling many tasks at the same time. He/ she may have to look after the baby, and also carry out other tasks they are responsible for, such as cleaning, cooking, washing, etc.
- **Commitment towards Quality:** A Baby Caregiver should always be committed to doing his/her job well. Personal hygiene, preparing an appropriate and hygienic meal for the baby, feeding the baby carefully, cleaning/washing clothes and utensils, and keeping the baby dry after bathing and using the toilet, are very important for the Baby Caregiver. He/she should ensure quality while shopping for the baby's needs and fetching medicines for the baby.
- **Decisive:** A Baby Caregiver should be able to think fast and make correct decisions for the safety and wellbeing of the baby.

In a nutshell, the desirable attributes of Baby Caregivers are:

- Affectionate and compassionate
- Energetic
- Sincere and loyal
- Alert and responsive

- Patient
- Respectful
- Able to practice professional and interpersonal relations
- Affectionate and able to practice good conduct
- Honest

Exercise 

1. A Baby Caregiver (Non-Clinical) should prepare the schedule of the duties and maintain time management.
 - a) True
 - b) False
2. List the important traits that a Baby Caregiver (Non-Clinical) must-have.

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3. Mention responsibilities of a Baby Caregiver (Non-Clinical).

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2. Attend to the Basic Needs of Infants and Toddlers



Unit 2.1 – Perform and Maintain Daily Schedule Activities of the Infant/Toddler

Unit 2.2 – Feed and Provide Care during Illness to the Infant/Toddler



Key Learning Outcomes

At the end of this module, the participant will be able to:

1. Perform and maintain daily schedule activities of the infant/toddler
2. Feed and provide care during illness to the infant/toddler

UNIT 2.1: Perform and Maintain Daily Schedule Activities of the Infant/Toddler

Unit Objectives

At the end of this unit, the participant will be able to:

1. Collect information about the ADL of the child from the parents
2. Provide massage to the baby
3. Identify the process of diapering the baby
4. Bathe and dress the infant and toddler
5. Give toilet training
6. Identify the process of cleaning the baby's room
7. Make bed
8. Identify the sleeping schedule of child
9. Identify the requirement of safety and toys
10. Define recreational activities
11. Identify the process of recording child's development and inform parents accordingly

2.1.1 Collect Information about the ADL of the Child from Parents

Effective basic child care begins with understanding the family's routines for care. Child-care practices, routines, supplies and equipment vary among families, so it is always important to ask parents about their preferences. For example, some parents use disposable diapers, some use cloth; some children always have a bath and story before bed, others like their stories on the living room sofa and are only bathed by their parents. Babies are usually happier if you stick to their basic care routines.

Gather all the information about basic child care that you will need to know before starting baby caretaking job.

2.1.2 Baby Massage

Getting started with baby massage

- Massage can be soothing for babies. Make sure the room is warm, baby is quiet, well-rested and alert, and you're relaxed. Try massage after a nap, when the baby is being changed or in the cot, or after a bath. You can do massage for 10-30 minutes.



Fig.2.1.2: Baby Massage (b)



Fig.2.1.1: Baby Massage (a)

- Smooth a few drops of baby massage oil or sorbolene cream into your warm hands and massage the soles of baby's feet. Use firm, gentle, slow strokes from heel to toe. Always keep one hand on baby. If you see signs of allergic reaction to the oil, wipe it off and see the general physician.

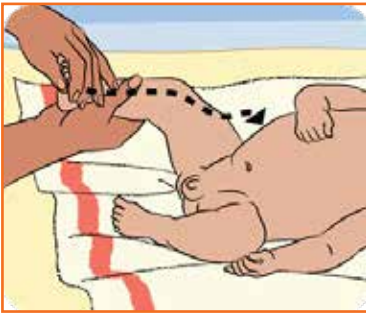


Fig.2.1.3: Baby Massage (c)

- Do long smooth strokes up baby's leg. Massage from ankle up to thigh and over hip. Massage both legs at once or one at a time. Avoid the genital area. Hold baby's leg under the knee and gently press it towards the tummy to help release wind.

Upper body massage for babies

- Start upper body massage with your hands on baby's shoulders. Make gentle strokes in towards the chest.



Fig.2.1.4: Baby Massage (d)

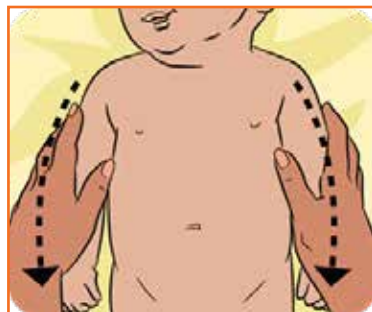


Fig.2.1.5: Baby Massage (e)

- Massage baby's arms by stroking from shoulders down towards wrists. Try not to get oil on baby's hands. If you do, wipe baby's fingers clean before baby sucks them.



Fig.2.1.6: Baby Massage (f)

- If baby's tummy feels soft, massage it with circular, clockwise strokes. If baby gets unsettled, go on to the next step. Avoid the belly button area if baby's cord hasn't healed. Don't put pressure on the area between baby's nipples and tummy



Fig.2.1.7: Baby Massage (g)

Face and back massage for babies

- Use your finger pads to massage baby's face. Stroke from the middle of baby's forehead, down the outside of their face and in towards their cheeks. Massage the scalp in small circles.

- If baby is still relaxed when you've finished massaging the front of their body, you can turn baby onto their tummy and use long, smooth strokes from head to toe.

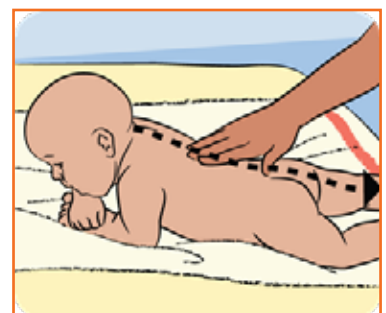


Fig.2.1.8: Baby Massage (h)

- Use a soothing touch. Stop the massage if the baby seems uncomfortable. Avoid massage if you're very tense, or if the baby is upset. Make sure your fingernails are short.

Wipe and dress the baby appropriately after the massage is complete.



Fig.2.1.9: Baby Massage (i)

2.1.3 Diapering

When diapering, it is always good to remember the following:

- Some babies are easier to change if they have a toy to hold. Be sure to get the toy before you start diapering.
- Always clean from the front to the back and separate the folds of skin to ensure cleanliness.

Procedure of diapering

- Gather supplies.
- Wash your hands.
- Put on disposable gloves.

NOTE: Use the safety straps or guardrails on a changing table to secure the toddler. Never leave a toddler alone on a changing table. Keep one hand on the toddler at all times. Use a changing table or the floor protected with a water-resistant pad to change the toddler.



Fig.2.1.10: Diapering (a)



Fig.2.1.11: Diapering (b)

- Place the baby on his or her back.

- Take off the dirty diaper.

Cloth Diapers: Remove rubber pants first, then unfasten and remove pins from the diaper. DO NOT put the pins in your mouth.



Fig.2.1.12: Diapering (c)



Fig.2.1.13: Diapering (d)

- Use one hand to hold the toddler's feet and lift up the bottom, then clean with baby wipes or a washcloth

TIP: Keep boys and girls covered with a baby wipe or a diaper while changing them to avoid being sprayed.

- Use one hand to hold the toddler's feet and lift up the bottom. Use the other hand to slip the open clean diaper under his or her bottom.

Cloth Diapers: Put the clean diaper under the toddler with the folded part in front for a boy and in the back for a girl.



Fig.2.1.14: Diapering (e)



Fig.2.1.15: Diapering (f)

- Fasten the diaper with the tabs.

Cloth Diapers: Overlap the back of the diaper on top of the front at the or toddler's hips. Hold your fingers between the diaper and the toddler and pin on the outside of the diaper.

NOTE: Put your fingers between the diaper and the toddler so that you do not tape or pin the diaper to him or her.

- Remove your disposable gloves and dispose of them, the dirty diaper and baby wipes in an appropriate container.

Cloth Diapers: Dispose of the feces in the toilet and put the dirty diaper in the appropriate container.

NOTE: Keep one hand on the infant or toddler at all times. Make sure the changing surface is clean.

- Wash the toddler's hands and place him or her in a safe place while you wash your hands.



Fig.2.1.16: Diapering (g)

Importance of Diapering

Without consistent diaper changes, babies run the risk of infections, diaper rash and other significant health problems; problems that require medical attention and can put additional financial strain on the families.

Diaper hygiene

Hygiene and cleanliness are a priority when it comes to baby care and changing diapers in order to keep away all the bacteria and germs. Start by using a surface disinfectant and wiping the changing table so the surface is clean enough to change baby's diaper. Gather your supply of one or two clean diapers, a washcloth or wipes, and a changing sheet.

Ensure you wash your hands thoroughly, then remove the soiled diaper and carefully give your baby a good clean with a mild wipe or wet washcloth. When cleaning the diaper properly dry the folds in the skin of child to prevent infection. In case of a diaper rash, use cotton balls, warm water, and a towel, and apply a mild diaper rash cream or baby powder and lotion can optionally be used too.

2.1.4 Bathing and Dressing the Infant

Bathing the Infant

You can bond with the baby while bathing them. Talking, singing, and playing during bath time will help them develop their language skills. Bathe them 3 to 4 times a week with mild soap to prevent skin rashes and chafing.

You Will Need

- Warm water
- Baby shampoo
- Comb and hair brush
- Dry towels
- Damp washcloth
- A shirt, gown, or sleeper
- A diaper
- Baby blanket
- Scent- and alcohol-free soap

Safety Tips: It is important to follow these safety rules when bathing the baby:

- Keep the room warm so the baby does not get cold. Bathe the baby quickly to avoid chilling.
- Use your elbow to check water temperature if you do not have a thermometer
- Keep water around 100° Fahrenheit (F) or 37.8° Celsius (C). Test the water with a bath thermometer, your elbow, or your wrist (Fig above). The water should feel warm, not hot.
- Set water heaters at 120°F (48.9°C) to prevent burns.
- Keep one hand on the baby at all times.
- Never leave the baby alone in any amount of water.

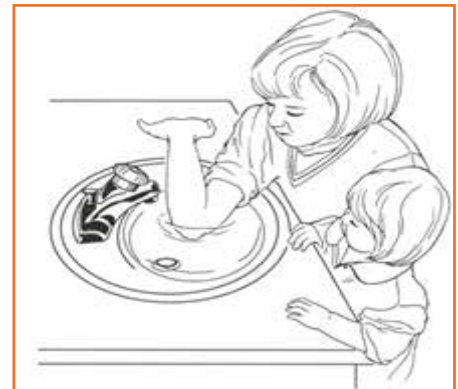


Fig.2.1.17: Kids safety

Tips for Baths:

- The baby's umbilical cord will likely fall off 1 to 2 weeks after they are born. Give the baby sponge baths until the umbilical cord falls off. This can be done on a towel, blanket, changing table, or bath pad. Make a bath pad by putting a clean towel on top of a folded blanket. After the umbilical cord falls off or a circumcision heals, you can use a sink or baby tub.
- Do not use a bath chair. These can cause injury or death.

How to Bathe the Baby:

- Fill the sink or baby tub with no more than 3 inches of warm water. Test temperature of the water.
- Undress the baby. Place them on the pad, if giving a sponge bath, or in a basin of water.
- Before putting soap on a washcloth, gently clean the baby's eyelids. Using a clean spot on the cloth, start at the inner corner of the eye and wash toward the ears.



Fig.2.1.18: Kids bathing

- Then, wash the baby's face with only water. Do not use soap on their face.
- Use clean water to wash the outer part of the ear. Do not use cotton swabs inside the baby's ears.
- Wet the baby's head with water. Put mild soap or shampoo on the washcloth. Gently rub the washcloth over their head from front to back. Keep soap out of their eyes. Rinse their head with clean water and gently pat dry with the towel.
- While the baby is lying on the pad or in the basin, reach under them to lift their back and head up with your arm (Fig below).
- Make a soapy lather on the washcloth or with your hands. Start at the neck and lather the baby's entire body. Be sure to clean between fingers, toes, and skin folds.
- Use the soapy washcloth or your hands to clean the diaper area.
 - » Start at the front and move back to the buttocks.
 - » If the baby is not circumcised, do not pull back the foreskin to clean the penis.
- Rinse the soap off the baby with a clean, wet washcloth.

After the Bath:

- Pat the baby dry with a clean towel.
- If you want, use lotion. Do not put lotion on the baby's face.
- Brush and comb baby's hair.
- Clean their fingernails and toenails. Carefully clip the nails with baby scissors or clippers when needed (Fig below). Do this by making short, little clips above the white nail line. This will help avoid cutting the nail too close. Or you may file the nails with a nail file. Keep the baby's fingernails short so they do not scratch their face.



Fig.2.1.19: After bath care

Dressing the Infant

Dressing and undressing the baby is a wonderful face-to-face time that you can spend interacting with each other. Talking to the baby calmly can help keep her relaxed during the process. When putting clothes on or taking clothes off the baby, always make sure to:

- **Handle the baby carefully and gently.** Work slowly and tell him what you're doing. As you dress and undress the baby more often, you'll become more comfortable and the process will go more smoothly.
- **Remove clothes with care.** When removing any item of clothing, work to carefully loosen it. Be careful to not twist the baby or move too quickly to avoid overextending his arms or legs or putting him into any uncomfortable positions.
- **Choose the correct size clothes.** You don't want to dress the baby in clothes that are too short or too tight. The neck of any shirt should be comfortable and the legs should be long enough so that he can extend his legs.
- **Make sure the baby's clothes are safe.** If the baby's clothes have buttons or decorations, make sure they are securely stitched so that she cannot remove them.
- **Choose layers when dressing the little one.** Dressing newborns in layers is a great way to make sure that they are warm and comfortable. Layers can be easily added or removed depending on the temperature and the baby's comfort level. A good rule of thumb: Dress the baby in as many layers as you are wearing, with perhaps one more on hand to add on in case your baby gets cold.

- **Place the baby on a safe, flat surface.** Lay a blanket down to cushion the surface.

How to Dress a Baby:

- When putting a shirt over the baby's head, gather the entire shirt like an accordion up to the neck. Holding the opening of the neck, carefully place the shirt over the baby's head and slowly pull the shirt over her body.
- Gather the sleeves up to the cuff and put the baby's hand through the opening. Carefully work the sleeve up the rest of her arm.
- When putting on pants, start at the baby's feet and gradually work the outfit up her body.
- If you need to fasten the back of an outfit, gently turn the baby on to her tummy or sit her up with support.

How to Undress a Baby:

- Begin at the baby's head and carefully loosen and slide the outfit down over the body.
- Be sure to support the baby's head and body with one hand as you lift him to reposition clothes. Remember to avoid twisting or jerking any of the baby's limbs at any time.
- Carefully unsnap each snap and loosen or rearrange the item until it can be easily removed. For instance, use two hands to remove the socks gently rather than pulling them off the feet.
- If you need to turn the baby on his side, be sure to support his body weight.
- To get a bodysuit or shirt off of your little one, carefully lift her up off the table, and support her head and body. Slowly remove sleeves, working down toward the wrist.

2.1.5 Bathing and Dressing the Toddler

Bathing the Toddler

Bathing the toddler 2-3 times a week is usually enough to keep them clean. But you do need to wash toddlers' faces and genitals every day. And if the toddler gets dirty from playing or enjoys bath time, a bath every day is fine.

A bath at the end of the day can also be part of a relaxing and calming bedtime routine. Try not to use soap, because soap can dry out the toddler's skin. If needed, use a gentle non-soap cleanser. Use the cleanser at the end of the bath so the toddler doesn't sit in it for too long. If the toddler has dry skin, it's better to give them shorter, lukewarm baths.

Safety at toddler bath time: Even if the toddler can sit up by themselves in the bath, bath safety is still very important. Here are some tips to keep the toddler safe at bath time:

- Never leave the bathroom. Make sure you're within arm's reach at all times.
- Get everything ready in advance – towel, washcloth, cotton wool, clean nappy and clean clothes. This means you can stay with the child for bath time.
- Fill the bath to the height of the toddler's belly-button when they're sitting down.
- Make sure the hot water tap is turned off hard. When the bath is ready, briefly run cold water through the tap so water in the tap won't burn anyone.
- Check the water temperature is between 37°C and 38°C before you put the child in. It should feel comfortably warm but not hot.
- Let the water out as soon as bath time is over. Remove bath plugs from the bath when they're not in use.
- Keep the bathroom door closed when you're not using the bathroom.

Afraid of the bath: Some toddlers are afraid of the bath. If this happens, take the child's fears seriously, because they're very real to the child. You'll need to be patient with the child as they learn to enjoy bath time.

To help the child overcome a fear of the bath, you can try:

- Suggest parents to take the bath with the toddler
- Allowing the child to choose toys for the bath
- Letting the child sit or play in the bath without water, then gradually adding the water
- Letting the child wear their bathers
- Getting the child to leave the bathroom before you take the plug out – some toddlers are afraid of getting sucked down the plug hole.

Dressing the Toddler

Ask the parents if they want you to dress their children and if they have any special instructions. The dressing should be easy and safe if you keep the following tips in mind:

- Give yourself enough time to change the children. Rushing makes the job more difficult and can upset children.
- Let toddlers help with dressing by encouraging them to pull off their socks or pull a loose shirt over their heads. Let them help you undo snaps or buttons.
- Be sure to keep infants safe and comfortable. Never leave an infant alone on a changing table, bed or sofa.
- Don't let children walk around on uncarpeted surfaces in socks without skid-proof bottoms.
- To help prevent children from tripping, do not dress them in pants that are too long. If pants are too long, be sure to roll up the pant legs. Make sure the shoe fits securely and the laces are tied.
- Avoid dressing children in clothes that fasten with drawstrings, especially around the neck. A child can be strangled by a hooded sweatshirt when a drawstring ties catches on something.

Procedure to undress children



1. Undo the snaps or buttons on the front of the shirt.



2. Gently slide one arm out of the sleeve and then slide out the other arm



3. Ease the shirt over the child's head, gently past one ear, then the other



4. Put the dirty laundry in the place designated by the parents.

Procedure to dress children in Snap or Button Shirts

1. Open all snaps or buttons



Fig.2.1.21: Dress the child (b)



Fig.2.1.20: Dress the child (a)

2. Roll or scrunch-up the sleeves if they are long.
3. Reach through one sleeve, grasp the child's hand and pull the hand and arm gently through the sleeve.
4. Bring the shirt around the back of the child. Do the same with the other arm.
5. Fasten the snaps or buttons.

Procedure of dressing Children in a T-Shirt

- To put on a T-shirt or pullover shirt, stretch the neck of the shirt so that it is larger than the child's head.



Fig.2.1.23: Dress the child (d)



Fig.2.1.22: Dress the child (c)

- Pull the neck opening over the head, keeping it away from the child's ears and face.
- Reach through a sleeve opening and gently pull one arm through it.
- Do the same with the other arm.

NOTE: Always be careful to protect the child's eyes, ears, nose and jaw.

2.1.6 Toilet Training

Potty training is one of the major accomplishments of early childhood. But before your child can master it, he has to be both biologically and emotionally ready. Different children are ready at different ages; Many children show signs of being ready for potty training between ages 18 and 24 months. However, others might not be ready until they're 3 years old.

Signs of toilet training readiness

- Is your child aware of the difference between being wet and being dry?
- Can they stay dry for at least two hours at a time?
- Can they sense when he needs to urinate or have a bowel movement?
- Are they capable of reaching the toilet or potty in time (perhaps with your help)?
- Can they undress and dress themselves or are they ready to learn?

Equipment for toilet training

Potty or Toilet: Children can start toilet training using a potty or the toilet. Your child might like one better than the other. Or you can encourage your child to use both. A potty is easy to move around, and some children find it less scary than a toilet. On the other hand, the toilet is where everybody else does wees and poos.

If the child will be using the toilet, one will also need:

- A step or footstool – your child can use this for getting onto the toilet and resting their feet while sitting
- A smaller seat that fits securely inside the big toilet seat.

Training pants and pull-ups: The child is more likely to understand going to the toilet if they're no longer wearing a nappy. So it might be time to get some training pants and/or pull-ups.

Training pants are absorbent underwear for toilet training. They're less absorbent than nappies but can hold in bigger messes like accidental poos. Once the child is wearing training pants, dress the child in clothes that are easy to take off quickly.

Pull-ups might help the child get used to wearing underwear. They're more absorbent than cloth training pants and can be handy if you're going out.

Underpants: You could let your child choose some underpants.

Preparing the child for toilet training

- Start teaching your child some words for going to the toilet – for example, 'wee', 'poo' and 'I need to go'.
- When you change child's nappy, put wet and dirty nappies in the potty – this can help child understand what the potty is for.
- Once or twice a day, start putting training pants on the child – this helps child understand the feeling of wetness.
- Make sure the child is eating plenty of fibre and drinking lots of water, so that the child doesn't get constipated. Constipation can make toilet training harder.

Toilet training process

- **When to take the child to the toilet:**
 - » Try to make toileting part of your child's regular daily routine. For example, encourage the child to use the potty or toilet in the morning, and before or after snacks and meals.
 - » Encourage the child to go to the toilet when they show signs like wriggling around, passing wind, going quiet. But don't force the child to go.

- » Ask the child about going to the toilet when they change activities. For example, you could remind the child to go to the toilet before they sit down for lunch.
- » If the child doesn't do a wee or poo after 3-5 minutes of sitting on the potty or toilet, let the child get off the toilet. It's best not to sit your child on the toilet for too long, because this will feel like punishment.
- **How to encourage the child:**
 - » Praise your child for trying. Use phrases like, 'Well done for sitting on the potty'. Gradually reduce the praise as your child masters each part of the process.
 - » If the child misses the toilet, try not to get frustrated. Just clean up without comments or fuss.
- **How to dress the child:**
 - » Start using underpants or training pants all the time. Use nappies only at night and during daytime sleeps.
 - » Dress children in clothes that are easy to take off – for example, trousers with elastic waistbands. In warmer weather, one could leave the child in underpants when at home.
- **How to keep the child clean and hygienic:**
 - » Wipe the child's bottom until child learns how. Remember to wipe from the front to the back, particularly with girls.
 - » Teach the child how to wash hands after using the toilet.

2.1.7 Cleaning the Baby's Room

Routine cleaning with detergent and warm water is the most useful and cost effective method for removing germs from many surfaces in the childcare setting. It also removes dirt and grease from surfaces.

There are a number of items and surfaces in a childcare setting that should receive an additional step, either sanitising or disinfection, after cleaning.

Sanitising uses a chemical that kills or inactivates certain germs so that their numbers are reduced to such a level that the spread of disease is unlikely. A disinfection process uses a chemical that kill or inactivate virtually all germs

How do we disinfect/sanitise?

1	Pre-clean	Remove dirt and debris by sweeping, scraping, wiping or rinsing with water.
2	Wash	Use warm water and detergent. Soak if necessary.
3	Rinse	Rinse off detergent and any remaining dirt.
4	Sanitise/disinfect	Sanitise/disinfect to reduce/eliminate micro-organisms to safe levels.
5	Final rinse	Rinse off sanitiser (if necessary).
6	Dry	Air-dry or use a single-use towel/cloth (used for this purpose only) or disposable paper towels.

Fig.2.1.24: How do we disinfect/sanitise

How often do we need to clean and disinfect/sanitise?

A written cleaning schedule should be implemented in each childcare setting to ensure that an appropriate level of cleanliness is maintained.

The schedule should clearly identify:

- WHO is responsible (who undertakes the task and initials tasks when they are completed)
- WHAT is to be cleaned (areas, surfaces, items to be cleaned and/or disinfected)
- WHEN it has to be cleaned (how often)
- HOW it is to be cleaned (the method of cleaning, chemicals used, protective clothing needed)

How do we clean specific surfaces or items?

- **Activity Areas:** Hard floors (tiles, vinyl) should be vacuumed or swept daily and wet-mopped (detergent/warm water) at least weekly or more often if soiled. In infant and toddler areas and dining areas, the hard floor should be mopped daily or more often if soiled.
- **Bathroom Facilities:** Bathroom surfaces such as tap handles, wash hand basins, toilet flush handles/buttons, toilet seats and bowls, toilet door handles, nappy bins, paper towel and soap dispensers should be washed and disinfected at least once per day or more often if visibly soiled.
 - » Shubs, showers and baths should be cleaned and disinfected after each use.
 - » Potties should be cleaned and disinfected after each use.
 - » Floors should be cleaned and disinfected at the end of each day or more often if soiled.
- **Bottles and Teats:** Bottles and teats must be cleaned and sterilised after each use. This can be done by the centre or washed bottles and teats can be given back to parents/caregivers/whanau for cleaning and sterilisation at the end of each day. Before sterilising, bottles and teats must be cleaned thoroughly in hot soapy water to that all traces of milk are removed. One of the following sterilisation methods must then be used:
 - » **Boiling:** This involves submerging the equipment completely in water and then boiling everything for at least 5 minutes. Make sure you set aside a pan for this purpose only and do not use it for any other cooking.
 - » **Steaming:** This uses electric steam sterilisers designed for this purpose or specific steamers designed for use in microwaves. All items should be placed up-side down in order to be fully-sterilised. Follow the manufacturer's instructions for use and on what items can be sterilised safely (certain things cannot be placed in the steam steriliser, e.g. some parts of breast pumps). The microwave or electric sterilisers will keep the contents sterile for some hours provided the lid is secured and is not opened.
 - » **Sterilising Solutions:** These solutions allow you to sterilise equipment in cold water. They take longer to work (1/2 an hour) but you can leave the bottles to soak overnight (24 hours maximum) and as long as the container is sealed and everything is submerged (check that there are no air bubbles), it will keep things sterilised. Follow the manufacturer's instructions for use.

2.1.8 Making Bed

Three things should be your driving force as you prepare a bed for the baby; comfort, safety and clean-up ease. The main priority is to eliminate the possibility for any accidents. Listed below are steps to making a baby bed.

- Extend the inner lining of the crib around the rim. It should be fitted tightly, otherwise you risk suffocation.
- Pull the hood over the head if you have one. This is not necessary if you have a dark room, but it will obstruct direct light into the crib when the baby is napping at daytime.
- As you prepare a bed for the baby, tighten all ties such that they cannot be undone easily.
- Put a waterproof mattress pad in the crib and ensure it fits perfectly with no gaps at the edges. Babies are prone to mess the bed from time to time, thus you should use bedding that is easy to clean.

- Keep the baby bedside sleeper as warm as possible. Waterproof sheets, also known as sheet savers are the best to use. Avoid using blankets as they could entrap or suffocate the baby.
- Put the toddler in the baby bed to test how comfortable they are. You can then put the crib on a stand and wait for them to sleep.

Preparation and Safety

Prepare a bed for the baby that is safe, comfortable and inviting. If you want them alive and well, then adhere to the following don'ts:

- Don't put things in the crib. Pillows, toys, blankets, comforters, et cetera are a risk. They could poke or suffocate your kid. Put nothing else but the baby in the crib.
- Don't leave milk or juice in the baby bed. No edibles there should be allowed in the baby bed as they are a choking hazard.
- Don't expose the baby to cigarette smoke. That is now a baby bedroom, hence a no-smoking zone. Infants' lungs and growth are fragile.
- Don't let the baby sleep on the couch, armchair or sofa. It goes without saying; babies sleep in their beds. Any other place could be unsafe for them.

2.1.9 Sleeping Schedule of Child

A good night's sleep is about getting to sleep and staying asleep. Most children wake up by themselves in the morning if they're getting enough good-quality sleep.

Getting to sleep

Most children fall asleep within 20 minutes of going to bed. How long it takes children to get to sleep can depend on how sleepy their bodies are, and also on their daytime and bedtime routines. Bedtime routines help children wind down before bedtime, so they can fall asleep more easily.

Staying asleep

Children wake briefly during the night, but they might not be aware of being awake. To stay asleep, children need to be able to fall back to sleep by themselves after these brief waking episodes.

Tips to sleep better for children

- **Set up a bedtime routine:** A regular bedtime routine starting around the same time each night encourages good sleep patterns. A bedtime routine of bath, story and bed can help younger children feel ready for sleep. For older children, the routine might include a quiet chat with you about the day then some time alone relaxing before lights out.
- **Relax before bedtime:** Encourage the child to relax before bedtime. Older children might like to wind down by reading a book, listening to gentle music or practising breathing for relaxation. If the child takes longer than 30 minutes to fall asleep, the child might need a longer wind-down time before turning the lights out to go to sleep.
- **Keep regular sleep and wake times:** Keep the child's bedtimes and wake-up times within 1-2 hours of each other each day. This helps to keep the child's body clock in a regular pattern. It's a good idea for weekends and holidays, as well as school days.
- **Keep older children's naps early and short:** Most children stop napping at 3-5 years of age. If the child over five years is still napping during the day, try to keep the nap to no longer than 20 minutes and no later than early afternoon. Longer and later naps can make it harder for children to get to sleep at night.

- **Make sure your child feels safe at night:** If the child feels scared about going to bed or being in the dark, you can praise and reward the child whenever they're brave. Avoiding scary TV shows, movies and computer games can help too. Some children with bedtime fears feel better when they have a night light.
- **Check noise and light in your child's bedroom:** Check whether the child's bedroom is too light or noisy for sleep. Blue light from televisions, computer screens, phones and tablets suppresses melatonin levels and delays sleepiness. Bright light in the hour before bedtime can have the same effect on young children.

It helps to:

- Turn off devices at least one hour before bedtime
- Keep screens out of the child's room at night
- Dim the lights an hour before bed for children of preschool age and younger.

If the child uses a night-light, choose a dim, warm-coloured globe, rather than a bright, white, cool-coloured globe.

- **Avoid the clock:** If the child is checking the time often, encourage the child to move the clock or watch to a spot where they can't see it from bed.
- **Eat the right amount at the right time:** Make sure the child has a satisfying evening meal at a reasonable time. Feeling hungry or too full before bed can make the child more alert or uncomfortable. This can make it harder for the child to get to sleep. In the morning, a healthy breakfast helps to kick-start the child's body clock at the right time.
- **Get plenty of natural light in the day:** Encourage the child to get as much natural light as possible during the day, especially in the morning. Bright light suppresses melatonin. This helps the child feel awake and alert during the day and sleepy towards bedtime.
- **Avoid caffeine:** Caffeine is in energy drinks, coffee, tea, chocolate and cola. Encourage the child to avoid these things in the late afternoon and evening, and don't offer them at these times.

Rest and Sleep: Families have a wide variety of rest and sleep routines. Ask the parents about the child's nap, rest and bedtime routines. Some children wake up or come out of quiet time in a calm way. Other children wake up noisy and ready to play. Some children wake up crying or upset.

Putting Children to Bed

Follow these steps when you are putting children to bed:

- Ask parents about their children's bedtime routines and record their answers on the Family Interview Form.
- About 15 minutes ahead of time, tell children that bedtime or naptime is coming.
- Anticipate requests by making sure to follow the children's normal bedtime routines. Typical routines include having a bedtime drink or snack, brushing teeth, reading a story or book, turning on a nightlight, bringing a stuffed animal to bed or using a favourite blanket.
- Help prepare children for sleep by choosing quiet activities such as reading comforting stories, listening to soft music or rubbing the child's back.
- Check an infant's crib and remove toys, blankets, pillows or any other soft, fluffy objects that could choke or suffocate the infant.



Fig.2.1.25: Putting Children to Bed

- Put infants to sleep on their backs, face-up. It is not safe for infants to sleep on their stomachs or facedown. Some parents may request that you put their infants to sleep on their sides. You should do so only if a parent tells you that a doctor has directed that the infant sleeps this way and the parent shows you how to correctly position the infant on his or her side.
- Tell the child to sleep well and say good night.
- Check on children every half hour. Make sure you stay where you are able to hear them when they wake up. Discuss with the parents how to use the baby monitors if they have them.
- Put children back to bed if they get up. Comfort them if they are scared or have nightmares. Bebut firm in helping children follow their rest and sleep routines.

2.1.10 Waking up an Infant/Toddler

Waking a baby up need some effort and gentleness. Because, you need to have ways to wake child up efficiently, without causing him to be annoyed and uncomfortable.

- **Gentle Touch:** You might as well start out with the kinder, gentler approach to baby waking and see what kind of response you get. This can include such basic measures as talking, singing, and gentle stimulation. Pick your baby up, talk to them, move their arms and legs around, even tickle the bottom of their feet or rub their cheek—whatever works to rouse them.
- **Dressing Down:** Another way to wake baby up is by taking off his clothes gently. By the time the clothes come off, baby will slowly start to feel new breeze of air. The change of environment condition will gradually wake him/her up. Therefore, baby will be able to wake up and at the same time having a proper adaptation to the surrounding environment.
- **Double Duty Diapering:** The first trick is to change the diaper of baby. It is very efficient to wake her/him up. Even though the diaper is not dirty yet, you can still change it since it will make baby cleaner. The diaper change process will slowly wake him up since there will be a cool breeze of air that give a different sensation to his skin. You can also make sure that you try to stroke him gently. A gentle, constant stroke can wake him up in a nice way. It also does not make him uncomfortable.
- **Cleanliness is next to wakefulness:** Giving sleepy babies a bath certainly takes things a step beyond undressing and changing diapers, but has been known to work when all else fails.

To wake a baby up is sometimes very difficult to do. You could not roughly wake him up and shout at him because infants and toddlers are very fragile. However, to wake him up slowly could also take a long time and that will not be efficient. Therefore, you need several special tricks and you should able to perform it gently and firmly. Make sure that you provide baby the most comfortable way to wake up and do not push it too hard so that they feel shocked and uncomfortable. Therefore, by the time he is wake up, he will be comfortable and bright as the rising sun.

2.1.10 Safety and Toys

The table below lets you know about which toy is safe to use for which age group of children:

Infants (Newborn to 6 Months)	Infants (6 Months to 12 Months)	Toddlers (1 and 2 Year Olds)
<ul style="list-style-type: none"> • Soft mobiles • Rattles • Soft fabric swatches 	<ul style="list-style-type: none"> • Large colored blocks made of rubber or soft material • Large stacking boxes or cups 	<ul style="list-style-type: none"> • Building blocks • Large plastic toy people and animals

<ul style="list-style-type: none"> Stuffed animals 	<ul style="list-style-type: none"> Squeaky toys or bells Large balls Pots and pans Wooden spoons and plastic bowls Simple picture books or cloth books Push-pull toys Teething toys 	<ul style="list-style-type: none"> Action toys like telephones, trains, planes, cars and trucks Simple puzzles with knobs Puppets Large balls Staple-free cardboard boxes Books Drums, xylophone and other musical toys Pail and shovel Riding toys
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Fig.2.1.26: Age group wise suitable toys

2.1.11 Recreational Activities

Why is Play Important for Children?

Play is an essential part of children's development. Through play children:

- Develop physically. Running, jumping, dancing, putting beads on a string and coloring all help children grow.
- Improve their learning skills. Learning rhymes, singing songs, doing puzzles, sorting and naming things, counting and reading all help children learn.
- Understand and control their feelings. Play-acting, imagining, asking "what if" questions and playing games with others all give children the opportunity to learn about and deal with their feelings.
- Develop socially. Following rules, pretending to be someone else, acting out a story, playing team sports, playing an instrument in a band, taking turns jumping rope and playing board games all help improve children's social skills.

How do Children Play?

There are many types of play, including quiet, creative, active, cooperative, dramatic and manipulative play.

- Quiet play helps children calm down. Books, puzzles, dolls, coloring and other activities that involve little physical activity are ways children participate in quiet play.
- Creative play gives children the chance to use their imagination through activities such as painting, drawing, music, dance and clay.
- Active play allows children to spend their energy. Sports, sand and water play, riding toys, running, climbing and swinging are examples of active play.
- Cooperative play means playing with other children and/or adults. During cooperative play, children practice social skills.
- Dramatic play involves pretending, often with dolls and action figures, or through activities such as make-believe and role-play.
- In manipulative play children make things. Activities such as puzzles, painting, cutting, stringing beads and building blocks are ways children participate in manipulative play.

As children develop and grow older, their interests and the activities they enjoy change. When playing with children, it is important to match the toys and activities with the children's ages and developmental stages. This will help avoid frustration, but more importantly, it will help you keep the children safe.

Infants (Newborn to 12 Months)

Infants first play by themselves. Older infants play while watching others, but rarely interact directly with others.

Younger infants (newborn to 6 months) enjoy:

- Toys with bright primary colors, high contrasts and simple designs.
- Watching and playing with hanging objects, such as a mobile.
- Soft plush dolls or animals and squeeze toys.
- Play mirrors.
- Having many objects to explore with hands and mouth, such as plastic rings or keys on a ring.
- Looking at books and listening to stories from books.

Older infants (7 to 12 months) enjoy:

- Toys that move and/or make noise.
- Things that can open and shut and contain items.
- Items that can be stacked, poured, pushed or pulled.
- Things that can be squeezed, dropped, poked, twisted or thrown.
- Appearing and disappearing objects.
- Looking at books and listening to stories from books.

Toddlers (1 and 2 Years Old)

Toddlers may play alongside other toddlers, but they rarely share and play with one another. As toddlers develop into preschoolers, they play side-by-side and begin interacting and sharing.

Toddlers enjoy:

- Handling and/or carrying around dolls, stuffed animals and action figures.
- Simple dress-up play.
- Toys that can be pushed, pulled or make noise.
- Playing with toys in pretend scenes that are familiar and realistic such as farms or parking lots.
- Action toys that produce effects through a child's manipulation.
- Toys with bright colors that look real.
- Lugging, dumping, pushing, pulling, piling up, knocking down, emptying and filling things.
- Showing off physical skills, such as jumping from heights, climbing, hanging from arms, rolling, galloping and doing somersaults.
- Arranging things by number, size or other pattern.
- Role-playing with toys and imitating grown-ups.
- Looking at books and listening to stories from books.

Why should you play with children?

Playing is fun for both you and the children. It's one of the best parts of the job. When the children are happy and you are all having fun, you know you're doing a good job as a caretaker.

Playing with children makes it easy to supervise them and notice if there are any safety-related problems you need to fix. Playing also gives you the opportunity to model appropriate behavior, control any behavior problems and offer praise for good behavior.

When you are playing with children remember to:

- Respect their likes and dislikes when choosing toys and games. If a child wants to play with an inappropriate toy or game, be sure to explain why he or she cannot play with it.
- Be truly interested and involved.
- Be aware of safety.
- Wash your hands and keep toys and play areas clean.
- Cheerfully resolve any problems that arise.
- Enjoy yourself.

2.1.11.1 Play

Just like you are going to work when you accept a job, a child goes to work when she or he participates in play activities. Play is very important! It is important for you as the caretaker to play with the child, not just to watch the child as she or he plays. Play is a special time because it allows children to explore their world and try new things through their five senses.

Most children go through the same steps when they learn to play. For example, first, they learn to move a toy from one hand to the other; then they learn how to let go. But each child has his or her own way to play. Different children like different things, can do different things, and play in their own way.

Things that are very easy for a child are not much fun. Very difficult activities are not much fun either. Play activities should match the child's abilities. The activity should be difficult enough that the child has to work at it a little. It should be interesting, but it should not be too hard for the child to do.

Five Rules of Play

1. Watch children without interrupting their fantasy world. Observe their interests and level of skills. Which playthings are a child's favourite and why?
2. Join in and play at the child's level. Let the child lead. If you try to teach complicated ideas too quickly, it might confuse the child and disappoint you.
3. Ask children to tell you about what they are doing. Do not pass judgment, ask what the project is, or force the children to draw conclusions about their work.
4. After playing for a while at the children's pace, introduce a slightly more difficult stage of play. For example, if a child can handle a two-piece puzzle, get out one with three pieces. Or if a child likes building with blocks, show them how to use cars with the blocks. Then,
5. Back away and watch again to see if and how the child explores this new activity. After children learn to do something new by themselves, you can get involved again and suggest another new activity.

How to choose a Toy?

A child has different moods during a day of play. Moods may vary between active, quiet, sharing, solitary, as well as many others.

Examples of toys for different moods of play:

- **Active play:** push and pull toys, wheel toys, sports items
- **Quiet play:** building blocks, construction toys, dolls
- **Sharing play:** board and non-competitive games
- **Solitary play:** arts, crafts, finger paints, modelling clay, puzzles

The best toys are those that are fun for the child and will help the child develop in one or more of these ways:

- Increase skills
- Help the child to better understand the world around him
- Enhance learning abilities
- Provide opportunities to express ideas
- Encourage creative efforts
- Help the child to learn concentration

Carefully choose toys that are helpful to a child's social, emotional, mental, and physical development. Look on the container that the game or toy comes in and check the age recommendations. Observe and learn what fascinates the children. Choose hobby or sports items accordingly.

Certain precautions are important. Heed warnings such as "not intended for children under 3 years." Be careful in your selection. For instance, tricycles, wagons, and gyms should be the right size for the child's safety. Darts should be used only by responsible children over 8 years of age and only with supervision. Avoid play with guns.

Choking is one of the top causes of injury and death in children. As a rule of thumb, objects that are about 1 ¼" in diameter or smaller can be a danger for small children because they can be swallowed. Choose toys that are large enough and are free of small detachable parts that could be a danger to children.

If the toy is smaller than this circle, it will be dangerous for small children.

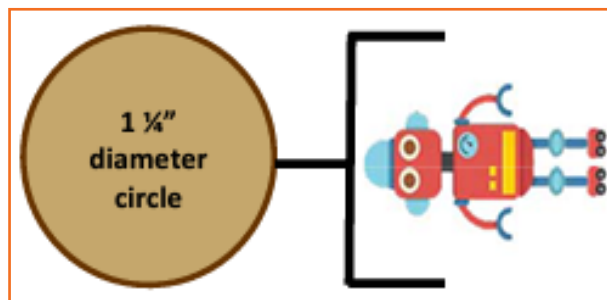


Fig.2.1.27: Dangerous toys

Care and Checking of Toys

Toys are for fun, but for safety's sake, you should check all the toys the children will be playing with. Look for:

- Sharp points, jagged edges, and rough surfaces
- Small detachable parts that may be swallowed or could lodge in the windpipe, nostrils or ears
- Glass that could break and leave sharp cutting edges
- Sharp spikes or pins that may become exposed if someone has pulled the toy apart
- Long cords or strings on toys
- Squeakers or other noise makers that are not securely attached to the toy and could be removed and swallowed by small children
- Caps, guns, and other toys that produce a very loud noise that could impair hearing
- Nuts, bolts, and clamps that are not tightly secured
- Climbing equipment that is not on a level surface or anchored properly; avoid paved surfaces
- Poorly constructed dolls and animals stuffed with small pellets that will fall out when the seams are opened

Teach older children the proper way to connect or disconnect electric toys. Tell them to hold the rubberized plug, and not tug on the cord itself. Toys should not be left outdoors overnight. Moisture may cause rusting and result in structural weakness. Dangerous and damaged toys should be taken away from the children and shown to the parents/guardian.

2.1.11.2 Alphabet of Activities for Children

Check with the parent before you involve the children in an activity that can be messy.

A is for Apples

Better than cookies for snacks, apples are good for a four-year-old to practice cutting skills with a table (not paring) knife. Children can cut up apples for a snack. Talk about the “halves” and “quarters” they make as they cut. Children can cut the apples into tiny bits for apple sauce. The sitter can help them cut an apple across the core to find the secret star design inside the apple.

B is for Bags

Brown paper bags from the grocery store with faces drawn on them can be used as giant puppets. Perhaps some shredded newspapers may play pretend as a beard. School-age children can help cut out nose, mouth, and eye holes so that the bags can be worn as masks. Bags can be cut into big sheets of paper for small artists to color or paint on.

C is for Cartons

Young children will find endless uses for boxes—as cars, planes, or beds, or strung behind each other as trains, boats, or school buses. Boxes can be stacked on top of each other as play stores, offices or a counter over which important business can be transacted with young friends. A collection of cartons can be stuffed with newspapers and used as a set of sturdy building blocks.

D is for Design

Almost any kind of beautiful junk can become material for a creative design by a child. Pebbles, leaves, and twigs can be arranged on sand; crumpled candy papers or scraps of fabric or ribbon from a sewing project can be arranged on a piece of paper and held in place by paste or glue. Establish appropriate limits (such as “keep the materials on the table”), but leave children free to create their own design.

E is for Envelopes

Save old envelopes for a game of pretend post office. Young children love to scribble on pieces of paper and tuck them in envelopes as surprises for their family or friends. They may enjoy watching a mail carrier deliver real mail. They could then act out what they have seen with a paper or laundry bag for their own mail pouch.

F is for a “Feeling”

Game Put a collection of objects of various textures in a paper bag. Ask the child to put one hand into the bag without looking. Ask if the objects are long or short, hard or soft, round or square. Help the child learn words to describe the objects she or he touches.

G is for Garbage

Don’t throw away your old tea bags, coffee grounds, or egg shells. Sometime when you are feeling brave, clear the sink, put some old towels on the floor, a bathing suit or waterproof apron on the child and help the child make interesting concoctions in the sink. Show the child what happens when the tea bag is placed in water. Let the child smash up the egg shells so the child can understand how delicate they are. Tell the child you don’t want the eggs to be smashed when they are full, but sometimes, when they are empty, it’s okay to do so.

H is for Hair

Most people forget how fascinated a young child can be by other people's hair—the color, texture and style. Your child may enjoy playing beauty shop—helping you brush and style your hair. For a child who is afraid of getting his/her hair shampooed, playing through the experience allows them to express the anxiety they may be unable to put into words.

I is for Ice

Making, tasting, and melting ice is an interesting, scientific experiment. Understanding the effects of temperature on water is part of understanding other phenomena children encounter in the world.

J is for Jiggly

Gelatin Many kinds of simple cooking can be done by young children and they will need surprisingly little help. If they are making flavored gelatin, the sitter can heat and pour the boiling water; however, children will enjoy opening the package, pouring the powder into a bowl, measuring water, stirring, etc. Children can also make sandwiches, simple puddings, soups, and simple casseroles. They can help bake cookies and cakes. Participating in such activities helps children see themselves as competent, helpful people and encourages them to undertake more and increasingly difficult tasks.

K is for King (or Queen)

A crown made from aluminum foil, construction paper or even newspaper designates one child as “king or queen for ten minutes” during which time other people obey his/her every (reasonable) command. When ten minutes are up, it's someone else's turn to wear the crown and become ruler of the household.

L is for Library

Community libraries are one of the richest resources for young children and adults. Increasingly, public libraries welcome very young children, and in addition to lending books, recordings and playthings, often have story hours, videos, concerts, and other special events particularly for young children.

M is for Macaroni

Macaroni can be found in many shapes and sizes and all are fun for children to use. Some shapes can be strung into necklaces, others used to create interesting designs on paper or in clay. As you make salads, soups or casseroles, save out a handful of whichever macaroni you are using, and “brainstorm” with the children by asking them, “I wonder what we can think of to do with this?”

N is for Newspapers

Very young children will enjoy tearing old newspapers or magazines. Explain to them that you have finished reading these papers, so it's okay to tear them up. Children who are just learning to use scissors often find newspapers the easiest kind of material upon which to practice their cutting skill. If you don't remember how to make newspaper hats, ask around until you find someone to show you—or look for the storybook, *Curious George Rides a Bicycle*, by H. A. Rey (Houghton, Mifflin Company) in the picture book section of the library. You will find instructions, complete with step-by-step diagrams, in the middle of a very entertaining story about a mischievous monkey.

O for Old Clothes

The game of dress-up never seems to lose its appeal for preschoolers. Long skirts, high heels, fancy hats, and gloves will be enjoyed by boys and girls; and they will also enjoy items associated with occupations, such as helmets, painter's caps, ties, etc.

P is for Pictures

Look at pictures in magazines and catalogs; cut them out for scrapbooks; make a picture collection of “all the things we like to eat,” or “all the pets it would be fun to have,” or “all the groceries we need to remember to buy when we go to the store.” This activity is absorbing and a particularly good occupation for a rainy day or a time

when the child needs to rest or stay in bed. Large magazine pictures can be glued to cardboard and then cut into several large pieces as a puzzle.

Q is for Quiet

Anyone who cares for preschoolers knows that quiet is something that doesn't happen very often. Sometimes it may be fun to suggest playing the quiet game in which you keep just as still as you can and listen for all the sounds you cannot often hear. Ask children, "What can you hear when we are very, very quiet?" Ask this question when you and the children are inside, then go outside and ask the same questions. "Did you hear any sounds you had never noticed before?"

R is for Raking

Little children enjoy raking, particularly with rakes that are the appropriate size or have been cut down for them. They will rake sand or grass, although, of course, the most fun of all is to rake a big pile of leaves to jump into.

S is for Sand

Before winter closes in, you may want to dig up a box of sand for the children's sand box. During the long cold months, digging and playing in your own "inside" sandbox in the basement, on the porch, or even on a kitchen floor (well covered with newspaper) can be an absorbing time for a three or four-year-old. A small plastic wading pool can be used for an indoor sandbox.

T is for Table

Don't forget the simple trick of throwing a blanket over a table and creating a tent or cave into which children can crawl, perhaps taking with them special toys, pillows, a flashlight, and a snack.

U is for "Underneath"

Hunts This is hard for people who don't like dust, but children will enjoy a trip through the house or yard to look at the "underneath" of things. What does the "underneath" of a bed, dresser, refrigerator, or rock reveal? Sometimes a long-lost toy will be found along with some fascinating discoveries about rarely seen aspects of familiar objects.

v is for Vacuum Cleaning

Children can provide real help by vacuuming a rug or helping you find dust in rarely cleaned corners. Obviously, they will find it more fun to vacuum something that is really dirty than to do routine cleaning; but then, almost everyone enjoys seeing the results of his/her own efforts. It is also interesting for children to watch you reverse the current of air from a vacuum cleaner so that it blows out instead of in. Perhaps they can chase a balloon or a feather a short distance with the rush of air.

W is for Window

Washing Again, children can offer real help, have fun, and see themselves as contributing members of the household through window washing. Adults need to be careful not to entrust poisonous cleaning solutions to preschoolers, but clear water and lots of elbow grease can often produce very shiny glass panes.

X is for X Marks the Spot

Make a big X out of cardboard or construction paper, and use it to mark the location of a "hidden treasure"—a box of raisins under a pillow, perhaps a new library book under a chair, or maybe a new box of crayons under the sink. Children love the excitement of a treasure hunt. For older children, provide more difficult clues.

Y is for Yelling

Most sitters can tolerate a certain amount of sheer, exuberant, joyful noise—if it's in the right place. Help children find places where it is alright to yell, and encourage them to let loose. A park, playground, field, or country road makes a good yelling place. A great deal of inside yelling or extremely active behavior should be a clue that the children need to go somewhere to let off steam. Children can (and should) go outside in almost any kind of weather. A brief run outside on a cold day is well worth the effort of bundling up in winter clothing.

Z Is the “Zillion” Things

Preschoolers can and will do, given some raw materials, a little space, and the help of a friendly, enthusiastic sitter. Children learn through their play.

2.1.11.3 Creative Art Ideas

As a caretaker, you may want to assemble a box or bag of art-related items to take with you to your job. These items do not have to be expensive. In fact, you may be able to get some of them at no cost. You may need to add other items based on the child’s age and interests. The following list will give ideas of what you might include. It is not essential to have all these items. Children will choose their own materials when given the option of several choices.

- Materials for Mixing and Painting:
 - » Watercolor paints
 - » Old newspapers
 - » Paint brushes of varying sizes
 - » Sponges
 - » Old toothbrushes
- Materials for Holding Things Together and Taking Them Apart:
 - » Paper punch
 - » Glue/paste
 - » Masking tape/Scotch tape
 - » Yarn
 - » Blunt-point scissors
- Materials for Making Three-Dimensional Projects:
 - » Play dough
 - » Cardboard tubes (from paper towels, toilet paper, etc.)
 - » Cloth, felt, fake fur, vinyl scraps
 - » Cotton balls
 - » Lunch bags
 - » Empty cans (be sure there are no sharp edges on which the child could get cut)
 - » Popsicle sticks
 - » Seeds
 - » Egg cartons, shoe boxes, ice cream tubs
 - » Wood pieces
 - » Bottle tops and/or jar lids
 - » Pine cones
- Materials for Making Two-Dimensional Projects:
 - » Crayons

- » Pencils, both standard and colored
- » Markers (water-soluble)
- » Old calendars
- » Greeting cards/postcards
- » Tracing forms
- » Magazines and catalogs
- » Chalk
- Paper of Different Sizes, Shapes, and Textures:
 - » Construction paper in different colors
 - » Brown paper bags
 - » Tissue paper
 - » Aluminum foil
 - » Paper plates
 - » Cardboard
 - » Wallpaper scraps
 - » Poster board

Encourage children's creativity

To encourage children's creativity:

- Be accepting of each child's painting, drawing, or designed project.
- Reassure an insecure child by encouraging attempts to draw, paint, or create.
- Avoid competition among children.
- Avoid telling children what to draw, paint, or make.
- Let children do their own work—allow them to try different options.

Music and Movement: Musical activities can contribute to the growth of young children by providing opportunities for listening, creating, and experiencing music. For children, singing and dancing are closely related to talking and moving around. To have successful musical activities:

- Use songs that are short and simple.
- Keep the rhythms simple.
- Choose songs of interest to the children.
- Provide a balance of singing, listening, and movement.
- When teaching a new song, repeat the song as many times as needed.
- Learn and sing the song before trying to teach it.
- Give praise for good work.
- Allow for some freedom of movement in rhythm to the music.

Food Preparation Activities: Food preparation activities allow children to learn about food production, food preparation, and food safety. Good health habits are promoted through food preparation activities. Children also learn a variety of skills when preparing foods.

When planning a food preparation activity:

- Keep the activity simple.
- Be sure to ask the child's parents for permission before doing any food preparation activity.
- Do not prepare foods to which the child is allergic.
- Discuss safety rules before beginning a project.
- Allow the child to help with the food preparation, cleanup, and enjoy the final product.
- Children can help make their own snack.

Language Arts Activities: Language arts include listening, thinking, speaking, writing, and reading. All areas are important.

- Encourage the children to talk about what they are doing.
- Writing activities will help children discover that words and thoughts can be written down, such as labeling objects, using signs, etc.
- Be sure and read to the children. Show children that words and pictures are symbols for thoughts expressed.
- Allow children to make up stories and tell them to you. This activity fosters creativity.
- Stories can also be acted out in the form of a play or with the use of costumes and props that the child identifies.

Play can be a fun time for both the child and the caretaker. Take time to enjoy playing and allow the child to direct the play at times. By learning to take turns leading various activities, children learn social skills. Play can be fun but many children take it seriously because it truly is their "work."

2.1.11.4 Create a Safe Play/Learning Area for Children

- **Playing area for child should be as per his requirements:** Choose the playing area keeping in mind the height and structure of the body of the child. To check all the possible dangers of that area, you need to walk and crawl on it like a child.
- **Playground should be completely safe for the children:** Any odd place cannot be safe for the child to play. Keep away the locks, pickles or sticks from the place of the game. Keep the play area surrounded by a fence.
- **Arrange your place properly:** It is a natural habit of children to start running wildly in open spaces. Hence, move furniture and other things on one side so that playing and learning areas may remain separate. This will control the trend of running and also the children will get involve in other tasks.
- **Preventing corridors or paths suitable for running inside the house:** Long open spaces encourage children to run, but such races in the house can also cause an accident, so place the furniture in such a way that there will not be narrow lanes in the house for the child and the face some hindrance while running in the house. To do this, place the tables to make obstacles and make sitting spaces at short distances.
- **Management of adequate toys for the child:** It is natural for children to have their toys in their absence of toys. Having enough toys can fix this problem. Keep toys differently according to the children of different ages and keep them on the shelf made at a low altitude. Mark the shelf with pictures. By doing so, there will be no difficulty for the children to take them back and keep them back. In addition to toys, there should be a lot of papers, crayons, doll clothes, puzzles and building blocks for writing and drawing for children, which are very important to keep them busy.
- **Teach how to hold toys and new things:** Teach to grab any toy or stuff in detail. It can be easily taught to children how to handle books so that they may last for many days. Repeat this activity number of times to make them learn. Children should be given enough opportunities to follow it.

2.1.12 Record Child's Development and Inform Parents

Child development refers to the process through which human beings typically grow and mature from infancy through adulthood. The different aspects of growth and development that are measured include physical growth, cognitive growth, and social growth. Child development focuses on the changes that take place in humans as they mature from birth to about age 17.

Children develop skills in five main areas

- **Cognitive Development:** This is the child's ability to learn and solve problems. For example, this includes a two – month old baby learning to explore the environment with hands or eyes or a five -year-old learning how to do simple math problems.
- **Social and Emotional Development:** This is the child's ability to interact with others, including helping themselves and self -control. Examples of this type of development would include: a six -week-old baby smiling, a ten – month old baby waving bye -bye, or a five-year-old boy knowing how to take turns in games at school.
- **Speech and Language Development:** This is the child's ability to both understand and use language. For example, this includes a 12-month-old baby saying his first words, a two-year-old naming parts of her body, or a five year- old learning to say "feet" instead of "foots".
- **Fine Motor Skill Development:** This is the child's ability to use small muscles, specifically their hands and fingers, to pick up small objects, hold a spoon, turn pages in a book, or use a crayon to draw.
- **Gross Motor Skill Development:** This is the child's ability to use large muscles. For example, a six-month-old baby learns how to sit up with some support, a 12-month-old baby learns to pull up to a stand holding onto furniture, and a five-year-old learns to skip.

Each child according to his or her ability may meet developmental milestones a little earlier or later than his siblings. There are different phases of time when most children will meet a milestone. For example, children learn to walk anytime between 9 and 15 months of age. So, if your child is 13 months of age and not yet walking, there is no need to worry if he is crawling and pulling to a stand. However, if you have a child 15 months of age who is not yet walking, it would be a good idea to talk with child's parents to make sure there aren't any medical or developmental problems.

2.1.13 Dos and Don'ts of Caregiving a Child

While caregiving certain things should be done and there are also things to be avoided to get the best results while caregiving an infant or toddler.

Dos	Don'ts
<ul style="list-style-type: none"> • Do praise their children for their results instead of their effort • Do use language the child can understand • Do let the child speak for themselves • Do encourage effective communication • Do trust and believe the child's story • Do report abuse 	<ul style="list-style-type: none"> • Don't act as their in-home doctor and report parents about any alarming behaviour • Don't abuse a child in any form • Don't do for a child what the child can do for himself or herself • Don't patronize the child

Exercise

1. Effective basic child care begins with understanding the family's _____ for care.
2. List the steps required in massaging the upper body of a baby.
3. List the steps for diapering.
4. How often does a new born need a bath?
 - a) 3 to 4 times a week
 - b) Everyday
 - c) Every alternate day
 - d) 3 to 4 times a month
5. How many inches of water is recommended for a baby's bath?
 - a) 5 inches
 - b) No more than 3 inches
 - c) 7 inches
 - d) 10 inches
6. List the steps of dressing Children in a T-Shirt.
7. Which of the following involves submerging the equipment completely in water and then boiling everything for at least 5 minutes?
 - a) Steaming
 - b) Boiling
 - c) Disinfection
 - d) Sterilising
8. Why is Play Important for Children?
9. Identify the materials used for making two-dimensional project.
 - a) Crayons
 - b) Markers
 - c) Greeting cards
 - d) All of the above
10. _____ is the child's ability to learn and solve problems.

UNIT 2.2: Feed and Provide Care during Illness to the Infant/Toddler

Unit Objectives

At the end of this unit, the participant will be able to:

1. Explain the benefits of mother's milk
2. Define the ways of feeding infant/ toddler
3. Illustrate the process of cleaning the feeding bottle
4. Describe the process of sterilizing feeding equipment
5. Define the baby feeding skills
6. Identify how much and how often you should feed the infant
7. Identify the process of removal of potential choke hazards from the baby's vicinity
8. Define the post – feeding activities
9. Illustrate the process of coaching babies to self-feed (9 months old onwards)
10. Provide care during illness

2.2.1 Mother's Milk and its Benefits

When a baby starts having solid food, it is considered a prominent milestone. As most pediatricians advise mothers to feed their babies breast milk for the first six months (may vary with different babies), the addition of infant formula and solid/partially solid food is considered an important addition to the baby's nutritional requirement.

Mother's milk has all the necessary nutrients that can help in the growth and the development of the baby. The important substances that are present in mother's milk are:

- Minerals
- Vitamins
- Proteins
- Carbohydrates
- Fats
- Cytokines
- Long-chain polyunsaturated fatty acids (good for the nervous system, eyes, and brain development)
- Oligosaccharides (friendly bacteria; good for the digestive system)
- Probiotics
- Antibodies

Benefits for Mothers

- Strengthens the bond between mother and baby. Helps mother return to normal weight.
- Helps in reducing the chances of cancer like breast cancer and the risks of other ailments like Type 2 Diabetes
- Reduces the risk of osteoporosis during the postmenopausal period
- Stimulates the body to produce more antibodies in breast milk

Benefits for Babies

- The growth in weight for breast-fed babies are healthier
- Chances of Hodgkin disease, leukaemia, lymphoma, Types 1 and 2 Diabetes mellitus are less
- Reduced chances of obesity during the later phases of life
- Fewer chances of tooth decay
- Lower chances of suffering from diseases like:
 - » Sepsis in preterm infants
 - » Necrotising enterocolitis
 - » Urinary tract infection
 - » Meningitis
 - » Ear infection
 - » Pneumonia
 - » Diarrhoea
 - » Cancer
 - » Diabetes
- Reduced risk of frequent sickness and allergic reactions

2.2.2 Feeding Infant/ Toddler

Be sure to ask parents about when, what and how much to feed their children. Pay special attention to what kinds of snacks they are allowed and when they can have them. Keep the following tips in mind when feeding children.

Pre-feed Requirements

Being a Baby Caregiver, it is essential for you to know specific facts before tending and feeding babies.

- You should know the proper method of storing (refrigerating) and warming the milk
- It is also necessary for you to know how to mix infant formula and refrigerate the same
- Ask the mother if the baby prefers drinking formula from a bottle or via baby spoon
- Boil the feeding bottle and the nipple before pouring milk/water
- Use only that amount of baby formula, which the baby can eat
- Mash cooked rice, vegetables and meat properly before feeding the baby
- Check the temperature of the milk; you can do this by pouring a few drops at the back of your hand

Bottle-Feeding

- Infants and toddlers may drink milk, formula, fruit juices or water from a bottle.
- When feeding an infant from a bottle you will need a bottle, nipple, bib or cloth to protect the infant's clothing and a towel or cloth to put over your shoulder for burping.
- NEVER warm a bottle in a microwave. Instead, warm the bottle until it is lukewarm (not hot) by running it under warm faucet water or placing it in a pot or bowl of hot water. After heating the water, turn off the heat source and remove the pot from the heat source. Place the bottle in the pot or bowl to warm. Watch the

bottle carefully; leave it in the water for a few minutes. Check the temperature of the bottle often to be sure it doesn't become too hot. Realize that if it is too warm to you, it may be too hot for the child.

- ALWAYS test the temperature before giving a bottle to a child or an infant. Drip a small amount of the liquid onto the inside of your wrist to make sure it's cool enough. To avoid the spread of germs, do not touch the nipple to your skin. A lukewarm bottle will not burn a child's mouth.

Spoon-Feeding Older Infants and Toddlers

- When feeding older infants and toddlers with a spoon you will need a dish, the food, an infant or toddler spoon and a bib. Ask parents what supplies they would like you to use when feeding their children.
- You can warm food by putting the container of food into hot water. If you use a microwave to heat the food, be sure to stir the food well and to test the temperature before giving it to an infant or a toddler. Put a small amount of food on the inside of your wrist to make sure it's cool enough. Be careful to not touch the spoon to your wrist. Lukewarm food won't burn a child's mouth.
- Don't blow on food to cool it. Let it cool by itself
- Infants who are just beginning to eat from a spoon may seem to be pushing the food away. Be patient and keep feeding them as long as they seem interested.
- Let toddlers try to feed themselves with a spoon or their hands if they want, even if they make a mess. Help toddlers as needed.

Food and Kitchen Safety

- Wash your hands before you prepare food.
- Wash raw fruits and vegetables carefully before eating them or feeding them to children.
- Be careful when using a microwave. Stir food well after removing it from the microwave.
- Always test the temperature of food and drinks before giving them to children.
- Never leave a child alone in any type of chair even for a moment and even if he or she is strapped into the chair.
- Keep high chairs away from stoves and counters.
- Always use the safety straps on high chairs and booster seats to secure children.
- If you must use the stove, make sure young children are in a safe place where you can see them, approximately 3 feet from the stove. Use only the back or rear burners and turn pan handles toward the back of the stove, out of the reach of children.
- Don't let children play in the kitchen.
- Follow the parents' directions for cleaning up and putting away unfinished food and drinks.
- Avoid foods that are choking hazards for infants or toddlers such as raisins, popcorn, nuts, hard candy, grapes and hotdog slices. Make sure food is cut into small bite-size pieces.

2.2.3 Cleaning the Feeding Bottle

It is very important to clean and sterilize all the equipment once use to feed the baby, such as bottles, teats and lids. When cleaning, make sure to remove any leftover milk from hard-to-reach places. Leftover milk can be a good source of food for bacteria to grow.

Cleaning and sterilizing removes harmful bacteria that could grow in the feed and make baby sick. Sterilize all equipment until the baby is one year old.

Cleaning Process



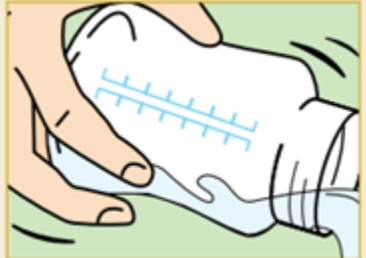
Wash hands well with soap and warm water. Dry hands with a clean towel.	
Wash all feeding equipment well in hot soapy water. Use a clean bottle brush and teat brush to scrub the inside and outside of bottles and teats to make sure to remove any leftover milk from the hard-to-reach places.	
Rinse the bottles and teats well in clean running water.	

Fig.2.2.1: Cleaning the Feeding Bottle

2.2.4 Sterilizing Feeding Equipment/Tools

There are several ways in which you can sterilize baby's feeding equipment, such as:

- Using a cold water sterilizing solution;
- Steam sterilizing; and
- Sterilizing by boiling. The following instructions apply to all feeding equipment you use for the baby – whether you are using expressed breast milk or infant formula.

Before sterilizing, always clean and rinse

- Clean the feeding bottle and teat/ nipple in hot, soapy water as soon as possible after a feed, using a clean bottle brush.
- Rinse all the equipment in clean, cold running water before sterilizing.

Cold water sterilizing solution

- Follow the manufacturer's instructions.
- Change the sterilizing solution every 24 hours.
- Leave feeding equipment in the sterilizing solution for at least 30 minutes.
- Make sure that there is no air trapped in the bottles or teats when putting them in the sterilising solution.
- Keep all the equipment under the solution with a floating cover.

Steam sterilizing (electric sterilizer or microwave)

- As there are different types of sterilizers it is important to follow the manufacturer's instructions.
- Make sure the openings of the bottles and teats are facing down in the sterilizer.
- Manufacturers will give a guide as to how long you can leave equipment that you are not using straight after sterilizing before it needs to be de-sterilized.

Sterilizing by boiling

- When using this method, care must be taken to ensure safety and prevent scalds or burns. Hot pans and liquids should not be left unattended in the vicinity of the infants.
- Make sure that whatever you sterilise in this way is safe to boil.
- Boil the feeding equipment in water for at least 10 minutes, making sure that all items stay under the surface of the water.
- Remember that teats tend to get damaged faster with this method.

Regularly check that teats and bottles are not torn, cracked or damaged.

- Wash hands thoroughly. Clean and disinfect the surface where you will put together the bottle and teat.
- It is best to remove the bottles just before they are used.
- If the bottles are not being used immediately, they should be put together fully with the teat and lid in place to prevent the inside of the sterilized bottle and the inside and outside of the teat from being contaminated.

2.2.4.1 Storing Sterilized Bottles

Put the sterilized bottles together immediately to keep the teat and inside of the bottle sterile. Because even washed hands can have bacteria on them, do not touch the bottle neck, the inside of the collar, the inside or outside of the teat or the inside of the cap with hands.

To make bottles of sterile water for travelling, pour the correct amount of freshly boiled water into the bottle before putting the sterile collar, teat and lid on.

Putting bottles together after sterilizing

Make sure your hands and the work surface are clean.



Touching only the outside of the collar, place it over the teat and use sterile tongs to pull the teat through the Collar.



Screw the collar onto the bottle and tighten fully.



Place the cap over the bottle, being sure not to touch the inside of the cap when doing this.



Store the bottles in a clean place. If put together correctly the empty bottles and bottles with sterile water will be safe for 24 hours. If not used within 24 hours, sterilize again. Once you open a bottle to add water or powder it is not sterile.



Fig.2.2.2: Putting bottles together after sterilizing

2.2.4.2 How to Clean and Sterilize Your Baby's Pacifier

It doesn't take much time, or concentration to fully clean and sterilize your pacifiers.

- **Wash Them First:** Before putting them in a sterilizer, you first need to wash your baby's pacifiers. Fill a clean sink with hot, soapy water. If your kitchen sink hasn't been cleaned for a while, use a clean bowl instead. You don't want to risk introducing more germs than you're getting rid of. Use a freshly cleaned dishcloth or new sponge as used kitchen sponges are bacteria traps.

- **Inspect Them:** Once those pacifiers are sparkling clean, check them over to ensure they're still in good shape. If you see any cracks, tears, or compromised parts, you need to toss them out right away.

If the pacifier nipple feels sticky after you have already washed it, it's time to pitch it as well. That means the material is no longer in good condition, and you don't want your baby sucking on it.

- **Sterilize Them:** If you decide to boil a pacifier to clean it, heat the water to a rolling boil. Add the pacifier and boil it for five minutes.

If you're using an electric sterilizer, follow the manufacturer's instructions as the process is different for different units.

When using a microwave sterilizer, it's also important to follow the instructions, so you don't microwave the pacifier for too long.

When using the dishwasher as a sterilizing method, make sure you only put the pacifier on the top shelf of the dishwasher. The heat on the bottom rack can be too intense.

However, before using the dishwasher, ensure your pacifier brand is safe for dishwasher cleaning. Most do well in the dishwasher, but latex pacifiers may not be as dishwasher safe.

Let Them Dry: Let the pacifiers dry out before putting them away. They should air dry fairly quickly. You can take them by the handle and shake out any excess water to speed things along. Some sterilizers have a drying feature that takes care of this step for you, but it does take extra time.

Dry your pacifiers on a clean dish towel so you aren't contaminating them by putting them on a dirty kitchen counter.

- **Put Them Away:** To keep pacifiers clean between uses, you should put them away until needed. A good place to keep them is in a plastic Ziploc bag. They fit easily into purses or diaper bags and will prevent further contamination.

2.2.4.3 How to Clean and Sterilize Teether Ring

- **Cleaning a Silicone Teether:** For teethers made strictly from silicone, just wash with warm soapy water or toss right into the dishwasher. Silicone is antimicrobial, so teethers made from it tend to be low maintenance!
- **Cleaning a Wood Teether:** When it's time to clean, simply wash with soap and warm water, then allow to dry thoroughly.
- **Cleaning Teethers with Strings Inside:** For teething toys with string, such as wood or silicone beads on a pacifier clip, it's important not to sterilize by boiling or steaming. Instead, wash with warm, soapy water and rinse thoroughly. This protects the integrity of the teether while also washing away germs.
- **Deep Cleaning Teethers:-** Since they're constantly in child's mouth, it's a good idea to deep clean teethers from time to time. Start by soaking teethers in hot water mixed with mild dish detergent for a few minutes, then soak in a mixture of warm water and white vinegar for 15 minutes. Rinse with cool water before giving back to your babe.

2.2.4.4 How to Clean Child's Toys

Here is a guideline for when you should clean each toy based on its material:

- **Plush toys:** You can clean plush toys in washing machine, though you'll want to inspect the cleaning guidelines first. If the child sleeps with the toy, wash it every week to every other week, depending on use and condition.
- **Plastic toys:** These toys are easier to clean. You can use wipes to clean and sanitize these toys weekly.
- **Electronic toys:** one has to be more careful with electronic toys, as you can clean and sanitize the screens only. Do this weekly or more often, especially if your child has been sick recently.
- **Chew/teething toys:** Any toy your baby puts in their mouth should receive a cleaning daily.

2.2.5 Baby Feeding Skills

Birth through 5 months



- Swallows liquids but pushes most solid objects from the mouth

4 months through 6 months



- Takes in a spoonful of pureed or strained food and swallows it without choking
- Drinks small amounts from cup when held by another person, with spilling

5 months through 9 months



- Begins to eat mashed foods
- Eats from a spoon easily
- Drinks from a cup with some spilling
- Begins to feed self with hands

8 months through 11 months



- Begins to eat ground or finely chopped food and small pieces of soft food
- Begins to experiment with spoon but prefers to feed self with hands
- Drinks from a cup with less spilling

10 months through 12 months



- Eats chopped food and small pieces of soft, cooked table food
- Begins self-spoon feeding with help

Fig.2.2.3: Baby Feeding Skills

2.2.6 How much and How Often You should Feed the Infant



Fig.2.2.4: Feed the Infant

Infants should be fed at least 8 to 12 times per 24 hours. Feed baby on demand at the earliest signs of hunger.

Signs of fullness

- Turns head away at sight of spoon
- Closes mouth at sight of spoon
- Covers mouth with hands
- Fusses or cries falls asleep

2.2.6.1 Importance of Feeding on Time

The feeding requirement of a newborn (1st week) baby usually is 8 to 12 times a day. Initially, a feeding schedule is not necessary as babies establish their own feeding time. This feeding pattern is known as On-demand feeding.

However, with the passage of time, it becomes necessary for the mother to wean the baby. Weaning means to break the breastfeeding relationship. This feeding pattern is known as Scheduled feeding.

In scheduled feeding, the mother habituates the baby to have baby formula, other puréed food, or breast milk, at fixed intervals. This is a huge help for Baby Caregivers, who can then take care of the babies easily.

Feeding on scheduled time not only fills the stomach of the babies but also slows down the growth spurt. This spurt mainly results from excessive food intake that may not be required for the baby. Scheduled Feeding cuts down the baby's food craving and chances of obesity, thus ensuring healthy growth.

Feeding schedules and other requirements

It is essential to make and provide appropriate food for babies in their initial growing years. For healthy growth, it is important to develop and maintain feeding schedules. The suggested feeding schedule is as under:

Age	Amount of food per feed (approximate amount)	Feeding frequency within 24 hours (approximate)
1 Month	60 – 120 ml (Mother’s Milk)	6 – 8 times
2 Months	150 – 175 ml (Mother’s Milk)	5 – 6 times
3 Months – 4 Months	175 – 200 ml (Mother’s Milk)	5 – 6 times
5 Months – 6 Months	800 – 950 ml (Mother’s Milk)	4 – 6 times
	200 – 250 ml (Mother’s Milk)	1 – 2 times
	250 – 250 ml (mashed and strained fruits/vegetables) – In the absence of milk	1 – 2 times
7 Months – 8 Months	900 – 950 ml (mother’s/ baby formula milk)	3 – 5 times
	120 – 175 ml (Juices)	2 times
	60 – 90 ml (7 months)	1 – 2 times
	150 – 200 ml (8 months)	2 – 3 times
9 Months	900 – 950 ml (mother’s/ baby formula milk)	3 – 5 times
	120 – 175 ml (Juices)	1 – 2 times
	Plain yogurt, chapatti, cookies, soft fruit, bread, soft biscuits, boiled veg, tofu (finger food items), etc. – As per the baby’s hunger	1 – 2 times
	60 – 90 ml (Protein/ mashed or pulped meat)	1 – 2 times
	60 – 120 ml (mashed/ strained fruit)	1 – 2 times
	60 – 120 ml (mashed bite – sized soft vegetables)	1 – 2 times
10 Months – 12 Months	700 – 900 ml (mother’s/ baby formula milk)	3 – 4 times
	12 – 175 ml (Juices)	1 – 2 times
	Plain yogurt, chapatti, cookies, finger food items, etc. – As per the baby’s appetite	1 – 2 times
	60 – 90 ml (Protein/ mashed or pulped meat/ deboned fish)	1 – 2 times
	60 – 120 ml (mashed/ strained fruit)	1 – 2 times
	60 – 120 ml (mashed/ bite – sized soft vegetables)	1 – 2 times
	¼ cup – ½ cup (mashed noodles/ pasta/ potatoes)	1 – 2 times

Fig.2.2.5: Feeding schedules and other requirements



Fig.2.2.6: Consistency of mashed baby food (6 - 12 months)

Requirements during feed

- While feeding fruit, meat or cereals, provide the baby with lunch and not dinner.
- Continue feeding one food item for 3 days and look for any allergic reactions. For example, if you feed the baby carrots, continue feeding him/her carrots for 3 consecutive days.
- While feeding infants, do not give them meat/fruits/vegetable. Start with dry cereal (rice-based).
- Do not feed baby canned food as it contains preservatives. Always use fresh ingredients.
- Do not put sugar or salt while preparing infant food.
- Include cow's milk in the baby's diet only when he/she turns a year old.
- Do not give the babies 100% pure fruit juice. Dilute it with water.
- Do not feed the baby honey until 12 months. Honey may cause Infant Botulism.

2.2.7 Removal of Potential Choke Hazards from the Baby's Vicinity

Weaning is a process of introducing semi-solid food to the babies at an appropriate stage, along with lactation/ breastfeeding. The risk of choking in babies increases when they start weaning. This is because they start progressing from the sucking phase to the swallowing phase.



Fig.2.2.7: Choking

Certain types of food can cause babies to choke. Some of them are:



Fig.2.2.8: Types of food

Apart from these food items, make sure to remove other items, at all times, to prevent babies from choking. The objects to remove from the baby's vicinity are:



Fig.2.2.9: Objects to remove from the baby's vicinity

Actions to take if the baby chokes

- If you see a baby choking, make the baby sit and ask him/her to open the mouth. Alternately use gentle force to make the baby open his/her mouth.
- Check the open mouth to see if anything is stuck. Remove the item from the mouth. Ensure that this act should be done without choking the baby further.
- If unable to remove the stuck piece, hold the baby along your forearm.
- Ensure that the baby's head is lower than his/her body (as shown in the image).
- Give a minimum of five (5) blows with your hand's heel between the shoulder blades of the baby.
- If the object comes out, it is a good sign.
- If not, turn the baby and push the area around the breastbone upward.
- Make sure that you use 2 – 3 fingers (finger pads and not the tips) for the push action. Do it for 5 times.
- Repeat the chest pushing and back thumping process until the item/ object comes out.
- In case the object does not come out, take the baby to the doctor. Ask the baby's parents to accompany you.
- Remember not to put your fingers in the baby's mouth.



Fig.2.2.10: Actions to take if baby chokes



Fig.2.2.11: Actions to take if baby chokes

2.2.8 Post – Feeding

After feeding the baby, it is important to follow certain post-feeding activities so that the baby does not throw up/vomit the food. There are two relevant things to be performed after feeding babies, namely, burping and administering gripe water. See the details below:

Burping/Belching

This is an important process. Burping ensures that the gas bubbles stuck in the baby's stomach get released so that he/she does not feel uncomfortable, squirm and cry after feeding.

Being a Baby Caregiver, you should know how to make a baby burp correctly. There are two methods to make a baby belch/burp.



Fig.2.2.12: Burping/Belching

- **Sitting on the lap:** Take the baby and make him/her sit on your lap. Support the baby’s head and body with your dominant hand. With the other hand, rub the baby’s back and make him/her belch/burp.
- **Over the shoulder:** Take the baby carefully and hold him/her over your shoulder. The baby’s face should face you. Place a cloth on your shoulder before holding the baby. Use one hand to carry the baby and the other hand to make him/her burp.

Giving Gripe Water

There are situations when the baby continues crying even after burping. To provide them with instant relief from gas, you can feed them gripe water. This is an herbal remedy containing stomach-calming herbs like peppermint, ginger, dill, chamomile, etc. However, it is better to inform the parents first and then give gripe water (suggested by the doctor).

2.2.9 Coaching Babies to Self-feed (9 Months Old Wnwards)

It is extremely important to teach babies to eat on their own. In doing so, you are teaching them to be independent. See the below methods of coaching babies how to self-feed.

Methods of coaching babies to self – feed

When a baby is around 8-9 months old, he/she can grab objects. This ability is known as the “pincer grasp”.

During this phase, you can serve food arranged on a plate. Some of the suggested food items are:

- Cheese
- Cooked pasta/noodles without added spices
- Cooked carrots
- Cooked potatoes
- Cooked peas
- Mangoes
- Mashed banana



Make the baby sit with family members so that he/she can learn the proper way of eating.



Give the baby “finger food” (food, which is meant to be eaten directly with hands). See if they can eat mashed or puréed food first and then shift to soft, bite-sized food items.

Ensure they eat safely and do not get choked white eating.



Praise the baby when they start self-feeding.



Start placing a spoon beside the baby's plate.



The spoon size should be appropriate, i.e., the baby can easily grab the spoon. It is best to give them two spoons.



Babies learn things fast by imitating. Show them the right method to hold a spoon and eat with it.



Give the babies mashed or strained food first. If the baby can eat with ease, move on to thicker food. Such food items can be pudding, cottage cheese, yoghurt, etc.



The same process goes for water. Do not give the baby water in a glass. It is better to provide them with a sipper or a covered glass with a straw



Once the baby gets accustomed to drinking water in a sipper without getting drenched, give them water in a small glass.



Ensure that while the baby drinks from the glass, you support the weight of the glass with a light yet firm grip. The baby should feel that he/she is drinking the water by him/herself.



Fig.2.2.13: Methods of coaching babies to self – feed

2.2.10 Care During Illness

A sick baby is rarely a happy baby. The infant or toddler will likely be fussy and out of sorts during their illness. You'll want to check in with the pediatrician, of course, and follow all treatment instructions.

Beyond that, you'll just have to wait for the illness to run its course, especially if the baby is sick with a viral infection. In the meantime, there are a number of steps you can take to soothe the sick infant.

Colds vs. Influenza

First, be sure you know how to distinguish a cold from the flu, because a child with the flu may need to see a doctor. "Colds and flu are both highly contagious and, in the initial stages, a bad cold and a mild case of the flu might seem alike. "However, flu is a serious illness that can have life-threatening complications, unlike colds." The flu usually comes on suddenly and may include these symptoms:

- Fever
- Headache
- Tiredness/weakness (can be extreme)
- Dry cough
- Sore throat
- Runny nose
- Body or muscle aches
- Diarrhea and vomiting (These less common flu symptoms are mostly seen in children.)

Note that influenza is different from what many people call "stomach flu." Influenza is a respiratory illness. A stomach bug affects the gastrointestinal tract, and the two main symptoms are vomiting and diarrhea.

2.2.10.1 Caring for a Sick Child

It is important to observe any behaviour for irregularities or symptoms to maintain child's health. If you're caring for a sick baby at home, check with the doctor before giving any over-the-counter medicines. Some have ingredients that are not recommended for children. Others may not be recommended for the symptoms the child has, and most should not be given to children under the age of 2.

Make the child comfortable and let them sleep as much as possible. Keep their door open and the house quiet. Check on them frequently to make sure the sheets are dry and to gauge their fever and breathing. Keep water within reach for when they awaken.

Note: *Almost every sick child needs lots of rest and lots of fluids.*

Fever

High fevers are common in children and very scary for parents, but are a sign that the child's body is fighting back against an infection. Dress the child in lightweight, breathable clothes. Make sure they rest a lot and drinks plenty of fluids (such as water, juice, and Popsicles).

Check with the doctor before giving medicine, even over-the-counter products made for children. Sometimes dosages can be confusing.

A normal temperature in babies and children is about 36.4°C or 97.5°F, but this can vary slightly. A high temperature or fever is usually considered to be a temperature of 38°C (97.5°F) or above.

Your baby may have a high temperature if they:

- Feel hotter than usual to touch on their forehead, back or stomach
- Feel sweaty or clammy
- Have flushed cheeks

If you think your baby has a high temperature, it's best to check their temperature with a thermometer. This can help you work out whether you need to get medical advice.

How to take temperature by age

Using the preferred method for measuring temperature gives you a more accurate reading, which is important for infants, especially those younger than 2 months where any fever is considered a medical emergency.

Age	Preferred method
Birth to age 3	First choice: Rectal (provides an exact reading) Second choice: Under armpit (to check if fever is present)
Ages 3 to 5	First choice: Rectal Second choice: Ear Third choice: Armpit

Fig.2.2.14: Taking temperature by age

Vomiting

A frequent dilemma with a high fever is vomiting that prevents the fever-reducing medication from doing its job. Acetaminophen suppositories can be kept in the refrigerator for just such emergencies. Bring the fever down with a suppository and the vomiting often eases. Occasionally, doctors will prescribe a Phenergan (promethazine) suppository for very serious vomiting in a child.

For milder cases, keep a bucket or basin and some old towels handy. Offer the child small sips of water and bland foods if they can tolerate them. Watch for signs of dehydration.

Dehydration

Fluids are important for easing upper respiratory symptoms (like coughing and sneezing) as well as for critical rehydration if the child has diarrhea or is vomiting. Keep Pedialyte on hand for times when the child experiences diarrhea and vomiting with a fever.

Easing Cold Symptoms

Ask the doctor about over-the-counter cold remedies. Keep the child distracted with quiet activities like books, games, and crafts. Frozen juice feels great on a sore throat, or the child may want to suck on ice chips or try some warm herbal tea or water with honey and lemon (just don't give honey to babies under one year old). When noses get dry and sore, protect them with a bit of pure petroleum jelly or saline nasal drops. You can also try using a humidifier or vaporizer in the child's bedroom.

2.2.10.2 Common Health Issues and Their Treat

As an individual, it is vital for all of us to have the knowledge of the basic level of healthcare. This knowledge makes us confident, and we can handle unforeseen health issues very practically without being hassled. There are few common health problems which may arise suddenly, but if we know how to deal with them, they won't be able to create any hindrance in our routine life.

Let's discuss the common health problems and learn how to handle them.

Common Cold

A common cold is a viral infection of the nose, throat, sinuses and upper airways of the body. It's exceptionally normal and generally speaking it gets clear within a week or two.

The primary side effects of common cold in a person are:

- Sore Throat
- Blocked or a runny nose
- Sneezing
- Cough
- Sometimes high fever, headache and muscle pain can also happen.

What to do:

- If the child is suffering from a common cold, you should make him take proper rest as there is no cure for it.
- Make sure that the child should drink plenty of fluids like juice etc. and eat healthy food.
- You should not give any medication without consulting the doctor or parents, rather you should help in lessening the fever or discomfort.
- You can consult the parents of the child to use a decongestant spray like Naso-clear to get relief from the blocked nose.
- Inhaling steam could be a better option to unblock the nose, but it should always be done by the parents of the child. You may assist them in getting the steam inhaled by the child. This process could be dangerous when you are alone with the child as the child may get burnt with steam.
- Taking the steam for too long as it will open up the pores of your face or can burn your skin.
- Many painkillers and decongestants that can be purchased from drug stores without a prescription are not safe and appropriate for infants, young kids, pregnant ladies, individuals with certain health issues, and those taking certain different drugs. So you should always clear your doubts with the pharmacist before taking such medicine.

- If the side effects of a typical cold last for over three weeks or all of a sudden deteriorate like an issue in breathing, one ought to visit a specialist.

How to avoid common cold

- The common cold is infectious, so it spreads by touching an item or surface touched by individual with the disease, touching the skin of that individual and by spitting at the open spot.
- One ought to regularly wash hands in the after sneezing and coughing.
- If the child is having common cold, he should be given tissues or soft hanky to use while sneezing or coughing.
- One must not share towels, garments, utensils and food with the individual having a cold.

Flu/ Influenza

Influenza or Flu is a typical viral illness that spreads through a cough and sneezes. Though it looks but is not similar to common cold as It is caused by a different set of viruses and can be dangerous. However, one suffering from it starts feeling better within a week. This flu can catch you anytime during the year, but it particularly gets activated in the winter.

Common Symptoms of Flu:

- A high temperature (fever) more than of 100 F or above
- Tiredness and weakness
- A headache and muscle ache
- Dry cough
- Blocked/ runny nose
- Sneezing and Sore Throat

What to do:

- If the child has flu, it is advised to make him take rest at home and keep his body warm.
- To avoid dehydration, the child should be asking to drink plenty of water.
- No medicine should be given to the child without the consultation/ permission of the parents of the child.

Diarrhea

Loose and more than normal bowel movements are the symptoms of diarrhea that are thin and more common than normal. Diarrhea is a common disease for individuals of all ages, but it has more effect on children. Water flows out of excessive amount of water in the body. However, it gets cured within a day or two, but sometimes it can take up to a week.

Causes of diarrhea: There are many causes of diarrhea, bowel infection (gastroenteritis) is a common cause in children and adults. Due to lack of cleanliness, eating contaminated food or drinking water, most of the journeys in the areas of low-cleanliness lead to diarrhea. Worrying, eating allergies or some medicines This can also happen with side effects.

What to do:

- There is no such treatment for diarrhoea as it gets clear in few days by eating light and nutritious food, maintaining hygiene and taking rest.
- You should give plenty of liquid especially Oral Rehydration Solutions (ORS) to the child to keep his body hydrated.
- You should avoid giving junk food, oily food, aerated drinks to the child and only let him eat very light food so that his intestines should not be burdened to digest the food.

By following these steps the diarrhoea of the child will be treated, but if the situation doesn't get better, you should consult your doctor.

If you witness following symptoms in the child, please immediately take him to the doctor -

- Blood in poo of the child
- Persistent vomiting
- A severe or continuous stomach aches
- Weight loss

How to avoid diarrhoea: Diarrhoea happens because of an infection in your stomach. Maintaining proper hygiene can reduce this risk. The following tips would be very useful for the maintenance of the hygiene:

- You must wash your hands with soap and water after going to the toilet and before eating or preparing the food and also ask the child to wash his hands.
- You should clean the bathroom, with disinfectant after each bout of diarrhoea of the child.

Vomiting

If sometimes, the child vomits due to overeating or eating something wrong, it is a natural process and no need to be panic. Vomiting is the process a body acquires to clean the stomach from the harmful substances. Vomiting sometimes can be severe if it is frequent for an extended period. The body becomes very weak due to vomiting, so you should not take it lightly if it lasts longer. You must consult the doctor so that it may not become serious.

Consult the doctor:

- The vomiting continues for more than a day or two and occurring frequently.
- The child is throwing out whatever he is trying to eat or drink.
- The vomit is green, and the child has become weak and ill.

2.2.11 Vaccination Schedule for Infant/Toddler

A schedule of recommended vaccinations can be found in a vaccination chart. These may vary depending on location (some places are more susceptible to a disease outbreak), child's health, type of vaccine, and vaccines that are available.

Age	Vaccines	No. of Doses	Common Abbreviation
Birth	Bacillus Calmette - Guerin (BCG)	1	BCG
	Oral polio vaccine (OPV O)	1	OPV
	Hepatitis B (Hep - B1)	1	Hep-B
6 Weeks	Oral polio vaccine (OPV 1)	1	OPV 1
	Pentavalent vaccine -1 (Penta 1) - Diphtheria, Pertussis, Tetanus, Hepatitis B, HiB	1	Penta 1 (DPT-HepB-HiB)
	Rotavirus 1	1	Rotavirus
	Pneumococcal conjugate vaccine (PCV 2)	1	PCV
10 Weeks	Oral polio vaccine (OPV 2)	1	OPV 2
	Pentavalent vaccine -2 (Penta 2) - Diphtheria, Pertussis, Tetanus, Hepatitis B, HiB	1	Penta 2 (DPT-HepB-HiB)

	Rotavirus 2	1	Rotavirus
	Pneumococcal conjugate vaccine (PCV 2)	1	PCV
14 Weeks	Oral polio vaccine (OPV 3)	1	OPV 3
	Pentavalent vaccine -3 (Penta 3) - Diphtheria, Pertussis, Tetanus, Hepatitis B, HiB	1	Penta 3 (DPT-HepB-HiB)
	Rotavirus 3	1	Rotavirus
	Pneumococcal conjugate vaccine (PCV 3)	1	PCV
	Inactivated Polio Vaccine (IPV)	1	IPV
9 Months	Measles, Mumps, and Rubella (MMR - 1)	1	MMR
	Japanese Encephalitis 1 (JE - 1)	1	JE
9 to 12 Months	Typhoid Conjugate Vaccine	1	Typhoid Conjugate Vaccine
12 Months	Hepatitis - A (Hep - A1)	1	Hep - A
15 Months	Measles, Mumps and Rubella (MMR - 2)	1	MMR
	Varicella 1	1	Varicella
	PCV Booster	1	PCV
16 to 18 months	Inactivated polio vaccine (IPV B1)	1	IPV
	Haemophilus influenza type B (Hib B1)	1	Hib
18 months	Hepatitis A (Hep - A2)	1	Hep - A
	OPV Booster	1	OPV
2 years	Booster of Typhoid Conjugate Vaccine	1	Typhoid Conjugate Vaccine
	DPT 1st booster	1	DPT
	Japanese Encephalitis 2 (JE - 2)	1	JE

Fig.2.2.15: Vaccination Schedule for Infant/Toddler

2.2.12 When to Call a Doctor

Infants can't tell you when they aren't well – and that's what can be worrying. It's up to you to decide whether the baby is feeling poorly, and how seriously to take it. Sometimes, there's not much to worry about but it's important to understand signs, when to reach for help. In case of a toddler, you will find yourself more confident as the toddlers can at least tell you or show you where it hurts.

Most infants and toddlers will have occasional difficult days, when they cry or moan, and seem restless and unsettled. Actually, the fact the child is crying is reassuring in a way – children who are very ill are sleepy and floppy. Severe, life-threatening illness is very rare in babies and young children.

See child's doctor (or speak on the phone) if the child:

- Is floppy or restless, or sleeps for a very long time
- Has continuous vomiting which lasts more than an hour

- Has diarrhoea, which doesn't clear up in 24 hours
- Has a rash, which you can't explain
- Has dry nappies
- Passes stools which are an unusual colour or texture for him (green stools from time to time don't mean anything, and some baby formulas actually produce greenish stools)
- Seems feverish and uncomfortably hot
- Has unexplained bruising or bleeding from the ears, mouth, nose, anus or in the stools or the urine

Seek medical help straight away if the child:

- Has a convulsion – this doesn't just mean jerky movements; look for rolling eyes and no response when you talk to him or look at him
- Finds it hard to breathe
- Becomes unconscious
- Shows blue round or on the lips or the face
- Has symptoms of suspected meningitis
- Passes blood or redcurrant jelly-like stools
- Seems in obvious pain

2.2.13 Administering Medication to Children

Children are prescribed medications for a wide variety of diseases/conditions. Attention to detail is required to ensure that medication is given correctly. Methods of administering medication include oral, eye drops, ear drops, inhalers, and injections.

As the amount of children taking medications rise, so does the number of accidents involving improper doses, mixed up prescriptions, and incorrect administration. The consequences of incorrectly administering medication can range from minor to life-threatening.

Safety Precautions

- No medication – including common over-the-counter medications – should be kept on-site for general use. Only medicine for use by a single child which was supplied by that child's parent or guardian should be used.
- All medication should be clearly labeled and stored in a locked cabinet or drawer. If the medication needs to be refrigerated make sure it is kept out of reach of children and kept secure.
- Inspect prescription medication carefully. All prescription medications should be in their original, child-proof containers and include the following:
 - » The child's first and last name
 - » The physician's name and contact information
 - » The filled date and expiration date on the container
 - » Instructions for administering, storing, and disposing the medication
- Inspect over-the-counter medication. Over the counter medication should contain the following:
 - » The date given to the facility and the expiration date
 - » Instructions for administering, storing, and disposing the medication
 - » Name and contact information of the health care professional who recommended the medication

- Never give a child a medication that was prescribed for someone else. This policy applies for siblings and over-the-counter medications.
- Use proper measuring utensils when administering medications and make sure to thoroughly clean them after every use.
- Always go over medication instructions with parents before administering any medications to make sure they are administered properly. For example, some medications require being taken with meals and others are meant to be given at specific times of the day.
- If you have any questions or concerns consult the child's parents, guardians, doctor, or pharmacist.
- If any medication requires injections make sure there is a trained professional capable of giving the medication. If no professional is available, inform the parents that the medication cannot be administered.

Scan the QR Codes to watch the related videos



https://youtu.be/SkF-nk59_4Y
Diapering



<https://youtu.be/0GfOv7XvKYM>
Bathing and Dressing the Infant



<https://youtu.be/tcDtyGxr2ig>
Dressing the Infant



<https://youtu.be/HUQo7nlwMJE>
How do we clean specific surfaces or items?



<https://youtu.be/OCcHK9jwzKM>
Sleeping Schedule of Child



<https://youtu.be/xVAKEth5mHY>
Mother's Milk and its Benefits



<https://youtu.be/8HoRppfwWBg>
Feeding Infant/ Toddler



<https://youtu.be/3zWU-Y-9oGk>
Spoon-Feeding Older Infants and Toddlers



<https://youtu.be/PAz4xqplcc4>
Storing Sterilized Bottles



<https://youtu.be/9bhRtC2UvM0>
Coaching Babies to Self-feed (9 months old onwards)



<https://youtu.be/2iBD0L0OKXw>
Caring for a Sick Child



<https://youtu.be/ZmLwlihMJDQ>
Common health issues and their treat

Summary

- Massage is very essential for babies and it is done when the room is warm, quiet and baby is well rested
- Diaper should be changed consistently, babies run the risk of infections, diaper rash and other significant health problems
- While changing diapers of baby, always clean from the front to the back and separate the folds of skin to ensure cleanliness.
- Hygiene and cleanliness are a priority when it comes to baby care and changing diapers in order to keep away all the bacteria and germs
- Baby should be given bathe 3 to 4 time a week with mild soap to prevent skin rashes
- Safety precautions should be followed while bathing the baby/toddler such as water temperature, and never leave the baby alone near water
- Handle the baby carefully and gently during and after bathing
- Always choose clothes as per weather conditions
- Always respect parents wishes while dressing up the toddler
- Different children are ready at different ages; Many children show signs of being ready for potty training between ages 18 and 24 months. However, others might not be ready until they're 3 years old.
- Potty, training pants, pull ups, underpants are few ways that potty training can be given to the baby/toddler
- Routine cleaning with detergent and warm water is the most useful and cost-effective method for removing germs in the childcare setting
- Comfort, safety and clean-up ease are most important consideration while making bed of baby/toddler.
- Children wake briefly during the night. To stay asleep, children need to be able to fall back to sleep by themselves after these brief waking episodes.
- Large coloured blocks, squeaky toys, large balls, simple picture books are few toys to play for an infant of age 6 to 12 months.
- Building blocks, puppets, riding toys, large balls, are few toys to play for a toddler of age 1 to 2 years
- Recreational activities are of various types such as including quiet, creative, active, cooperative, dramatic and manipulative play.
- Mother's milk has all the essential minerals, vitamins, proteins, carbohydrates required for baby
- Bottles, teats and lids should be cleaned and sterilized after every use
- Weaning is a process of introducing semi-solid food to the babies at an appropriate stage, along with lactation/ breastfeeding.

Exercise

1. ____ has all the necessary nutrients that can help in the growth and the development of the baby.
2. _____ removes harmful bacteria that could grow in the feed and make baby sick.
3. List the ways in which you can sterilize baby's feeding equipment.
4. What is the feeding requirement of a newborn (1st week) baby?
 - a) 8 to 12 times a day
 - b) 15 times a day
 - c) 6 times a day
 - d) 20 times a day
5. In _____, the mother habituates the baby to have baby formula, other puréed food, or breast milk, at fixed intervals.
6. Which of the following is a process of introducing semi-solid food to the babies at an appropriate stage, along with lactation/ breastfeeding?
7. Which of the following activity ensures that the gas bubbles stuck in the baby's stomach get released so that he/she does not feel uncomfortable, squirm and cry after feeding?
 - a) Breastfeeding
 - b) Choking
 - c) Burping
 - d) Giving Gripe Water
8. Identify the common symptoms of Flu.
 - a) A high temperature (fever) more than of 100 F or above
 - b) Dry cough
 - c) Sneezing and Sore Throat
 - d) All of the above

3. Ensure Holistic Development of Infants and Toddlers



Unit 3.1 – Ensure Holistic Development of Infants and Toddlers



Key Learning Outcomes

At the end of this module, the participant will be able to:

1. Ensure Holistic Development of Infants and Toddlers

UNIT 3.1: Ensure Holistic Development of Infants and Toddlers

Unit Objectives

At the end of this unit, the participant will be able to:

1. Create safe and secure environment for infant/ toddler
2. Identify other safety considerations
3. Assess health and safety requirements at workplace
4. Document observation of child development and inform parents accordingly
5. Document observations of child behaviour and helping children behave
6. Identify the emotional development of the child
7. Provide the guidance to the child
8. Establish the relationship with the child
9. Help toddler deal with frustration and strong emotions
10. Encourage thinking, problem-solving and other skills of the child
11. Identify the process of calming the distressed child
12. Illustrate the factors affecting health and wellbeing of babies
13. Update the parents on the baby's daily activities

3.1.1 Safe and Secure Environment for Infant/ Toddler

The most important thing to remember is that you have been hired to keep the children safe. This is your NUMBER ONE priority while you are caretaking. Handling the unexpected requires the ability to think and use good decision-making skills.

As a caretaker, your most important responsibility is to keep children safe while their parents are away. In this session, you will find many helpful lists that highlight what you need to do to keep yourself and the children you are watching safe.

Telephone Safety Tips

It is hard to supervise children while you're talking on the telephone. That's why you should keep all conversations as short as possible and avoid personal calls that aren't absolutely necessary. You should also not use your mobile phone to text message or talk unnecessarily. Here are some things to keep in mind about telephone use when you are caretaking:

- Ask the parents if and how they would like their phone answered.
- Be polite and brief when answering the phone.
- Use the phone for calls related to the job only, not for personal calls, unless the parents have given you permission to use it for a short personal call (e.g., you need a homework question answered from a friend).
- Remember that you may tie up the phone line when you use the Internet; so keep your time on the Internet brief.
- Keep all conversations as short as possible and avoid personal calls that aren't absolutely necessary.

- Call the parents, an adult you trust or the police if you get a call that scares you.
- Make sure emergency phone numbers, the address of where you are caretaking, a pen/ pencil and paper are posted by all phones.
- NEVER leave the children alone while answering the phone.
- Do not tell the caller that you are the caretaker or that the parents are away. Instead, say, “Mr. or Mrs. _____ is busy right now. May I take a message?”
- Do not call, text message or instant message your friends or have them call you for a long conversation while on the job. Even if you are using your personal mobile phone, you could miss an important call from the children’s parents or you may not know if the children call for you or become ill. Also, the children could end up in an unsafe situation and possibly get hurt if you are not supervising them closely.

Personal Safety

Your own health and safety are just as important as the health and safety of the children you babysit. Here are some ways to keep yourself healthy and safe while babysitting:

- Get to know the parents and families of the children you babysit and meet their pets.
- Tell your parents where you will be, when to expect you home and how to contact you. Know where they will be and how to contact them (see “Getting Started” on page 14 for more information).
- If babysitting for a certain family makes you feel uncomfortable, don’t babysit for them. If you get to a babysitting job and you feel you are in danger or your personal safety may be at risk, don’t be afraid to say no to the job.
- Make your own arrangements to get to and from the job safely. Have a back-up plan ready. For example, if you are uncomfortable riding home with the child’s parent, have a code word that you can use on the telephone to let your parents know that you need a ride home from them. A code word could be, “How is Otis doing?” Or saying, “I am glad it’s summertime.”
- Do not wear jewellery that dangles or has sharp edges. It can scratch or hurt you or the children.
- Keep your clothing out of the way and your hair neat so they don’t get caught in anything.
- Keep your fingernails short and your hands clean to prevent the spread of germs.
- Do not babysit when you are sick.
- Keep your first aid kit handy but out of the children’s reach.
- Know what you can and cannot do and respect those limits.

Danger from Strangers

- When in the home, never open the door to strangers. Always check before opening the door to anyone, even the parents. Look out through a peephole or window first.
- Never open the door to delivery people or service representatives. Ask delivery people to leave the package at the door or tell them to come back another time. Service representatives, such as a cable installer or an electrician, should have an appointment when the parents are home.
- Do not go outside to check out an unusual noise. If you are worried about it, call the parents, an adult you trust or the police.
- If you leave the home, such as if you go to the park, do not talk to strangers. If a stranger keeps trying to talk to you, ignore the person and take the children to a safe area.
- If you are visiting a public place, such as a park, check that restrooms are clean and safe for children before allowing them to use the restroom. Do not leave children alone when you inspect or use a restroom and do

not allow children to go into the restroom by themselves. Make sure to check the restroom for people and if anyone looks suspicious, leave the restroom.

Answering the door

Have a plan for how to handle this. A discussion with the parent/guardian is critical so you know exactly who and what to expect whenever possible.

- Always keep doors, windows, and cellar door locked and make sure the parents/guardians show you how the locks work before they leave.
- Turn off unnecessary lights inside, and turn on outside lights.
- If possible, look out the window/door before answering.
- If it is a service person, tell him/her to call tomorrow to reschedule.
- If it is a stranger, do not answer the door. If s/he becomes persistent and does not go away, call the police or nearest neighbor for assistance.
- If there is any suspicious activity (knocking on door and no one is there, or if you suspect a prowler or prank) call neighbors or police for assistance.
- Never open the door to strangers.

3.1.2 Other Safety Considerations

Inside the Home

- If the family has a home electronic security system, ask the parents if they would like you to use it, and have them demonstrate how to turn it on and off.
- Do not have your friends over to visit while you are babysitting unless previously discussed with the parents.
- Do not let anyone inside who is using alcohol or drugs, even if it is someone you know.
- Do not stay in a situation where you or the children are being threatened by a parent, guardian or anyone else. Immediately take the children to a safe place such as a neighbor's home; a school; a church, mosque or synagogue; a local business; or a police or fire station.
- Do not stay anywhere that you smell smoke or hear a fire or smoke alarm. Get the children and yourself outside. Ask a neighbour to call the fire department.

Outside the Home

- Be aware of the sun and take precautions to protect yourself and your children against damage from the sun.
- Lock the door when you leave the house and make sure all the windows are closed and locked.
- Never leave the house without the parent's permission. If you and the children do leave, tell someone where you are going, when you will leave and when you will be back, then call when you return. Never leave the house without the children even for a short period of time (e.g., to bring a pet back into the house or to get a toy from the driveway).

3.1.3 Assessing Health and Safety at Workplace

Take a copy of the Safety Inspection Checklist with you each time you take care of a child. Use it to help you recognize and prevent safety-related problems that you may run into on the job.

Rural Safety

If your babysitting job is in a rural area, you will need to be aware of some additional safety hazards. During the family interview, ask where the children are allowed to be and which areas are not safe for them. Be sure to get a detailed explanation. Ask if there are buildings, such as barns or storage areas, that are off-limits to the children. Likewise, find out if there are off-limit outside areas, such as ponds or fields where animals are kept.

It's also a good idea to ask the parents to take you on a walk around the property to note the possible hazards. These can include:

- Water, such as ponds or lakes.
- Farm equipment and machinery.
- Farm animals.
- Electric fences

Some children, especially those who live on farms, may have chores they need to complete while you are babysitting them. Make sure to ask the parents what the children are allowed to do and supervise children at all times.

In rural areas, remember that response time for emergency medical services (EMS) personnel is longer and that the nearest neighbor may be far away.

Checklists

- **For Emergencies:**
 - » The emergency phone list has been filled out and is posted.
 - » The first aid kit is properly stocked and stored away.
 - » I know where the working flashlights, battery-operated radio and extra batteries are located.
- **To Prevent Wounds:**
 - » Knives, hand tools, power tools, razor blades, scissors, guns, ammunition and other objects that can cause injury are stored in locked cabinets or locked storage areas.
- **To Prevent Falls:**
 - » Safety gates are installed at all open stairways in homes with small children and infants.
 - » Windows and balcony doors have childproof latches or window guards.
 - » Balconies have protective barriers to prevent children from slipping through the bars.
 - » The home is free of clutter on the floors, especially on or near stairways.
- **To Prevent Poisoning:**
 - » Potential poisons, like detergents, polishes, pesticides, car-care fluids, lighter fluids and lamp oils, are stored in locked cabinets and are out of the reach of children.
 - » Houseplants are kept out of reach.
 - » Medicine is kept in a locked storage place that children can't reach.
 - » Child-resistant packaging is closed or reclosed securely.

- **To Prevent Burns:**
 - » Safety covers are placed on all unused electrical outlets.
 - » Loose cords are secured and out of the way. Multi-cord or octopus plugs are not used.
 - » At least one approved smoke alarm is installed and operating on each level of the home.
 - » Space heaters are placed out of the reach of children and away from curtains.
 - » Flammable liquids are securely stored in their original containers and away from heat.
 - » Matches and lighters are stored out of the reach of children.
 - » Garbage and recycling materials are stored in covered containers.
- **To Prevent Drowning:**
 - » Swimming pools and hot tubs are completely enclosed with a barrier, such as a locked fence or gate, and covered.
 - » Wading pools and bathtubs are emptied when not in use.
 - » Toilet seats and lids are kept down when not in use.
 - » Bathroom doors are kept closed at all times.
 - » Buckets or other containers with standing water are securely covered or emptied of water.
- **To Prevent Choking and Other Breathing Dangers:**
 - » Small objects are kept out of children's reach.
 - » Toy box has ventilation holes. If there is a lid, it is lightweight and removable and has a sliding door or panel or is a hinged lid with a support to hold it open.
 - » The crib mattress fits the side of the crib snugly and toys, blankets and pillows are removed from the crib.
 - » Drape and blind cords are wound up and not dangling.

3.1.3.1 Keeping Child Away from Harmful Effects of Mobile Phone

As a parent, you should be aware of the detrimental effects of mobile phones on children. Here's a list of side effects of excessive use of the mobile phone in children:

- Behavioural problems
- Addiction to the gadget
- Depression
- Sleep disturbances
- Obesity
- Attention and hearing issues
- Problems of the nervous system

In addition to the list mentioned above, smartphones have adverse effects—exposure to harmful electromagnetic waves and radiation.

How to regulate the use of mobile phones

- **Keep your child engaged:** With shrinking play spaces, more and more children are forced to stay indoors. As a result, children spend their time playing with toys. Some also get hooked to gadgets like smartphones,

which also double up as entertainment devices. To prevent this from happening, take child out to the park or a nearby playground to spend time running and playing. If that is not an option, take child on regular walks to explore the wonders of nature. A growing awareness of the environment could spark his curiosity and capture his imagination.

- **Restrict the use:** As smartphones are now an inseparable part of our lives, it is difficult to keep them away from children. Discourage its use during mealtimes, study hours, bedtime, or when it's time to go out and play.
- **Talk to your child:** The vibrant colors and animations appearing on the smartphone screen appear attractive to children. Talk to your child about what he/she likes to watch. Have her/him describe the characters, relate the story. When it's time to switch off the phone, extend the experience by enacting the story.
- **Set passwords:** It is not always possible for you to be around your child to dissuade him from using a smartphone. In such a situation, technology can come to your rescue. Set a password on phone so that child cannot use it while you are busy with something.
- **Set a good example:** Many parents/caregivers spend a lot of time on their smartphones. In such cases, telling children to not use the mobile may not help, as they are bound to follow in their caregiver/parents' footsteps. So, be a good role model for child by limiting your mobile phone usage.
- **Bond with child:** It is important to take the time out for bonding with children. Playing board games or engaging child along with you in activities such as painting, gardening will make her/him feel valued and useful. Thus, the child will stop using the smartphone to escape from loneliness. You can also encourage child to pursue hobbies like listening to music, reading, creative writing, art, or painting.

3.1.4 Record Child's Development and Inform Parents Accordingly

Child development refers to the process through which human beings typically grow and mature from infancy through adulthood. The different aspects of growth and development that are measured include physical growth, cognitive growth, and social growth. Child development focuses on the changes that take place in humans as they mature from birth to about age 17.

Children develop skills in five main areas

1. **Cognitive Development:** This is the child's ability to learn and solve problems. For example, this includes a two – month old baby learning to explore the environment with hands or eyes or a five -year-old learning how to do simple math problems.
2. **Social and Emotional Development:** This is the child's ability to interact with others, including helping themselves and self -control. Examples of this type of development would include: a six -week-old baby smiling, a ten – month old baby waving bye -bye, or a five-year-old boy knowing how to take turns in games at school.
3. **Speech and Language Development:** This is the child's ability to both understand and use language. For example, this includes a 12-month-old baby saying his first words, a two-year-old naming parts of her body, or a five year- old learning to say "feet" instead of "foots".
4. **Fine Motor Skill Development:** This is the child's ability to use small muscles, specifically their hands and fingers, to pick up small objects, hold a spoon, turn pages in a book, or use a crayon to draw.
5. **Gross Motor Skill Development:** This is the child's ability to use large muscles. For example, a six-month-old baby learns how to sit up with some support, a 12-month-old baby learns to pull up to a stand holding onto furniture, and a five-year-old learns to skip.

Each child according to his or her ability may meet developmental milestones a little earlier or later than his siblings. There are different phases of time when most children will meet a milestone. For example, children learn to walk anytime between 9 and 15 months of age. So, if your child is 13 months of age and not yet walking, there

is no need to worry if he is crawling and pulling to a stand. However, if you have a child 15 months of age who is not yet walking, it would be a good idea to talk with child's parents to make sure there aren't any medical or developmental problems.

3.1.5 Document Child Behaviour and Helping Children Behave

Dealing with difficult behaviors is one of the most common babysitting challenges because, at some point, all children misbehave. Children often need help learning how to control their behavior and how to express themselves. As a caretaker, your responsibilities include trying to prevent misbehavior and dealing with it appropriately when it occurs.

Children misbehave for many reasons. Some of the most common reasons are that the child is:

- Copying the behavior of parents, brothers and sisters or friends.
- Feeling jealous of or competitive toward a sibling.
- Testing limits.
- Asserting independence.
- Tired, frustrated, hungry or scared.
- In need of attention.
- Bored.
- Repeating behaviour he or she has been rewarded for in the past.

Encouraging Positive Behaviour

Often, by planning ahead, using positive feedback and stepping in early you can encourage positive behavior and prevent misbehaviors. Here are some specific tips you can use to promote positive behavior:

- Let children know when they are behaving well. Children respond well to positive reinforcement.
- Set rules, boundaries and limitations when you first arrive on the job. Children may not become as upset if they know their boundaries and your expectations beforehand.
 - » State your expectations in advance.
 - » Do not add extra or unnecessary rules.
 - » Keep your expectations realistic and age appropriate; kids will be kids.
- Create a schedule in advance. Make it flexible and try to alternate between physical and quiet activities.
- Follow the normal household routines as closely as possible. For example, serve dinner at the usual time, have children do their regular chores and allow them to play video games after doing their homework if that is what they typically do.
- Keep off-limit items out of sight.
- Be fair; don't play favorites.
- Give children advance notice of approaching changes. Transitions are difficult for many kids, especially if they involve something the children don't want to do. For example, if bedtime is coming up, say, "Bedtime is in 15 minutes."
- Try to keep things fun. Stay positive and enthusiastic. Children will follow your example.

3.1.6 Observe how Child Expresses Feelings and Reacts to Situations

The proper observation of child's social and emotional development is equally important as their physical development. Such observation helps you to understand the milestone a child is achieving.

While observing a child you (Baby Caregiver) needs to identify that the child:

- Is able to correctly tell his gender & age.
- Can clearly name of his parents and his own first and last name.
- Is starting to recognize other People's mood.
- Accommodate to new situations in absence of adults.
- How does he express anger through his words or acting out physically.

3.1.7 Emotional Development of the Child

As children develop, their emotional needs change as well as their physical needs. These emotional needs can be separated into four stages and are described in the chart below. Remember these stages are only guidelines. Since each child develops at his own pace, some variation will occur in children of the same age.

Age	Emotional Stage	Children's Characteristics
Newborn to 1 year	Trust and Security	Infants need warmth and comfort, love and security. They enjoy being with people. Talking to them gives them mental stimulation. Through acts of care, infants learn to trust others and the things around them. Trust is established and the baby feels secure when there is a loving, caring person around them.
13 months to 3 years	Self-Control and Autonomy	Toddlers need attention, love, and security. In learning to do things for themselves, toddlers learn independence and start to develop self-control and take on their own identity. In this stage they express their independence by saying "No" and by wanting to make their own decisions about what they want to do such as taking a walk, playing with toys, watching television, or choosing the clothes that they wear.
3 to 5 years	Initiative and Imagination	Children at this age have a sense of autonomy and independence. They are learning about the world around them. They want to trust people and to have friends. They are beginning to learn about social activities. Caring and loving adults are much needed at this time to protect their environment and to set limits and expectations.
6 to 10 years	Industry and Formal Learning	Developing a routine is important at this time. Children develop self-confidence by doing routines of self-care and attending school. They are influenced by examples and expectations of adults. It is very important that they receive recognition for achievements and encouragement for polite manners and respectful behaviour.

Signs of Emotional or Developmental Needs of Children

Children are individuals. They learn very early in life that there are some things that they like and there are other things that they don't like. This is all part of being an individual. However, sometimes situations can be very perplexing and challenging for the caretaker.

When Toddlers Cry: Toddlers are talking and are able to verbally express most of their needs. They are learning that they can do things themselves. They are establishing independence, and they like having some control over their environment. They like making their own decisions. However, their decision may not be what is needed at the time. Toddlers cry to express their disagreement with situations. Because they are curious about their environment and they are learning to do so much, they don't want to take naps. They still get tired and sleepy and cry because they want to stay awake. They may fight sleep by crying.

- Try to find out why the toddler is crying.
- Take care of the problem as quickly as possible.
- Be patient and try to console the child who is crying because he is frustrated or tired.

When Older Children Cry: As children grow older, the reasons they cry become more complex. They cry because they have suffered a physical injury in an accident or something or someone has hurt their feelings. Maybe they have lost or broken something. They cry because they are afraid of something or they didn't get what they wanted. As the reasons for crying become more complex, the solutions also become more difficult.

- Talk to the child and ask why he is crying.
- If possible, take care of the problem as quickly as possible.
- If the problem cannot be taken care of, listen to the child and help him feel that you understand that he is upset.
- Listen if he wants to talk. Do not insist that the child talk about the situation if he feels better dealing with the problem quietly or alone.
- Offer to help if possible.

3.1.8 Child Guidance

The goal of child guidance and discipline is to help children learn self-control. Getting to know the children is the best preparation for keeping the need to discipline at a minimum. Take time to get acquainted with them. Talk to the parents. Learn the personalities of the children. Ask the parents for instructions on how to discipline their children. Most children will be comfortable with these arrangements, but occasionally a child might try to see just how much a caretaker will let him get by with. When a child becomes angry, aggressive behavior may occur. The caretaker must make it clear that he/she is the responsible person and is the person in charge. Favoritism should never affect how the caretaker treats children. Effective guidance and discipline focus on the development of the child.

A caretaker should:

- Treat all children fairly.
- Set clear, realistic rules related to the child's development.
- Stick to the parents' rules.
- Be consistent in enforcing the rules.
- Be patient and understanding with all children.
- Speak in a positive manner.
- Give clear directions, one at a time.
- Set a good example.
- Never threaten, slap, hit, or spank a child.
- Never embarrass or humiliate a child.

The ABCs of Child Guidance

Pay ATTENTION to positive behavior: The more time care givers spend encouraging appropriate behavior, the less time and effort is needed to correct misbehavior. Catch the child doing something right and comment on it. For example, to a child who is playing appropriately with a puzzle, you may say, "I see you are enjoying the puzzle. You are putting the pieces where they go." Commenting on positive behavior is reinforcing to children. You will get the behavior to which you pay the most attention.

BE kind, positive, affectionate, and thoughtful: Treat others as you would like to be treated.

Offer children CHOICES only when you are willing to abide by their decisions: For example, it can create difficulty when you ask a child if they would like to go to bed. If they say no, a power struggle may be created. Avoid this situation by saying "It is time to go to bed. Do you want to wear your red pajamas or your blue pajamas?" So only give choices when the child is able to make the decision. When giving choices, the younger the child, the fewer options there should be. Two choices are best. If the child has no choice in what is to happen, do not put the order in the form of a request.

Tell the child what to DO, instead of what not to do: It is much more effective to tell children to walk, instead of saying, "Don't run." Another example would be to ask the child to use an indoor voice as opposed to saying, "Stop yelling!"

Change the ENVIRONMENT to improve the child's behavior: There are two ways to change the environment. The first is to remove the child from the environment that is causing problems. For example, if a child is playing with the buttons on the television, you take the child into another room to play. That way you remove the child from the environment. The second way to change the environment is to take the item that is causing problems out of the environment. For instance, if a child is playing with a potted plant sitting on a coffee table, the potted plant can be moved out of the room or out of the child's reach.

FOCUS on the expected behavior before an activity: Children like to know what is about to happen. Before an event, tell the child what is going to happen and in detail explain what behavior is expected. For example, if you are going for a walk, tell the child that you expect her to hold your hand. Also, you would tell her that you will stop and look both ways before you cross the street together. It is easier for children to behave appropriately if they are told what behavior is expected ahead of time.

GIVE a five-minute warning before an activity ends: Transitions can be difficult for children. It is helpful to let them know when an activity will change, so that they can finish what they are doing. For example, you would say, "You have five more minutes to play before we begin cleaning up for supper."

HELP children adhere to the three basic rules:

- A child may not hurt himself.
- A child may not hurt others.
- A child may not damage property.

Any of these behaviors needs to be stopped to prevent injury to the child, others or property.

3.1.9 Relationship with the Child

The Baby Caregiver as being a new person to the child, has to do lot of activities to earn his/ her trust. The child has only been interacted with the family members so it is also difficult for him/ her to get well with the caretaker easily. The complete responsibility to make a bond with the child is on the caretaker, so she should know how to deal in such situation.

Children are amazing learners. They want to communicate with you – but get frustrated when they can't find the right words. They want independence too – but don't like being away from you. Understanding children helps you connect with the child you are taking care.

Toddlers: what you need to know

The word 'toddler' represents the ages between approximately 1 and 3½ years.

'Toddler' not only describes the unique way that toddlers walk, but also the mind-boggling rate of development and thought going on in their brains. By three years of age, a child's brain will be 80% the size of an adult's, with an enormous amount of development still to go.

Toddlers:

- Want to be independent, but fear being separated from you
- Have big feelings, but can't always control them or find the words to express them
- Are discovering that they can change the way the world works.
- If you can help your toddler with all these things, you'll be well on the way to having a great relationship.

3.1.10 Helping Toddler Deal with Frustration and Strong Emotions

It's normal for toddlers to have feelings that can sometimes be too much for them – they want to say what they feel, but they often can't find the words. This can be very frustrating for them and can lead to temper tantrums and other challenging behaviour. Here are some ideas to help:

Teaching Emotion Skills

- If the toddler is getting frustrated, staying calm yourself will help to prevent your toddler's emotions escalating. Toddlers feel better if they know that you're in control.
- It's also good to help the child put feelings into words, by teaching him words or gestures that express big feelings. For example, 'You're upset because you ripped your picture'.

Responding to the Child's Emotions

- Face-to-face, eye-level communication can help the toddler feel that you're talking with her, not at her. Try getting down to the toddler's level by kneeling or squatting when you're talking to her.
- When the child is getting angry or frustrated, try distraction or redirecting your child into another activity. For example, if the child is fighting with someone over a Bob the Builder toy, start talking about Thomas the Tank Engine.
- When the child has a tantrum, this behaviour is partly about seeing what sort of responses he can get. Your response can have a powerful influence on the child's behaviour and ability to control emotions. Staying calm and not giving in to tantrums shows the child how to deal with frustration.

3.1.11 Encouraging Thinking, Problem-Solving and Other Skills**Using play to learn**

- Play with the child, and follow the child's lead by letting her decide what games to play. If the child wants you to choose, encourage games that involve turn-taking and sharing.
- Encourage make-believe play, which stimulates the imagination and lets children work through ideas.
- Incorporate play into everyday routines – for example, playing in the bath, or singing a song while packing away toys.

Building Brain Pathways

Give the child the chance to repeat favourite activities. This helps the child's brain build pathways that strengthen

skills. For example, taking the cutlery out of the drawer and putting it back, again and again, helps the child develop motor and problem-solving skills.

- Reading the same books over and over might get a bit boring for you, but kids love the familiarity. You can build the child's thinking skills by asking, 'What happens next?'
- Aim for no screen time for children under two years, and no more than one hour a day for children over two years. Toddlers develop best through physical play with hands-on experiences.

Praise

No matter how old the children are, your praise and encouragement will help them feel good about themselves. This boosts their self-esteem and confidence. Sometimes rewards can be useful too, especially if you want to encourage good behaviour.

Praise is when you tell the child what you like about her or her behaviour. It goes a long way towards helping the child feel good about themselves.

Descriptive praise is when you tell the child exactly what it is that you like. For example, 'I love the way you shared your Lego with your brother just now'. Descriptive praise is best for boosting self-esteem and building good behaviour – when children get praise for behaving well, they're likely to want to keep behaving well.

You can praise children of different ages for different things. You might praise a younger child for leaving the park when asked, or for having a go at tying his own shoelaces. You can praise teenagers for coming home at an agreed time, or for starting homework without being reminded.

Encouragement

Encouragement is praise for effort – for example, 'You worked hard on that math homework'.

Praising effort can encourage the child to try hard in the future. But you can also use encouragement before and during an activity to help the child do the activity or behaviour. For example, 'Show me how well you can put your toys away' or 'I know you're nervous about the test, but you've studied hard. No matter how it turns out, you've done your best'.

Some children, especially those who are less confident, need more encouragement than others. Encouragement is particularly important for older children

Rewards

A reward is a consequence of good behaviour. It's a way of saying 'well done' after the child has done something good or behaved well. It could be a treat, a surprise or an extra privilege.

Rewards can make your praise and encouragement more effective in encouraging good behaviour. Most behaviour is influenced by the consequences that follow it, so when you reward the child's behaviour, the behaviour is more likely to happen again in the future

Sometimes it's easier to criticise than it is to compliment. Bad behaviour is more obvious than good behaviour – you're much more likely to notice when the child is yelling than you are to notice when the child is quietly reading a book. Try to pay attention to the good behaviour, too!

Using Praise to Change Behaviour

You can use praise as a tool to help change difficult behaviour and replace it with desirable behaviour.

The first step is watching for times when the child behaves the way you want. When you see the desirable behaviour, or another behaviour you like, immediately get the child's attention.

Then tell the child exactly what you liked about the behaviour. You can praise effort as well as achievement – for example, 'It's great how you used words to ask for that toy'. You could even look for ways to reward the desirable behaviour – for example, give your child a high five or special cuddle.

At the beginning, you can praise every time you see the behaviour. When the child starts doing the behaviour more often, you can praise it less.

3.1.12 Calming the Distressed Child

Temper Tantrums

A temper tantrum is a strong outburst of challenging behavior, such as whining, crying, screaming, kicking, hitting or breath-holding. Temper tantrums are common for preschoolers and toddlers as they try to gain more control over their lives. Children this age often lack the language skills to express their feelings and use temper tantrums to show frustration or anger. Temper tantrums often occur when a child is tired, hungry, uncomfortable or trying to get your attention.

NEVER SHAKE AN INFANT OR A CHILD! *Shaking an infant or a child in a moment of frustration or anger can cause serious harm or death. Infants have weak neck muscles and heavy heads, and when an infant is shaken, the head flops back and forth, causing serious damage. Shaking an infant or a child can cause severe injury, resulting in problems ranging from brain damage to death. Remember, no matter how frustrated or angry you feel, never shake an infant or a child!*

Ways to prevent temper tantrums:

- Be flexible.
- Give the children you babysit plenty of positive attention.
- Make sure kids get a lot of physical activity.
- Keep children from getting overly hungry or tired.
- Help children learn to manage their anger.
- Allow children to have some control by giving them choices.
- Distract children before temper tantrums fully develop.
- Create clear ground rules and stick to them.
- Keep off-limit items out of sight.
- Make sure toys and activities are age appropriate.

What to do when children have temper tantrums:

- Do not yell or scream.
- Keep your cool; children can learn from your example.
- Ignore temper tantrums when possible. Make sure children can't hurt themselves or others.
- Listen and try to understand what is upsetting them.
- Encourage children to put their feelings into words.
- Clearly and calmly state the rules.
- Allow children to make a choice between two acceptable solutions.
- Take a break from the situation. For example, try another activity or change locations.
- If necessary, use a time-out.

After children have had a temper tantrum, praise their efforts to gain control of their feelings but do not reward bad behavior. As a caretaker, it is important for you to understand that children are allowed to express their

feelings, even angry ones, but it is not okay for children to behave badly when they are angry. Strong emotions are no excuse for bad behavior.

Although older children may stomp or slam a door in anger, school-age children are too old for temper tantrums. If a school-age child is having a temper tantrum, give him or her some time to gain control then try to find out why he or she felt that behavior was necessary. Make a note in your Caretaker's Report Record if school-age children act this way and inform parents when they return.

Crying/ Breath-Holding

Crying is a natural form of expression for infants. In fact, delivery room doctors look for crying as one of the first signs that a newborn is healthy and alert. Crying is an infant's way of communicating everything: pain, hunger, thirst, boredom, discomfort, a soiled diaper, teething, colic and over stimulation.

It's also natural for babies to cry, even when nothing is wrong, just to expend excess energy and begin to interact with their environment. If you plan to babysit infants, get used to crying. A normal infant cries 1 to 3 hours each day!

Some children purposely hold their breath when they are having a temper tantrum as a way to gain control over the situation. A child who holds his or her breath on purpose is not in danger and this behavior should be ignored. However, some children may have a medical condition known as breath-holding spells.

Children who have breath-holding spells may momentarily stop breathing in some stressful situations. During a breath-holding spell, a child's face may turn deep blue and the child may pass out then quickly regain consciousness. Sometimes children will twitch and jerk during a breath-holding spell.

Breath-holding spells:

- Are an involuntary reflex; children cannot prevent them from happening.
- Happen when children are crying and/or may be part of a temper tantrum.

If you know that the child you are taking care of has breath-holding spells, then during a spell, have the child lay flat on the floor or the ground. If one is available, put a wet washcloth on the child's forehead until he or she starts breathing. Be careful that the child does not injure him- or herself if the child falls. Do not put anything in the child's mouth. After the spell, briefly comfort the child and continue with the activity that was occurring prior to the breath-holding spell.

If the child you are babysitting begins holding his or her breath and is not known to have breath-holding spells, care for the conditions you find.

Biting, Hitting and Kicking

Biting, hitting and kicking are common behaviors for toddlers and younger preschoolers. At this age, they may not know that these behaviors are wrong and can hurt someone. Children this age also don't always know how to use words to express anger or frustration. Sometimes children bite, hit or kick to get your attention or when they are hungry, thirsty or tired. It is important not to overreact when the children you babysit act this way.

If a child bites, hits or kicks:

- Assess the situation before you react.
- Encourage the child to explain the problem in his or her own words.
- Explain appropriate behavior. For example, say, "It's not okay to hit people when you're mad. If you are mad because your brother took your toy, politely ask him if you can have it back."
- Ask questions aimed at giving the child an understanding of the victim's perspective. For example, say, "Has anyone ever bitten you?"
- Comfort the child who was hurt before you deal with the child who did the hurting.
- Change activities or locations. Certain toys, activities or locations may cause children to become frustrated.

- Try taking a break for a snack, drink, nap or bedtime.
- Do not bite back children who bite. This models inappropriate behavior and may reinforce further biting.
- If a child continues this behavior, then provide a consequence such as withholding a privilege or using a time-out.

The best way to deal with biting, hitting and kicking is to try to prevent it in the first place. The following techniques will help you prevent these behaviors.

- Try to recognize and reinforce children’s attempts at using their words to get your attention or to solve problems before biting, hitting or kicking occurs.
- Help children use words to express frustration when it begins. For example, tell a child to say, “Please may I have it back” when an older sibling takes a toy away.
- Use age-appropriate toys to discourage frustration.
- Establish clear rules and boundaries before starting an activity.
- Have enough toys for all children.
- Alternate quiet- and high-energy activities to prevent over excitement.
- Stick to normal routines.
- Keep items that may cause frustration out of sight.
- Make sure the children get enough of your attention.

3.1.13 Factors Affecting Health and Wellbeing of Babies

Here is a list of factors that affect the health and wellbeing of babies of different age groups.

Factor	How it affects the baby	What you should do
Sleep: It is a basic physiological need. Since babies grow speedily, they need a lot of sleep.	<ul style="list-style-type: none"> • It is crucial for the baby’s brain development • Inadequate levels of sleep negatively impact the appetite and energy level of the baby • Babies suffer from behaviour problems and daytime sleepiness owing to poor sleep 	<ul style="list-style-type: none"> • Follow a soothing bedtime routine to help the baby go to sleep • Do not let the baby perform any stimulating/ exciting activity before bedtime
Nutrition: It is the most important factor responsible for the growth and development of the baby.	<ul style="list-style-type: none"> • Proper nutrition protects the baby against diseases like obesity, diabetes, heart disease, etc. • Poor nutrition makes the baby prone to illness • It also restricts the growth and development of the baby • The baby suffers from lethargy, poor attention, low energy, etc. owing to inadequate nutrition 	<ul style="list-style-type: none"> • Advise the mother to breastfeed the baby for the first six months • Introduce the baby to solid food items after six months • Create a healthy meal plan for the baby and stick to it • Be responsive to the hunger clues of the baby and encourage it to eat

<p>Physical Activity: It is essential for the overall development of the baby.</p>	<ul style="list-style-type: none"> • It helps in the development of motor skills, for example, balance and coordination • It helps the baby maintain a healthy weight • It strengthens the baby's bones, heart, and muscles • It improves the social skills of the baby • Lack of physical activity results in low cognitive development and obesity 	<ul style="list-style-type: none"> • Encourage the infant to get involved in various activities like tummy time • Facilitate the baby to get involved in outdoor activities • Do not encourage and allow babies to watch television and use mobile phones
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Fig.3.1.1: Factors Affecting Health and Wellbeing of Babies

3.1.14 Updating Parents on the Baby's Daily Activities

The baby's parents have entrusted you the responsibility of taking care of the baby. So, you must update them regularly the baby's food consumption, bowel movement, daily activities, etc. Here are the formats for the same.

Day: Monday								
Time	Amount	Duration	Peed (✓)	Pooped (✓)	Slept (✓)	Cried (✓)	Activities	Notes
7 a.m.	600 ml	20 mins.						

Fig.3.1.2: Daily Tracker Sample

Date/ date	Time	Time	Time	Time	Time	Time	Time
Tue/21	9 a.m. BMB, UB	11 a.m. PS, UT					
BMT= bowel movement in toilet				UT= urinated in the toilet			
BMP= bowel movement in pants				UP= urinated in pants			
BMB= bowel movement in bed				UB= urinated in bed			
PS= practised sits							

Fig.3.1.3: Toilet Diary Sample

Date	Day	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
1. Wake up								
2. Laze around								
3. Get dressed by the caregiver								
4. Drink milk								
5. Play with soft toys								
6. Oil massage (performed by baby caregiver)								
7. Take a bath (performed by baby caregiver)								
8. Eat lunch								
9. Take a nap								
10. Wake up								
11. Playtime								
12. Pick up toys								
13. Eat dinner								
14. Brush gums (performed by baby caregiver)								
15. Listen to stories								
16. Go to bed								

Fig.3.1.4: Baby Activity List Sample

Scan the QR Codes to watch the related videos



<https://youtu.be/uFCx3q5AMAK>
Other Safety Considerations



<https://youtu.be/GsXvbfIrLu4>ositive
Encouraging Positive Behaviour



<https://youtu.be/UtGqRVIKg4Uh>
Signs of Emotional or Developmental
Needs of Children



<https://youtu.be/CHKWtYEfpWY>
The ABCs of Child Guidance



<https://youtu.be/NtqzHObTVyk>
Helping Toddler Deal with
Frustration and Strong Emotions



<https://youtu.be/TW-FMrft63g>
Using Praise to Change Behaviour

Summary

- As a caretaker, your most important responsibility is to keep children safe while their parents are away.
- Always get to know the parents and families of the children you babysit and meet their pets
- One must keep all sorts of safety consideration while taking care of children, especially inside and outside the home
- Swimming pools and hot tubs are completely enclosed with a barrier, such as a locked fence or gate, and covered
- Safety gates are installed at all open stairways in homes with small children and infants.
- Small objects are kept out of children's reach
- Cognitive Development is the child's ability to learn and solve problems.
- Social and Emotional Development is the child's ability to interact with others, including helping themselves and self-control.
- Social and Emotional Development is the child's ability to interact with others, including helping themselves and self-control.
- Fine Motor Skill Development is the child's ability to use small muscles, specifically their hands and fingers, to pick up small objects, hold a spoon, turn pages in a book, or use a crayon to draw.
- Gross Motor Skill Development is the child's ability to use large muscles.
- Some of the most common reasons for child's difficult behaviour is copying the behavior of parents, brothers and sisters or friends, feeling jealous of or competitive toward a sibling, testing limits, asserting independence.
- A temper tantrum is a strong outburst of challenging behavior, such as whining, crying, screaming, kicking, hitting or breath-holding.
- Praising effort can encourage the child to try hard in the future. But you can also use encouragement before and during an activity to help the child do the activity or behaviour.
- Overreacting on child's difficult behavior such as biting, hitting and kicking should be handled by staying calm, this help in escalating such behaviour further
- Sleep, nutrition, and physical activity are very essential factors in terms of baby growth

Exercise

1. As a caretaker, your most important responsibility is to keep children ____ while their parents are away.
2. List some ways to keep yourself healthy and safe while babysitting.
3. Which of the following refers to the process through which human beings typically grow and mature from infancy through adulthood?
4. This is the child's ability to interact with others, including helping themselves and self-control. Identify the same.
 - a) Cognitive Development
 - b) Social and Emotional Development
 - c) Speech and Language Development
 - d) Fine Motor Skill Development
5. List some specific tips you can use to promote positive behavior.

6. The goal of _____ and discipline is to help children learn self-control
7. _____ can make your praise and encouragement more effective in encouraging good behaviour
8. Which of the following refers to the strong outburst of challenging behavior, such as whining, crying, screaming, kicking, hitting or breath-holding.
 - a) Temper tantrum
 - b) Flexibility
 - c) Child development
 - d) Praise

4. Maintain Service Standards and Communicate Effectively



Unit 4.1 – Maintain Behavioural Etiquette and Provide Specific Services

Unit 4.2 – Maintain Professional Manner at Work



Key Learning Outcomes

At the end of this module, the participant will be able to:

1. Maintain behavioural etiquette and provide specific services
2. Maintain professional manner at work

UNIT 4.1: Maintain Behavioural Etiquette and Provide Specific Services

Unit Objectives

At the end of this unit, the participant will be able to:

1. Identify the procedure and standards of effective communication at the workplace.
2. Explain time management.
3. Illustrate the core values to be followed at the workplace.
4. Explain cultural acclimatisation.
5. Elaborate about gender and age sensitivity.
6. Elaborate about PwD sensitivity.

4.1.1 Elements of Effective Communication

Effective communication is the exchange of information from one person to another. In simple words, it teaches people the appropriate way of sharing or exchanging information. It states that a person is responsible for respecting other individuals' boundaries and limits.

Effective communication involves:

- 9% - Writing
- 16% - Reading
- 30% - Speaking
- 45% - Listening

Importance of Communication

Communication helps the Caretaker:

- Identify the needs of the employer
- Take proper care of employer as per the identified needs
- Identify symptoms of diseases/ illness
- Understand the present condition of the employer (whether ill or healthy)

Communication Skills

As mentioned above, Communication skills are of various types, like:

1. Speaking
2. Writing
3. Reading
4. Listening

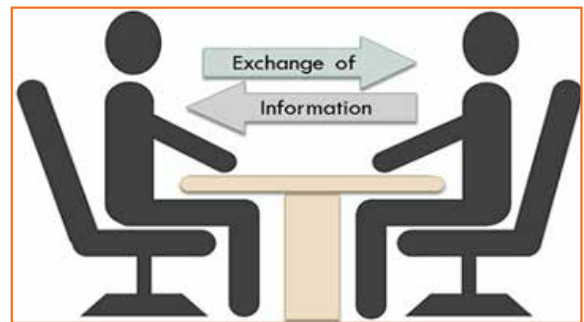


Fig.4.1.1: Communication

Other preferable skills in Caretaker:

- Skill for communicating with an employer
- Skills to communicate with the family of the employer
- Basic skills of reading, writing and documentation of reports
- Basic computer literacy

Fundamentals of effective communication

Effective Communication is a two-way information sharing process, which involves one party sending a message that is easily understood by the receiving party. A Caretaker, with effective communication skills, can work more efficiently and assist an employer in maintaining good health. This shall earn appreciation more often than not.

Elements of communication



Fig.4.1.2: Elements of effective communication

- **Verbal communication:** In Verbal communication, thoughts or emotions or information is exchanged between individuals through the use of speech.
- **Clarity & concision:** When writing or speaking to someone and be clear about your goal or message. To be clear, try to minimize the number of ideas in each sentence. Clarity implies emphasizing a specific message or goal at a time. Conciseness means wordiness, i.e. communicating what you want to convey in the least possible words.
- **Confidence:** Confidence is very important for effective communication and ensures that one's presence is more poised and effective in conveying the desired message congruently.
- **Respect:** Successful and respectful communication is a two-way street. Take the time to attentively listen to others and wait for feedback from others. Watch your tone and use good non-verbal skills.
- **No-verbal communication:** Nonverbal communication includes all those ways we communicate without words such as facial expressions, posture, eye contact, gestures, tone of voice, body language, and other ways.
- **Politeness & precision:** Communicating politely indicates respect for others, which can go a long way in both personal and business communications.

Precise language is also important to paint a picture for your listeners so that they can more easily understand your ideas

- **Empathy:** Empathy is an important communication skill that affects both individual knowledge acquisition and interpersonal relationships. Empathetic understanding is, therefore, both an important determinant of how well we communicate with each other as well as a personal characteristic that facilitates our ability to persuade other people to accept an idea, feel a particular way, or pursue a certain course of action
- **Right medium:** Choosing the right medium for each message is becoming an important communication skill in itself
- **Active listening:** Active listening is a core element of efficient communication, proper listening improves communication, raises the level of comprehension and knowledge, and increases efficiency in everyday activities.
- **Open to feedback:** Feedback is the last step in the communication process and it ensures that the receiver has understood the message in the same terms as intended by the sender. Being open to feedback helps individuals become self-aware, to know what they are good at and what they need to work on to maximise their performance.

Methods for Effective Communication with Various Categories of People

For effective communication with one's colleagues and peers, the below-given points should be considered: -

- Listen actively
- Modify Tone according to the receiver
- Watch the body language
- Think before speaking
- Take notes
- Act politely but firmly
- Maintain a positive smile and attitude



Fig.4.1.3: Essential components to build effective communication

Types of Communication

Communication can be categorized into the following types:

1. **Verbal Communication:** Verbal communication refers to our messages shared in the form of listening, speaking or writing

2. **Nonverbal Communication:** Body language or gestures, actions, facial expression are the elements of Nonverbal communication
3. **Written Communication:** When communication takes place through writing letters, messages, etc., it is called Written Communication. There are two categories written under communication:
 - » **Formal Communication:** It involves communicating through emails, reports and social media
 - » **Informal Communication:** Group meetings, discussions, debates and conferences are part of informal communication

Common Communication Aspects

Some of the communication aspects are as under:

- **Tone:** Maintain a polite, pleasant and purposeful tone. Avoid sarcasm at all costs.
- **Communication Gap:** Open up and communicate with your employer. A communication gap, in this case, is not acceptable.
- **Miscommunication:** Miscommunication with/wrong feedback to the employer/ other family members/ doctors can be dangerous. Communication should be done directly and not through another person. Communication should be unambiguous.
- **Language Barriers:** The language of communication should be known to both the sender and receiver.
- **Ambiguity:** The communication with peers, colleagues and employers and vendors should always be clear, direct, unambiguous and positive.

4.1.2 Time Management

Time Management means managing your time efficiently so that you may accomplish more work in less time. It can happen if we allocate the right amount of time to the right activity. Time Management is as important for personal life as for professional success. As time cannot be saved, it should be managed so that we may complete our entire task in the given time.

Importance of Time Management

Time management is essential for our life because-

- You can complete all your tasks within the given time.
- You can save time on the work you love to do.
- You can gain respect and trust from others.
- You could become efficient and utilise your capacity up to the maximum
- You can set an example for others and grow in your professional life.

Manage your time

Time management is an ongoing process and can be done by keeping the basics in mind:

Prioritising: Prioritising your work is the first step for time management. By prioritising you would be able to know:

- What next work you would be doing;
- What is the purpose of doing that;
- How much time should you give to that work;
- By what it must be completed.

Avoid Distraction: After prioritising when you start the work, you must avoid the distractions to finish it in the targeted time. So to keep the distractions away, you need to:

- Say no to Television;
- Avoid unnecessary Phone Calls;
- Do not take interest in others' matters or gossip.

Make achievable goals: You should make a daily planner with achievable goals as it will boost you up once you complete your tasks.

Tips

- *Always keep in mind one's rights and duties to the workplace in terms of safety*
- *Expected behaviour of employer and the dos and don'ts of it*
- *Contact number of employer or co-workers, family members relevant helpline numbers*
- *Do not blame others: If you fail to complete your work in the targeted time, you should not blame others for not helping you or distracting you. You must decide to finish this task as soon as possible.*
- *Have some fun: If you would just do repetitive work, your enthusiasm and zeal will go down after some time. You need to give some time to yourself and your hobbies so that you may stay fresh and active.*

4.1.3 Core Values

Core values to be practised at the workplace

As a human beings, we all have some moral principles that govern our behaviour. If this behaviour is as per the rules set by society, our behaviour is ethical. The morals that are necessary for ethical conduct are – honesty, trustworthiness, courteousness and respect for others.

Professionalism and ethics in the workplace are the guiding principles that an individual or the company has established. They give general outlines of how employees should behave, as well as specific guidance for handling issues like harassment, safety, and conflicts of interest.

Though the world has changed, these morals have similar values still today as they had in earlier days. As being a Caretaker, you are expected to have such ethical behaviour and need to show it at your workplace. The primary values one should have:

- **Integrity:** Integrity means to live one's life in private in the same way that a person lives in public, it liberates and never oppresses. A Caretaker governed by integrity is a liberated Caretaker, and, therefore, the receiver of service is liberated as well. There is no victim or victimhood when integrity is the governing principle of life. Fairness is the outgrowth of integrity, and fairness protects both the Caretaker and the service receiver.
- **Honesty:** Honesty is the best policy as everyone knows, so one must be honest with themselves as well as to their work.
- **Trustworthiness:** Being a Caretaker, you would be working in others houses and will be responsible for many things, especially in the absence of the family. Hence, if you fulfill their expectations to earn their trust, it will earn you a good relationship with your employer.
- **Accountability:** You must take responsibility for your actions and work and do not blame others for your failure. By doing this, you can impress your employer and will gain respect.
- **Courteousness:** You should be polite, well-mannered and friendly with the family member of the employer. You should respect others to get respect from them. It applies to all whether older or younger.
- **Improve continually:** In today's times, you need to improve yourself and improve your knowledge and

competency to be and grow in your job. So you should also learn new techniques and ways to do your job in a better form in less time.

- **Self-respect:** Though growing in professional life is critical, you should make sure that you are not compromising with your self-respect. There is a very thin line between ego and self-esteem, and you must know this difference. Any person who has self-respect is always being respected by others.
- **Have Grandparent's Morals:** Though the time has changed, the old morals of your grandparents still have value. So always work on old morals and never compromise with them. It will surely facilitate you to complete your tasks effectively.
- **Maintain Confidentiality:** As you are working in a house and know a lot of secrets of that family, you should always maintain confidentiality and never share these secrets with anyone, not even in your family. It will bring you the respect and trust of the employer.
- **Respect the limits:** If you maintain a distance and do not cross your limits while dealing with the family members, they will also respect your limits and never try to pass that.

4.1.4 Cultural Acclimatization

The word 'acclimatization' implies the adjustment of an individual in any situation. In simple words, it means cultural adjustment. When a person lives within a culture, they learn behavioural patterns as per the culture of the place. However, when the same person moves to a new place or starts working with an organization, they learn a new set of cultural behaviour and patterns as per that place.

Example: A person (Caretaker) living in a Bengali community will grow in a specific cultural atmosphere. When the same person relocates to Gujarat for a job, he/ she will be subjected to a new cultural atmosphere.

There are mainly four stages of Cultural acclimatization:

1. Initial Excitement/ Euphoria known as the 'Honeymoon' stage: In this phase, one will find:

- » Cooperative atmosphere
- » Interest in learning new things
- » Motivating attitude
- » Intrigued with similarities between your culture and the new culture

2. Hostility/Irritation known as the "Culture Shock": In this phase, one will find:

- » Small differences in your and the new culture
- » Subtle (minute) indications regarding prejudices and stereotypes
- » Feeling helpless

3. Gradual Adjustment, Perspective, and Humor:

- » New culture starts seeping into you
- » Cultural cues become easier for you to read
- » You start adjusting to the new culture
- » You begin adjusting to the emotional side of the new culture

4. Biculturalism and Adaptation, known as the "Feeling at Home"

- » The new culture becomes a part of you and should not affect you negatively
- » You can work with pleasure and full potential

4.1.5 Gender and Age Sensitivity

Gender sensitivity is the act of being sensitive towards people and their thoughts regarding gender. It ensures that people know the accurate meaning of gender equality and judge people based on their capabilities and not gender. In simple words, it is the identification, consideration and acknowledgement of men and women as individuals.

Important Terms

- **Gender Sensitivity:** Gender sensitising is about changing behaviour and instilling empathy into the views that we hold about our own and the other genders. It helps people in examining their attitudes and beliefs and questioning the realities they know. In simple words, it is the identification, consideration and acknowledgement of men and women as individuals.
- **Gender Equality:** It means persons of any gender enjoy equal opportunities, responsibilities and rights in all areas of life.
- **Gender Difference:** It is the basic differences and variances that are based on biological adaptations combined with culture and socialisations between males and females. It remains variable across time and cultures.
- **Gender Discrimination:** It means treating an individual unequally or in a disadvantageous way based on the person's gender. E.g., Paying different salaries for a similar or equal position or job to men and women.

4.1.5.1 Bridging Gender Differences

Men and women react and communicate very differently. Thus, there is quite some work disparity as both the genders have their style and method to handle any situation and perform.

Although, understanding and maturity varies from person to person even between these genders based on their knowledge, education, experience, culture, age and upbringing as well as how one's brain functions over a thought or problem.

Some ways to bridge the gap are as follows:

- Do not stereotype all men and women.
- Always stay aware of the style of communication of every gender– verbal and non-verbal to avoid any miscommunication and work better.
- Always beware of unconscious stereotypes and biases and break past them whenever necessary.
- Recognise different styles of leadership as each one can be beneficial in its way.
- All genders should make room by providing sufficient time and space for the other in order to have each other proper contributions in any matter or situation.
- Always gather information and learn about the communication styles of each gender.
- Considering the impacts of specific cultures and cultural norms with regard to gender and sexual orientation
- Appointing dedicated staff members to implement the gender-sensitive practice, provide training, and provide regular reports on gender initiatives.

Ways to reduce Gender Discrimination

- Taking effective steps against sexual harassment and catcalling on the street by both authorities and individuals. The inaction of bystanders encourages harassment and catcalling in public areas.
- Gender stereotypes are how society expects people to act based on their gender. This can only be reduced by imparting proper behavioural training and the right attitude.

- Objectification of girls (e.g., external looks are brushed and given most importance as a quality in girls) must be called off and girls should be allowed to tell their own stories.

Ways to promote gender equality

- Household chores should be shared by both men and women.
- Signs of domestic violence should be noticed/ understood and help must be sought.
- Protest where possible or safe/ Report chauvinist and racist attitudes.
- Encourage women to go ahead in every field of work and take charge.
- Take part in women empowerment.
- Protest/ Stop masculine and feminine toxicity.

Ways to promote gender sensitivity in the workplace

- Hiring policies should be recreated to increase diversity.
- Providing leadership roles to all genders with equal responsibilities, rights and privileges.
- Payment should be equal for all genders for similar or same job roles/ positions.
- Prioritising work-life balance especially for women such as providing household help to working mothers, easing workload or providing paid leaves to women during first and second days of periodical cycles, providing maternity, etc. Paternity leaves should also be provided to fathers during childbirth.
- Strict and effective workplace harassment and offence policies.
- Providing all employees, irrespective of gender, an open-minded and stress-free environment to work.

4.1.5.2 Vishaka Guidelines against Sexual Harassment

In 2013, the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act was passed broadening the Vishaka guidelines. The Act mandates that every organisation with 10 or more employees set up an internal complaints committee of ICC at each office or branch.

Sexual harassment includes such unwelcome sexually determined behaviour (whether directly or by implication) as:

- Physical contact and advances
- A demand or request for sexual favours
- Sexually coloured remarks
- Showing pornography
- Any other unwelcome physical, verbal or non-verbal conduct of sexual nature

Who is an 'aggrieved woman' as per the Act?

The Act recognises the right of every woman to a safe and secure workplace environment "irrespective of her age or employment/work status". Any woman coming to any workplace "whether in the capacity of regular, temporary, ad-hoc or daily wages basis" is protected under the Act.

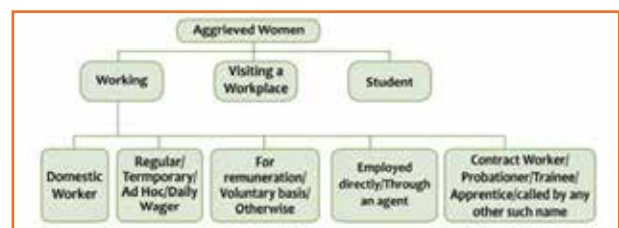


Fig.4.1.4: aggrieved woman

How to file a complaint of sexual harassment at the workplace?

The 2013 Act says the aggrieved woman may make, in writing, a complaint of sexual harassment. However, a written complaint is not mandatory. If she cannot give a written complaint, any member of the ICC “shall” render “all reasonable assistance” to her for facilitating it. Also, if the woman is unable to make a complaint citing “physical or mental incapacity or death or otherwise”, her legal heir may do so.

Time-frame for making a complaint to ICC

The complaint of sexual harassment has to be made “within three months from the date of the incident”. However, the ICC has the discretion to “extend the time limit” if “it is satisfied that the circumstances were such which prevented the woman from filing a complaint within the said period”.

4.1.5.3 Child Sexual Abuse Prevention

Child sexual abuse exploits and degrades children and can cause serious damage to the cognitive, social, and emotional development of a child. In 2012 the government passed the new legislation called Protection of Children against Sexual Offences Act, 2012 (POCSO Act).

The POSCO Act was enacted to address criminalising a range of acts including child rape, sexual assault, sexual harassment, and pornography involving a child (under 18 years of age). The law mandates the setting up of Special Courts to facilitate speedy trials in Child Sexual Abuse cases.

The POSCO Act provides for stringent punishments, which have been graded as per the gravity of the offence.

POCSO Act is also forward-thinking in many aspects, in that, the definition of sexual harassment includes:

- Repeatedly or constantly following.
- Watching or contacting a child either directly, electronically or through other means thus, covering incidents of child harassment via sexting or sexual cyberbullying.

4.1.6 PwD Sensitivity

Some individuals are born with a disability, while others may acquire their disability due to an accident, illness or as a part of the ageing process. People with disabilities may have one or more areas in which their functioning is affected. A disability can affect hearing, sight, communication, breathing, understanding, mobility, balance, concentration or may include the loss of a limb. A disability may contribute to the way a person feels each day and affect their mental health.

Important Terms

- **Persons with Disabilities (PwDs):** As per Section 2(t) of the Persons with Disabilities (Equal Opportunities Protection of Rights and Full Participation) Act, 1995, Persons with Disability means a person suffering from not less than 40% of any disability as certified by a medical authority.
- **Disability:** As per Section 2(i) of the Act, Disability means:
 - » Blindness – Visually impaired
 - » Low Vision
 - » Leprosy Cured
 - » Hearing impairment
 - » Locomotor disability
 - » Mental retardation
 - » Mental illness

- As per clause 7 (1) of the Rights of PwD Act 2016. An appropriate Govt. is required to take measures to protect PwD from all forms of abuse, violence and exploitation to prevent the same.
- As per clause 41 (1) of the abovementioned Act, the Govts are to provide suitable measures to provide:
 - » Facilities at transportation terminals to enable the provision of the accessibility to the services therein in terms of parking, accessing ticketing counters/ machines
 - » Access to all forms of transportation modes, such as ramps and wheelchairs
 - » Accessible roads to provide mobility to PwD
- As per Clause 41 (2), Govt. are also to take measures to provide mobility, such as retrofitting of vehicles/ other transportation means, incentives and concessions and personal mobility assistance
- Persons with disability 40% and above are to be provided with a special Identity Card and Disability Certificate to benefit from the scheme and privileges for them.
- The organisations where the PwD or are inhabited should align themselves with the rights and privileges, and facilities for the PwD as per the above mentioned Act.

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 - » Low Vision
 - » Leprosy Cured
 - » Hearing impairment
 - » Locomotor disability
 - » Mental retardation
 - » Mental illness

PwD Sensitivity

PwD sensitivity and inclusion cover instilling empathy, etiquette and inclusion practices for individuals, companies and organisations to interact and work with individuals, who have a disability, which could be sensory, physical and/ or intellectual.

Ways to be PwD Sensitive

- Be respectful to all Persons with Disabilities (PwDs) and communicate in a way that reflects PwD sensitivity.
- Always be supportive and empathetic towards a PwD with their daily chores.
- Always be ready to assist/ help a PwD to help them avail of any benefit/ livelihood opportunity/ training of

any kind that helps them grow.

- Encourage and try to make things easier and accessible to PwDs so that they can do any work without any/ minimum outside help.
- Protest where feasible/ Report any wrong act/ behaviour against any PwD to the right authority.
- Awareness about the laws and acts, policies and schemes about PwDs in India.
- Provide help only when asked for

The Rights of PwD

The disabled persons have inherent rights to respect for their human dignity and irrespective of the origin, nature and seriousness of their handicaps and disabilities, have the same Fundamental Rights such as:

- Disabled persons have the same civil and political rights as other human beings.
- Disabled persons are entitled to the measures designed to enable them to become as self-reliant as possible.
- Disabled persons have the right to economic and social security
- Disabled persons have the right to live with their families or with foster parents and to participate in all social, creative or recreational activities.
- Disabled persons shall be protected against all exploitation and treatment of a discriminatory, abusive or degrading nature.

Some of the Constitutional Rights of Disabled Persons are as follows:

- Prohibition of Discrimination
- Equity in Social, Economic and Cultural Rights
- Right to Work
- Right to Liberty
- Right to Freedom of Expression

Special Benefits for PwD

Several ministries/departments of the Government of India provide various concessions and facilities for PwD that includes:

- Concession on railways
- Air travel concessions
- Postage
- Customs/excise
- Conveyance allowance
- Educational Allowance
- Income tax concession
- Economic assistance by public sector banks

To know more about the benefits and schemes for PwD provided by the Government of India, please refer to the link <http://www.swavlambancard.gov.in/schemes/search>.

Making workplace PwD Friendly

- Make the employees and one more aware of Persons with Disabilities and PwD sensitivity by investing in appropriate training. This training should be conducted periodically.

- Installing and enabling assistive devices in the workplace to facilitate PwDs.
- Make the workplace such as disabled-friendly washrooms and parking, wheelchair accessible doorways, ramps at entries and exits, cafeterias, wide corridors, disabled-friendly workstations, accessible operating or braille buttons in lifts, etc. The range of construction depends on the size and finances of the business or on the employer/ owner's capability to invest in the same. One should do the bare minimum one can.
- Do not make any PwD feel uncomfortable by giving too much attention or less.
- Use a normal tone while communicating with a PwD and treat them as all others keeping in mind their limitations and type of disability.
- Provide help only when asked for.
- Provide equal opportunities and leadership roles.
- Provide honest feedback and appraisal.
- Facilitate their health and well-being.

Myths and stereotypes

We are all individuals with commonalities and differences and that is true for persons with disabilities as well. As a Caretaker, it is important to remember to not show pity or put an individual up on a pedestal – everyone should be treated as equals regardless of one's abilities.

When working with people with disabilities, it is important to avoid stereotypes. To debunk common stereotypes and myths, below are some key items to note about persons with disabilities:

- Persons with disabilities are of all ages, come from diverse cultures and financial backgrounds.
- People with disabilities work.
- People with disabilities have families.
- Not all persons with disabilities are on or receive benefits such as medical insurance, etc.
- People with disabilities have goals and dreams.
- All people with disabilities do not necessarily want or need assistance.
- People who are blind or have low vision may wear glasses.
- People who are deaf may use their voice and may be able to read lips, but not all.
- Not all people who use wheelchairs are completely paralyzed – some may be able to walk short distances.
- Delayed or slow speech is not necessarily a sign of a slowed mental process.
- Persons with learning disabilities can be highly intelligent individuals; they simply have a different way of learning.

Expected Employer behaviour

Employers hire people as Caretakers so that they can avail help when required. In exchange, employees expect a good salary and cordial behaviour from employers. Some of the expected behaviour traits that Caretakers expect from their employers are:

- **Cooperation:** No work can be termed successful if there is no cooperation from the employer's side. This is one of the greatest assets that help people succeed. Cooperation helps to understand the job role better and to complete it within the timeline.
Example: It is the responsibility of the employer to give a brief about the allergic reactions related to specific food items and vaccination details when the Caretaker joins.
- **Polite:** Polite words are always welcomed at work. This is a basic aspect that everybody expects.

- **Dependability:** Dependability at the workplace means that people stick to the words they promise. This establishes the fact that the employer can handle the situation well and efficient enough to provide for the Caretaker during times of his/ her needs.
- **Positive Attitude:** There is a popular saying – “The grass is always green on the other side.” However, people with a positive outlook in life find their side green as well. Employers with a positive attitude can not only supervise the work of the employees but also act as a helping hand to accomplish the given task. A person with a positive attitude looks at the best qualities in others and polishes them to gain success at work.
- **Unbiased:** The employer should always remain fair towards all his/ her employees. One should not adopt practices to favour one employee while neglecting or ignoring the other. This might create unrest in the working environment. Also, the employer should always be fair in making any decisions or judgement for the employee. The employee should always be given a fair chance to talk in a stress-free and confident environment.
- **Decent:** The employer should never present oneself in an improper manner before the employee. One should always respect each other's presence and behave accordingly. The employer should not speak or act in a manner that may make the employee feel uneasy, insulted and insecure.

Exercise

1. Every employee should maintain what at the workplace and should not exchange information outside the workplace?
 - a) Maintenance
 - b) Hygiene
 - c) Confidentiality
 - d) Conciseness
2. Which of the following are the ways to promote gender equality?
 - a) Take part in women empowerment.
 - b) Household chores should not be shared by both men and women.
 - c) No need to Protest/ Stop masculine and feminine toxicity.
 - d) Never encourage women to go ahead in every field of work
3. Which of the following are the important terms about gender and age sensitivity?
 - a) Gender Equality
 - b) Gender Difference
 - c) Gender Discrimination
 - d) All the above
4. Which communication includes all those ways we communicate without words?
 - a) No-verbal communication
 - b) Politeness & precision
 - c) Right medium
 - d) Active listening

UNIT 4.2: Maintain Professional Manner at Work

Unit Objectives

At the end of this unit, the participant will be able to:

1. Identify the ethical behaviour at the workplace.
2. Explain visitors/ guests.
3. Explain social, telephonic and eating etiquette.
4. Illustrate the importance of confidentiality at the workplace.
5. Plan to prioritise the workload.
6. Identify the importance of a positive attitude and punctuality.
7. Demonstrate the need for dressing and grooming professionally.
8. Explain the procedure for reporting to the concerned person.
9. Define the migration-related rules, issues and requirements.

4.2.1 Personal Integrity and Ethical Behaviour

The quality of being honest and truthful with oneself and with the people around you is known as personal integrity.

The application of moral principles in everyday life to balance work relationships and individual relationships with good values and behaviour is known as ethical behaviour. The nature of communication is a considerable aspect. It is possible to be direct and honest without being insensitive.

Ethical behaviour and personal integrity can be seen in a person when they communicate with others. Verbal communication indicates the way of connecting to other people regarding thoughts and verbal actions.

In simpler words, whatever we say to explain our thoughts to others is a part of communication. When we express them in words, it is called verbal communication.

- **Clear:** Speak precisely to convey your message. Allow questions from the recipient of your communication to ensure you are understood.
- **Concise:** Do not ramble. Your important message can be lost in the non-essential information you include.
- **Consistent:** Make the message consistent at all times. If you are narrating an incident that you have observed, to your supervisor, do not change your story to make it sound more dramatic.
- **Credible:** People can tell if your words are sincere or not. Make sure your message is real.
- **Courteous:** Words and phrases such as — “Hello”, “Thank you”, “Please”, “Excuse me”, and “I’m sorry” are easy and effective ways to demonstrate respect. Be courteous when you communicate. It sets the right tone and attitude.

Some of the ways to maintain personal integrity and ethical behaviour are:

- Learn something new every day
- Know the boundaries of your work and work within it
- Speak up when you see instances of unethical behaviour
- Remain focused on your work

- Ask questions and try to find out solutions
- Communicate with your employer regularly
- Understand the requirements of the employer
- Listen to what your employers are conveying to you
- Communicate with civility and honesty
- Do not engage in ethical conflict in your workplace

Dos and Don'ts of Employee's Expected Behaviour

Dos	Don't
<ul style="list-style-type: none"> • Establish good relationships at the workplace • Listen to others and try to understand their perspective • Offer and accept constructive feedback from the family members • Manage performance appropriately • Be cordial to everyone • Always present oneself respectfully and in the best demeanour. 	<ul style="list-style-type: none"> • Leave the household work halfway • Miss the appointment of a doctor • Leave the work for long periods • Leave the work area unprotected • Never say or act in a way that may make others uncomfortable, disrespected or insecure.

Fig.4.2.1: Dos and Don'ts of Employee's Expected Behaviour

4.2.2 Greeting Visitors

"The first impression is the last impression."

This is a well-known phrase that we all are well aware of. This saying fits Indian culture perfectly. Being a Caretaker, you must make the guests at the employer's home feel welcome. Here are a few basic things to consider while greeting guests at your workplace, who are related to the employer.

Acknowledge: Greet the guests cordially and politely.

Enquire who they want to meet: Before letting the guests enter, ask for their name and the person whom they wish to meet.

Enquire the purpose of visit: This is a safety measure to avoid the entry of unknown people into the house.

Politely ask the guest to stay outside: This is a safety measure when you can go back to the house and inform your employer about the waiting guest.

Start the conversation by asking for refreshments, when ushered in: This is to break the ice and initiate a cordial conversation until the employer comes to the living room.

For instance, you can ask about the refreshment that the guest would like to have.

Listen Attentively and Reply Politely

The procedure in effective and active listening is:

- Facing the speaker, speaking, and maintaining eye contact
- Listening to and interpreting the information gathered from the speaker
- Staying alert yet relaxed

- Keeping an open, receiving mind
- Listening to the words/ babbles and trying to visualize what the speaker is saying/ communicating
- Avoiding the practice of interrupting the speaker while he/she is speaking
- Waiting for the speaker to pause and clarify doubts
- Asking questions only to ensure understanding
- Communicating clearly on the issues faced and clarifying doubts
- Empathizing with the speaker
- Providing the speaker with constructive feedback with an effective response.

The barriers to Active Listening are:

- Distractions
- Noise
- Interruptions
- Prejudice and preconceived ideas
- Lack of interest in the conversation (Listener as well as the recipients)

You can provide a tactful response by following the below guidelines:

- Think before you speak.
- Select your words carefully before you speak.
- Always keep a smile on your face while conversing or welcoming guest.
- Do not fall for unnecessary arguments.
- Do not reveal personal information or details of the employer.

4.2.3 Social Etiquette

Etiquette is a code of behaviour that delineates expectations for social behaviour according to contemporary norms within the society or groups.

Proper etiquette is important in a social setting, but it is equally crucial in a professional setting. To achieve success at the workplace, one must be able to adapt to an ever-changing situation and act with confidence. Displaying proper etiquette will get one noticed and being noticed is great for the workplace.

- Greet everyone you meet cheerfully and with a smile at your workplace.
- Always remember 'please' and 'thank you'.
- Always show your appreciation with a smile.
- Small talk and light chitter-chatter at work are essential; it expresses friendliness without demanding attention. Whether the chat is about the traffic or the weather, the vital message is that you are all part of the same team.
- Be polite to hired help like peons, drivers, delivery boys etc.
- Do not talk loudly while talking over the phone or to your colleagues. Talk in a soft and clear voice.
- Take instructions with grace and give instructions gracefully.
- Don't be a whiner who is always complaining and miserable with his/ her lot in life. Do bring a positive attitude to meetings and discussions.

- Don't be rude or sarcastic to say "no."
- Never use words like 'can't' and 'won't', or phrases like 'I'm busy and 'that's not my job'.
- Do not criticize anyone. And if you get criticized, be professional about it. Do not take it personally.
- It is shabby to look through people's computers, emails or letters and don't ever make the mistake of sneaking into people's personal property like handbags or wallets. Be responsible for your property and valuables. If you lose your expensive items, everybody else becomes a suspect and nobody likes being one.
- Never borrow anything at your workplace without permission and when you do always return it in good condition.
- Do not misuse property at your workplace. Keep your workplace orderly. Do not infringe on other people's space.
- Do not get indulged in workplace gossip or discuss delicate topics like religion, politics and money.
- Do not fidget or make unnecessary sounds that can be distracting to your co-workers.
- Maintain stringent standards of personal hygiene. Do clean up after you use the restrooms for the next person.

4.2.4 Telephonic Etiquette

The telephonic conversation is very different from a one-on-one conversation. In a telephonic conversation, you can hear the voice (tone and volume), but you cannot see the facial expressions and body language.

When talking over the phone, you should respond quickly to phone calls and answer calls with enthusiasm, maintaining a professional manner.

Do not indulge in activities such as chewing gum or eating during calls, leaving callers on hold for a prolonged period. Try not to be short with people even during hectic times (being on a long hold for the doctor's appointment). Also, keep personal conversations to a minimum.

As a thumb rule, it is best to deal with the person there face-to-face and then the person on the phone.

Dos and Don'ts for Telephonic Communication

Dos	Don't
<ul style="list-style-type: none"> • The phone should be answered quickly. • Smile even though you are on the telephone. Your tone can convey your emotions. • Sit or stand up straight. This makes your voice clear. • Use a low-pitched voice. • Match your rate of speech to the callers. • Use polite language. • Listen attentively and reply politely. 	<ul style="list-style-type: none"> • Do not eat or chew while talking. • Avoid extremes in volume. Do not be too loud or nearly inaudible while talking. • Ensure not to argue with the person on the other side of the phone.

Fig. 4.2.2: Dos and Don'ts for Telephonic Communication

How to answer a call?

Wish according to the time of the day

Hello. May I know who I am talking to? May I know who, you would like to speak to?

Appropriate Tone, Pitch and Language to Convey a Message

Your Voice: Your voice and tone are extremely important when you are speaking on the phone.

Remember to:

- Speak clearly in an even voice, neither too loud nor too soft.
- Smile when you greet each other on the phone. Your annoyance can be heard.
- Your posture can affect your voice too. So make sure you are sitting straight.
- Speak directly into the mouthpiece to make sure that your voice is clear.

Check your Words: Words, once spoken, cannot be taken back. While speaking on the phone, choose your words with care. Take messages with great care, double-checking names and phone numbers.

Check your Body Language: Even if you cannot see the caller and vice versa, body language can be detected over the phone via your tone. As such:-

- Smile as you speak, it will fetch you the right tone.
- Listen to the caller's body language, breathing, pauses, etc.
- Focus on your conversation.

Limitations Telephonic Communication

- Possible background noise
- Not being face-to-face with the caller
- Adverse effects of possible differences in language/ tone and accent
- Being distracted by things around you

Reduce difficulties:

- Listen attentively and with empathy
- Avoid distractions
- Use a good telephone set to minimise background noise
- Concentrate on your conversation
- Speak clearly and check for understanding

4.2.5 Confidentiality

Employees will assist their employer/client in the privacy of the employer/client's home. To adequately provide care support the employee will be privy to personal information about the employer/client, including information about health conditions, personal care and living arrangements. To maintain a good relationship, the employee is expected to respect the necessity to keep all personal information confidential.

Confidential means to be kept private. To assure that confidentiality is maintained, the Caretaker /employee should follow these guidelines:

- Never share information about the employer/client with the employer/client's family or friends unless requested by the employer/client.
- Never share information about an employer/client with the employee's family, friends, or other members of the community.
- The Caretaker should guard information about clients all the time, even in the privacy of your own home.

- Keep information away from anyone who does not have the right to see it and never discuss diagnosis or cares with someone who is not a part of their health care system

Confidentiality can be broken by:

- Talking in front of a client where others might overhear
- Talking to co-workers, other clients, family members, etc.
- Records left in a public place

Caretaker/employees are expected to practice good professional boundaries at all times this includes keeping personal information regarding themselves and the employer/client PRIVATE!

Best Practices:

- Get authorization from your client before giving out any information
- Think of the client's medical information as something they own
- Be careful of messages or discussions that you have
- Never leave charts, papers or computers screen available for others to see
- Be careful with what you say

4.2.6 Positive Attitude and Punctuality at Work

"The largest part of your overall health is from your mental health. Having positive mental health gives us the motivation to do our best. It also makes us strive to do better."

A positive attitude is a state of mind that emphasizes on being certain and positive, without being intolerant and overconfident.

It helps people build confidence in their workplace. It is a way of living life and choosing to see the brighter things in life. Someone with a positive mental attitude is considered likely to treat others with unconditional positive regard, a method of client-centred therapy developed by a humanist psychologist.

If you want to have a positive attitude, your vocabulary must be consistently positive. Therefore:

- Stop using negative phrases such as "I can't," "It's impossible," or "This won't work." These statements program you for negative results.
- Whenever anyone asks "How are you?" rather than "ठीकही है", "गुज़र रही है", or "Okay, I guess" respond with "Fine, thanks", "Terrific!" "बहुतअच्छे" or "बढ़िया!"
- When you're feeling angry or upset, substitute neutral words for emotionally loaded ones. Rather than saying "I'm enraged!" say "I'm a bit annoyed/displeased..."

A positive frame of mind helps in a lot of ways, such as:

- Expecting success and not a failure
- It makes you feel inspired
- It gives you the strength not to give up if you encounter obstacles on your way
- You regard failure and problems as blessings in disguise
- Believing in yourself and your abilities
- You show more self-esteem and confidence
- You look for solutions, instead of dwelling on problems
- You see and recognize opportunities

Some of the ways to maintain a positive attitude at the workplace are:

- Mix up/ socialize with people, who demonstrate a positive attitude.
- Start believing in yourself and try to stretch your limitations.
- Be happy and see the positive side of life.
- Learn from various aspects that come in your life.
- Stop complaining, embrace the problem, and look for solutions instead of being dejected.
- Analyse and prioritize your goals, and try to reach them.
- Take responsibility and complete the work successfully.
- Be good to others.
- Respect all, whether elders, peers, equals, youngsters, and whether known personnel or strangers, irrespective of caste, culture, religion or language.
- Know what to speak to others.
- Breathe deeply and meditate if you feel the pressure building up within yourself.

Punctuality

Punctuality is the behavioural trait that encourages a person to always be “On Time”. It inculcates the habit of deadline adherence and effective time management, thus inspiring to complete tasks as per given time and standards. Practising punctuality can be an efficient tool in delighting customers and earning their praise, retention, and loyalty. Some of the ways to maintain punctuality are: -

- Make it a habit of being on time or early, if possible
- Learn the appropriate way to manage work, such as preparing a timetable and following the same.
- Set reminders (on calendars/ smartphones).
- Make a list of tasks that you need to complete in a day.

4.2.7 Dressing Professionally

Grooming implies the things that you do to make your appearance clean and neat. In a bigger sense, grooming is preparing or training someone for a particular purpose or activity.

Proper Grooming Tips for Men

- Hair should be neatly trimmed, clean and combed.
- The hair on the crown or sides of the head should be neatly groomed and trimmed so as not to cover any portion of the ear. Hair in the front shall be groomed so that it does not touch the eyebrows.
- Hairpieces or wigs, if worn on duty, should conform to the same standards as those for natural hair. If worn, it should be neatly trimmed and should not extend below the middle ear. Sideburns should be of even width and end in a clean-shaven horizontal line.
- Flashy and bright-coloured clothes should be avoided.
- One wristwatch may be worn.
- Jewellery should be reasonable and should not create a safety hazard.
- Jewellery that is offensive or derogatory for others should not be worn while handling babies.

Proper Grooming Tips for Women

- No exotic hairstyles would be permitted.
- Hair should be tied all the time. It is to ensure that hair does not fall into food during preparation.
- Jewellery should be reasonable and should not create a safety hazard.
- Jewellery that is offensive or derogatory for others should not be worn while handling babies.



Fig.4.2.3: Hair bun



Fig.4.2.4: Jewellery

- Fingernails should be clean and neatly trimmed and should extend no farther than ¼” beyond the tip of the finger.
- Fingernails should not be shaped in a manner that may present a danger to the babies, or that will interfere with the assigned duties.
- Nail polish, if worn, should be of a neutral colour and should contain no designs or ornamentation.
- If a perfume is applied, it should be subtle. It should not irritate the employer.

4.2.8 Why Report?

Reporting certain incidents is a legal requirement. The report informs the concerned authorities about incidents, injuries, occupational diseases and dangerous occurrences, so they can identify where and how risks arise, and whether they need to be investigated.

This Health and Safety Reporting accidents and incidents at work allow the enforcing authorities to target their work and provide advice about how to avoid work-related accidents, injuries, ill health and accidental loss.

What work-related accidents must be reported?

An accident is a separate, identifiable, unintended incident that causes physical injury. This specifically includes acts of non-consensual violence to people at work.

Not all accidents need to be reported, a report is required only when:

- the accident is work-related; and
- it results in an injury of a type that is reportable (as listed under ‘Types of reportable injuries’).

When deciding if the accident that led to the death or injury is work-related, the key issues to consider are whether the accident was related to:

- the way the work was organised, carried out or supervised;
- any machinery, plant, substances or equipment used for work; and
- the condition of the site or premises where the accident happened.

When working as a Caretaker, you should report incidents to the Police and the other organisation related to the accident/ incident, such as the fire brigade, electrical and LPG distribution department.

4.2.9 Migration-Related Issues

Migration is the movement of people from their home boundary to a new location in search of work or other reasons. In India, it is essentially inter and intrastate migration. It can generally be from rural to urban/ industrialized areas in search of jobs. It can be semi-permanent or permanent.

This change of location not only comes with good opportunities but also brings varied problems. Some of the issues/ aspects of interstate migration are like:-

- Culture shock
- Difficulty in communication, if the language is different (interstate migration)
- Transportation
- Difficulty in finding community support
- Lack of compatibility between employer and employee
- In certain cases, exploitation, forcing Caretakers to live in unsuitable conditions
- Lower wage rate than expected or promised

Basic Banking Activities

Every Caretaker should be able to handle and perform banking activities. This is a basic skill that he/ she should have to handle his/ her financial aspects. A Caretaker with appropriate banking knowledge can send money to his/ her family or transact in other financial activities like RD (Recurring Deposit), FD (Fixed Deposit), etc.

Filling in pay in slip

- Take a pay-in slip from the bank account that you possess.
- Write down the information in the pay-in-slip (areas highlighted in red). Date of deposit
 - » Branch name
 - » Account holder's name
 - » Account number
 - » Amount in numerical
 - » Amount in words
- Apart from these details, you will be required to fill in your phone number and complete it with your signature.

Remittance procedure followed by banks

The image shows two examples of HDFC Bank deposit slips. The left slip is for a deposit of 5,000 rupees, and the right slip is for a deposit of 4,000 rupees. Both slips include fields for account number, date, name, and amount in words and numbers.

Left Slip (5,000 rupees):

- Account Number: 15120001204673
- Date: 22/07/2020
- Name: Ram Kishan
- Amount: 5000 x 2 = 1,000 (Total: 5,000)
- Amount in words: Five thousand only

Right Slip (4,000 rupees):

- Account Number: 15120001204673
- Date: 22/07/2020
- Name: Ram Kishan
- Amount: 2000 x 2 = 1,000 (Total: 4,000)
- Amount in words: Four thousand only

Fig.4.2.5: Deposit slip

- Log on to the online or net banking account.
- Add the beneficiary (person or company to whom you want to transfer money) as a payee from the "Add New Payee" section.
- In the relevant fields, add details like Inter Bank Transfer Limit
 - » IFSC code
 - » Beneficiary Account Number
 - » Beneficiary Name
- Enter the IFSC code of the bank branch
- Click the button "accept Terms of Service (Terms & Conditions)"
- Click Confirm
- In the provided mobile number, a password of high security is sent.
- After the option of added beneficiary gets activated, funds can be remitted by selecting the transaction type (NEFT/ RTGS) from the 'Payments/Transfers' tab.
- Select the beneficiary account, enter the amount, and click on 'accept Terms of Service (Terms & Conditions)'
- Finally, click the confirm button.

Business Contact List and Relevant Helpline Numbers

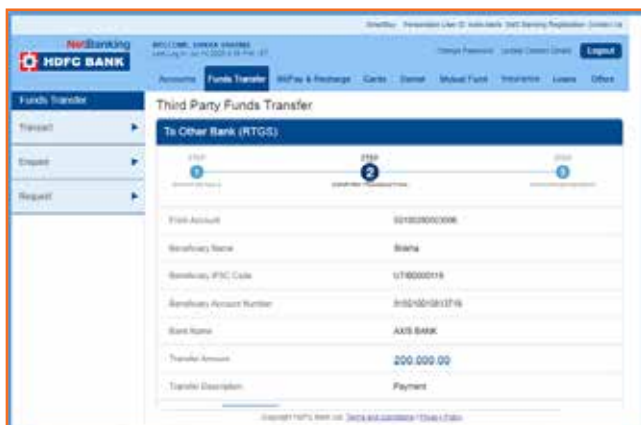


Fig.4.2.6: Third party transfer

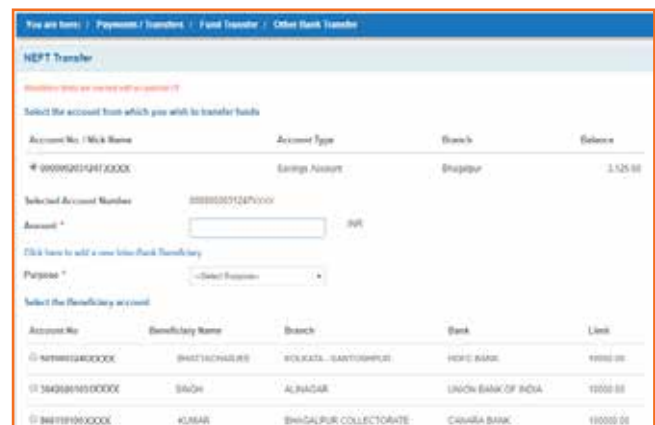


Fig.4.2.7: NEFT transfer

It is a basic safety measure to be well aware of the emergency numbers to call for help when required. Here are a few helpline numbers that are used all over India.

- | | | | |
|-------------------------|----------|------------------------|------|
| • Anti-Terror Helpline: | 1090 | • Child Helpline: | 1098 |
| • Traffic Police: | 1095 | • Fire Service: | 101 |
| • Police Control Room: | 100 | • Medical Helpline: | 108 |
| • Ambulance Helpline: | 102 | • Disaster Management: | 108 |
| • Women's Helpline: | 181/1092 | • General Emergency: | 112 |

Summary

- Before letting the guests enter, ask for their name and the person whom they wish to meet.
- Active Listening is one of the most crucial components of communicating effectively as babies cannot communicate properly their needs, as others can.
- Grooming implies the things that you do to make your appearance clean and neat.
- Jewellery should be reasonable and should not distract others from professional appearance, disrupt the workplace or create a safety hazard.
- A positive attitude helps people build confidence in their workplace.
- Personal hygiene is a very important part of grooming standards and ensures the overall quality of services.
- Effective communication teaches people the appropriate way to share or exchange information.
- Verbal communication refers to our messages through listening, speaking or writing.
- Communicating by telephone is approximately 25% words and 75% the way the words are spoken or the tone of voice.
- Implementing good time management methods allows you to accomplish more in a shorter period.
- Time management is the key to success.
- Integrity talks about following moral conviction and doing the correct thing.
- Every employee should be sensible enough not to discuss work-related information even with colleagues without proper permission.
- The word 'acclimatisation' implies the adjustment of an individual in any situation.
- Gender sensitivity is the act of being sensitive towards people and their thoughts regarding gender.
- Migration is the movement of people from their home boundary to a new location in search of work/ other reasons.

Exercise

1. What states the movement of people from their home boundary to a new location in search of work/ other reasons?
 - a) Escape plan
 - b) Migration
 - c) Settlement
 - d) Transfer
2. A Caretaker should follow one of the following practices at the workplace
 - a) Listen to others and understand other's perspective
 - b) Leave the work area unprotected
 - c) Offer and accept constructive feedback
 - d) Manage performance appropriately

- 3. Every employee should maintain what at the workplace and should not exchange information outside the workplace?
 - a) Maintenance
 - b) Hygiene
 - c) Confidentiality
 - d) Conciseness

- 4. Which one of the options signifies 'A' in SMART goals?
 - a) Achievable
 - b) Attractive
 - c) Actionable
 - d) Alluring

5. List the information that one should write when filling out a pay-in-slip (bank deposit form).

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6. Identify the ways to handle common communication issues.

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7. Recognize the hygiene practices that a Caretaker should follow regularly.

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8. Why do you think that a Caretaker should maintain ethical behaviour and personal integrity?

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9. Explain why Caretakers must practice Age and Gender sensitivity.

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.....
.....
.....

5. Maintain Health, Hygiene and Safety Standards



Unit 5.1 – Follow Personal and Workplace Hygiene

Unit 5.2 – Promote Wellbeing

Unit 5.3 – Manage Waste at Workplace



Key Learning Outcomes

At the end of this module, the participant will be able to:

1. Follow personal and workplace hygiene
2. Promote Wellbeing
3. Manage waste at workplace

UNIT 5.1: Follow Personal and Workplace Hygiene

Unit Objectives

At the end of this unit, the participant will be able to:

1. Explain personal hygiene.
2. Elaborate about maintaining hygiene at the workplace.
3. Identify the basic healthcare and emergency procedures.
4. Demonstrate the background, symptoms and precautions in case of highly infectious flu such as Coronavirus.

5.1.1 Personal Hygiene

Maintaining hygiene and cleanliness are necessary for both social and health-related reasons. Maintaining both not only helps Caretakers keep the home and living space clean but also ensures that the area is free of dirt, germs and possible infections.

Some of the basic aspects related to personal hygiene are as follows:

- Brush your teeth every morning and evening
- Choose a daily face cleanser
- Wash your hands and feet
- Wipe your hands and feet with a towel
- Moisturize/ powder your hands and feet
- Shower daily
- Wash your private area/ parts.
- Spray Deodorant/ talcum powder
- Wash your clothes after being worn/ used.
- Trim your hair every six weeks
- Clip your finger and toenails
- File your nails, and wash/ sanitise them frequently.
- Wipe your running nose with a tissue
- Cover your cough with a tissue
- Cover your sneeze with a tissue

Personal hygiene is a very important part of grooming standards and ensures the overall quality of services. Some of the steps, which you should consider maintaining personal hygiene, are:








Steps to Maintain Personal Hygiene	
 <p>1. Wash your hands before and after handling food and cleaning toilets</p>	 <p>2. Bathe regularly</p>
 <p>3. Brush your teeth twice a day</p>	 <p>4. Cut fingernails and toenails</p>
 <p>5. Wear a mild deodorant, the smell of which would not irritate or harm the baby</p>	 <p>6. Clean/wash hair</p>
 <p>7. Wash your face daily with a face cleanser</p>	

Fig.5.1.1: Steps to maintain personal hygiene

5.1.1.1 Guidelines to Maintain Personal Hygiene

Maintaining personal hygiene is necessary for many reasons; personal, social, health, psychological or simply as a way of life. Maintaining standard hygiene always helps to prevent the development and spread of infections, illnesses and bad odours.

Cleaning the Head

- Head bath to be taken once or twice a week with shampoo or any other cleansing agent (like shikakai).

Cleaning of Eyes, Ears and Nose

- Wash your eyes with clean water every day.
- Wax gets formed in the ears and blocks the airway which causes pain. Hence clean the ears once a week with cotton buds.
- Nose secretions get dried and form a crust that blocks the nose. Hence clean the nose whenever needed.

Cleaning the Mouth

- Brush twice a day –morning, as soon as you get up from the bed and at night before going to bed. Coal powder, salt, rough tooth powder, etc., when used for brushing lead to scratches in the outer layer of the teeth.
- Wash your mouth with clean water after eating any food. This prevents food particles from settling between the teeth which produce a bad smell, spoil the gums and lead to tooth decay.
- Take a nutritious diet. Eat less sweets, chocolates, ice cream and cakes.
- When you see signs of tooth decay consult a dentist immediately.
- Regular and proper brushing methods help you prevent tartar from settling on the teeth. Consult a dentist for regular cleaning of your teeth.

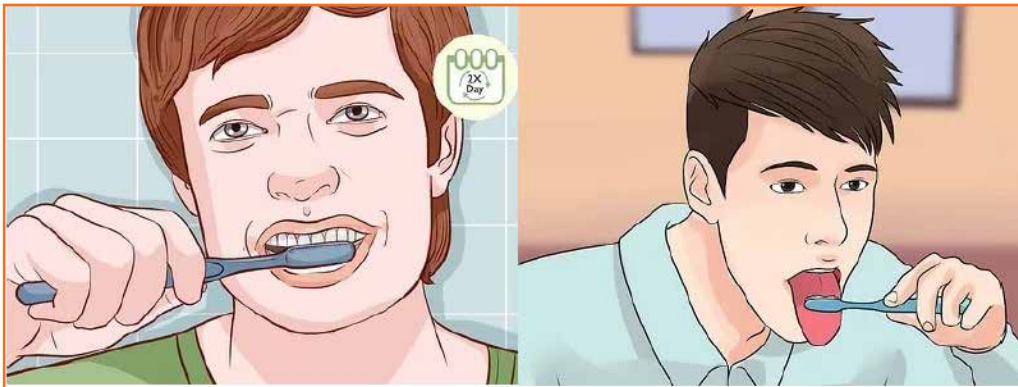


Fig.5.1.2: Cleaning the Mouth

Skin Care

- Skin covers the whole body, protects organs and helps to maintain body temperature. The skin helps to bring out the body's dirt through sweat. In defective skin, the sweat glands get blocked and as a result, sores, boils and acne develop. Take a bath every day using soap and clean water to keep your skin clean.



Fig.5.1.3: Skin Care

- Neem can also be used as a natural alternative to cleanse the skin. One method is to rub the body with neem paste, let it dry, and then have a bath. Another way is to soak some neem leaves in water overnight and have a bath with this water. This keeps the skin clean of most harmful bacteria. A pinch of turmeric can also be added to the water to bring vibrancy to the body.

Washing Hands

- We perform all the activities such as eating food, cleaning after passing motion, cleaning the nose, removing cow dung etc. with our hands. During these activities, many diseases causing germs remain under the nails and over the skin. Washing the hands (above the wrist, in between the fingers and nails) with soap after completion of the activity and especially before cooking and eating food helps to prevent many diseases.
- Cut your nails regularly. Avoid biting nails and nose picking.
- Wash hands before eating or feeding.
- Make safe contact with blood, faeces, urine and vomit and body solutions while caregiving activities.
- After passing motion and urine, wash the parts with clean water and keep the parts clean. Do not forget to wash your hands with soap. Keep the toilets, bathrooms and surroundings clean. Avoid open-air defecation



Fig.5.1.4: Washing Hands

Cleanliness of the Crotch Genitals

- Both men and women are to keep their crotch and genitals always clean.
- Women, during menstruation, should use clean, soft cloth or sanitary napkins. Change the napkins at least twice a day.
- Any infection of the reproductive tract should not be ignored and a doctor should be consulted immediately.

Practice hygiene during cooking

Practice the following hygiene tips during cooking to prevent food contamination, food poisoning and transmission of disease.

- Keep the cooking area and vessels clean.
- Avoid eating/cooking rotten or infested food material.
- Wash your hands before cooking and serving the food.
- Wash the food items such as vegetables thoroughly before use.
- Store the food items properly.
- Check the labels of food items while purchasing to know the 'Best before' date.
- Dispose of the kitchen waste properly.



Fig.5.1.5: Practice hygiene during cooking

Medical hygiene

- Take care of wounds by dressing them using a proper bandage
- Look for the expiry date while purchasing medicines
- Safe disposal of unwanted medicines
- Do not take medicines without a doctor's prescription

5.1.2 Hygiene Practices at the Workplace

There are various things that a person can inculcate as their habit to maintain hygiene. Two common methods that a Caretaker should follow regularly are:

1. Wash and Sanitize hands using suggested material regularly
2. Wash the cups, glasses and other cutlery clean before and after using them

Wash and Sanitize hands using suggested material regularly

Hand washing is an important part of hygiene maintenance. It removes dirt and reduces the chances of spreading germs.



Fig.5.1.6: Wash and Sanitize hands using suggested material regularly

Wash the cups, glasses and other cutlery clean before and after using them

Washing cutlery with anti-bacterial dishwashing soap ensures the removal of impurities and bacteria. This protects the employer from stomach related problems.

You should be careful while washing the glass cups, dishes and cutlery as mishandling may lead to breakage.

Procedure to wash dishes for babies:

- Line the sink with a soft cloth or towel and fill it with warm water to prevent breakage
- Use a mild detergent to wash the glasses one at a time

Background to Flu/ Coronavirus Pandemic/ Epidemics

Periodically the world has been afflicted by the spread of highly infectious and dangerous flu. Some of them are Plague in Europe in the 14th Century, the Bubonic Plague of 1896, the Spanish Flu in 1918-19, and the Covid-19 in 2019. Covid 19 is a highly infectious virus and has dangerously affected 9 million (approx.) lives. 5 Lakh lives were lost over a period of almost six months till Jun 2020. While plague is caused by the bacterium *Yersinia Pestis*, found mostly in rodents, spread mainly by infected fleas. Plague epidemics in human populations can, however, occur when the *Yersinia Pestis* pathogen invades rats.

Coronaviruses belong to a large family of viruses, some causing illness in people and others that circulate among animals, including camels, cats, bats, dogs, etc. Rarely, animal coronaviruses evolve and infect people which then spreads between people as witnessed during the outbreak of Severe Acute Respiratory Syndrome (SARS, 2003) and Middle East Respiratory Syndrome (MERS, 2014). The etiologic agent responsible for the current outbreak of SARS-CoV-2 is a novel coronavirus that is closely related to SARS-Coronavirus.

Aetiology

In humans, the transmission of the SARS-CoV-2/ Covid19 virus can occur via respiratory secretions (directly through droplets from coughing or sneezing, or indirectly through contaminated objects or surfaces as well as close contacts). Current estimates of the incubation period of COVID range from 2-14 days.

Recently WHO has confirmed that SARS-CoV-2 is airborne as well where the infectious particles are dispersed in the air which travels over long distances and time. Please see the below-mentioned link for further details, prevention and precautions.

<https://www.who.int/news-room/commentaries/detail/transmission-of-sars-cov-2-implications-for-infection-prevention-precautions>

Symptoms

Common symptoms include fever, fatigue, dry cough, loose motion and breathing difficulty. Upper respiratory tract symptoms like sore throat, rhinorrhoea, and gastrointestinal symptoms like diarrhoea and nausea/ vomiting are also reported.

During the current novel coronavirus, commonly called Covid19, the Governments imposed a lockdown on the businesses, industry and any other event requiring the gathering of people. This has caused the economic downfall; as such the Governments have allowed commercial activity partially.

Nevertheless, some of the precautions that have been advised are as under:

- Must use reusable / cloth face cover/ face mask.
- Ensure proper cleaning and frequent sanitization of the workplace, particularly of the frequently touched surfaces.
- Cover your nose and mouth with a handkerchief/tissue/ elbow while sneezing and coughing.
- Maintain personal hygiene and physical distancing of a minimum of 6 ft.
- Practice frequent hand washing with soap and water or use alcohol-based hand rub/sanitiser.

- Seating arrangements should ensure the adequate distance between officials in the rooms.
- The gathering of 5 or more persons at any place should be avoided.
- No sharing of food, water or drinks.
- Outside and frozen food or drinks should not be consumed.
- Work from home is advised and should be encouraged as far as possible.
- Meetings should be done through video conferencing only.
- Observe home quarantine as per the guidelines issued by MoH&FM. For home quarantine see <https://www.mohfw.gov.in/pdf/Guidelines>;
- People with two (co) or more (multi) morbidities are very susceptible to the virus. This includes elders above 60 years, children below 10 years and pregnant women. Hence, as per Govt guidelines, they should avoid outside exposure unless for any emergency/ very essential purpose.
- Covid 19 virus is defeated by the immunity, as such, there is a need to improve/ increase immunity when threatened by the virus.




5.1.3 Personal Protective Equipment (PPE)

Why is PPE needed in the kitchen?

Kitchen is hot, busy and dangerous place to work. Hot ovens, open fires, and sharp knives all add to the risk of injury, which makes PPE for home cook invaluable. Protective equipment is therefore used in order to minimise the chance of injuries or to minimise the fatality of any injuries that do occur and keep you safe.

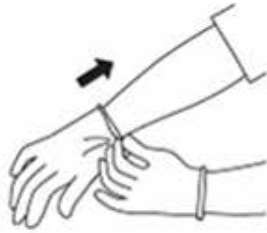
What types of PPE should you use in the kitchen?

There are many varieties of protective equipment that can be used in the kitchen and some are even specially designed to help carry out certain tasks. Below is a list of personal protective equipment that should be used in the kitchen when preparing food, cooking or cleaning and the purpose of each.

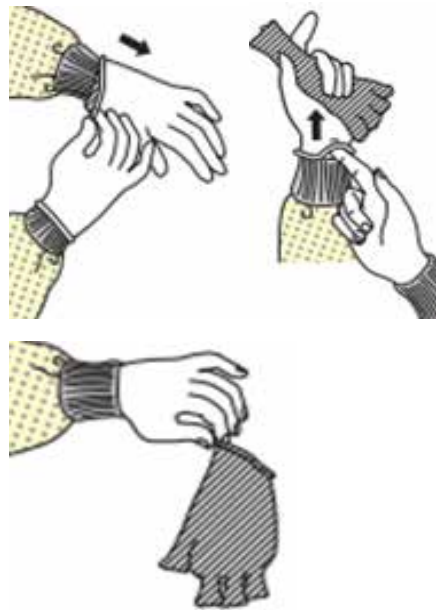
Job/Tasks	Donning of PPE	Removing of PPE	Personal Protective Equipment
An extra layer that protects you from spillages of hot liquids or foods	<p>Pull over head and fasten at back</p> 	<ul style="list-style-type: none"> • Apron front is contaminated. Unfasten or break ties. • Pull apron away from neck and shoulders touching inside only. • Fold and roll into bundle. • Discard into an appropriate lined waste bin. 	<p>Apron</p> 

Protect your hands when handling hot cookware such as baking trays or pans that have been in direct heat with an oven or stove.

Select according to hand size. Extend to cover wrist



- Outside of gloves is contaminated!
- Grasp outside of glove with opposite gloved hand; peel off
- Hold removed glove in gloved hand
- Slide fingers of ungloved hand under remaining glove at wrist
- Peel glove off over first glovet
- Discard gloves in waste container

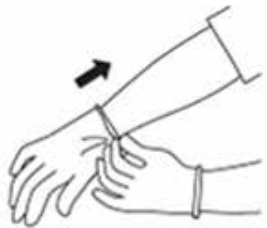


Oven gloves



Protect your hands with safety gloves when you are using sharp objects in the kitchen such as knives, scissors or peelers.

Select according to hand size. Extend to cover wrist


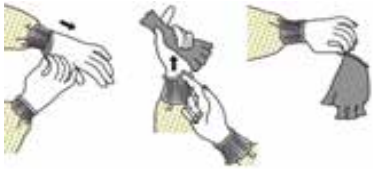











- Outside of gloves is contaminated!
- Grasp outside of glove with opposite gloved hand; peel off
- Hold removed glove in gloved hand
- Slide fingers of ungloved hand under remaining glove at wrist
- Peel glove off over first glovet
- Discard gloves in waste container



Cut resistant gloves



<p>Protect your hands from hot foods such as chillies that can irritate the skin.</p>	<ul style="list-style-type: none"> Select according to hand size. Extend to cover wrist 	<ul style="list-style-type: none"> Outside of gloves is contaminated! Grasp outside of glove with opposite gloved hand; peel off Hold removed glove in gloved hand Slide fingers of ungloved hand under remaining glove at wrist Peel glove off over first glovet Discard gloves in waste container 	<p>Disposable vinyl gloves</p> 
<p>Kitchen floors are often slippery due to regular water and grease spills. Wearing safety footwear helps employees with better grip, assisting in the prevention of slipping and falling.</p>	<ul style="list-style-type: none"> Hold the boots from top sleeve with your hands. Widen the sleeve's top by pinching it. Slide and shift the foot into the boot through the sleeve. Repeat the process for the other foot. 	<ul style="list-style-type: none"> Hold the boot's bottom with one hand and the sleeve that is covering your carve with the other hand. Pull the boot's bottom in an attempt to take the feet out of the shoe. Repeat the process with the other feet. 	<p>Footwear</p> 
<p>To protect the skin from chemicals found in cleaning products that could potentially irritate the skin.</p>	<ul style="list-style-type: none"> Select according to hand size. Extend to cover wrist 	<ul style="list-style-type: none"> Outside of gloves is contaminated! Grasp outside of glove with opposite gloved hand; peel off Hold removed glove in gloved hand Slide fingers of ungloved hand under remaining glove at wrist Peel glove off over first glovet Discard gloves in waste container 	<p>Rubber gloves</p> 

<p>Hairnets serve two purposes. The first is to keep hair from contacting exposed food, clean and sanitized equipment, utensils and linens, or unwrapped single-service articles. The second purpose is to keep worker's hands out of their hair.</p>	<ul style="list-style-type: none"> • Cup hand and place inside net positioning the elastic against finger knuckles  <ul style="list-style-type: none"> • Hold in front of face and spread net just narrower than head width 	<ul style="list-style-type: none"> • If wearing a head cover, remove it now (from behind the head). 	<p>Hai Net</p> 
	<ul style="list-style-type: none"> • Comb over head from front ensuring hair lies flat. Keep net in contact with head until covered • Firmly release sides to cover ears and sideburns • Hold net away from head and tuck in any protruding hairs 		
<p>Used for minor chemical work, e.g., -Adding tablets to dishwashers -Wiping down regular surfaces -Glass cleaning</p>			<p>Tea Towels and Cloths</p> 








<p>Masks are designed to help prevent contamination of the work environment or a sterile field from large particles generated by the wearer/worker (e.g., to prevent the spread of the wearer’s spit or mucous). Masks may also be used to help reduce the risk of splashes or sprays of blood, body fluids, secretions, and excretions from reaching the wearer’s mouth and nose.</p>	<ul style="list-style-type: none"> • Secure ties or elastic bands at middle of head and neck • Fit flexible band to nose bridge • Fit snug to face and below chin • Fit-check respirator  	<ul style="list-style-type: none"> • Front of mask/respirator is contaminated — DO NOT TOUCH! • Grasp bottom, then top ties or elastics and remove • Discard in waste container 	<p>Mask</p> 
<p>Protect eyes from coming into contact with cleaning fluids.</p>	<ul style="list-style-type: none"> • Place over face and eyes and adjust to fit 	<ul style="list-style-type: none"> • Outside of goggles or face shield is contaminated! • To remove, handle by head band or ear pieces • Place in designated receptacle for reprocessing or in • Waste container 	<p>Safety Goggles</p> 

Fig.5.1.7: Sequence for Wearing or Removing PPE

Sequence for Wearing or Removing PPE

Sequence for Putting on PPE for Standard and Transmission-based Precautions

- Put on protective boots or shoe covers (if needed).
- Perform hand hygiene.
- Put on Apron.
- Put on Mask.
- Put on goggles or a face shield.
- Lastly, put on gloves.

Sequence for Removing PPE

PPE should be removed at the doorway before leaving the patient room or in the outer room:

- Remove gloves.
- Remove goggles/ face shield by the “clean” head band or ear pieces.
- Remove the Apron.
- Remove the Mask.
- Dispose of single-use and reusable PPE in designated containers.
- Remove shoe covers or boots (if used) before leaving the area.
- Perform hand hygiene.

What to consider when buying PPE?

When deciding what protective clothing a home cook needs to use for each task, you should consider;

- What hazards does the task present? Knowing the hazards that come with each task will help you to plan which clothing and/or equipment you should use. For example, if you know there will be harmful chemicals, consider splashing and skin contact.
- Is it suitable for the conditions? Make sure the clothing you choose is suitable for the working conditions and environment.
- Does it offer the right level of protection? Choose the clothing and equipment that adequately protects the wearer.
- Do you know when/if/how the items need replacing? Knowing how to clean, repair or replace worn out safety clothing is crucial to keeping your staff protected.

Before start using new safety workwear, one should consider the following questions;

- **Do the items fit properly?** Wearing protective clothing that is too big can make tasks more difficult, so make sure each item fits correctly before use.
- **How do they feel?** Is it suitably comfortable? The wearer can become distracted if the clothing is not comfortable, which increases the risk of accidents.
- **Does the protective clothing interfere with the task at hand?** Thick gloves can make more intricate cleaning tasks more difficult; ensure all clothing is suitable for the task at hand.
- **Does the protective clothing create extra hazards, such as overheating or entanglement?** Long aprons can get on equipment and machinery. Ensure the protective clothing and equipment doesn't create any further hazards for you and your staff.

Exercise 

1. Which one of the following is not a hygiene practice?

- a) Taking shower daily
- b) Wearing clean clothes
- c) Trim your nails
- d) Wearing Branded clothes

2. Describe briefly how to maintain personal hygiene.

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3. Describe the steps-wise procedure to wash hands

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4. What precautions should be taken in coronavirus time?

- a) Regularly and thoroughly wash hands
- b) Maintain at least 1 metre (3 feet) distance between yourself and others
- c) Avoid going to crowded places
- d) All the above

5. What is the purpose of personal protective equipment?

- a) To protect the employer from the spread of diseases
- b) To protect both the caretaker and the employer from being infected with diseases
- c) To protect the caretaker from the spread of diseases
- d) To protect equipment from being compromised

UNIT 5.2: Promote Wellbeing

Unit Objectives

At the end of this unit, the participant will be able to:

1. Define health and safety requirement at workplace
2. Identify the basic emergency procedures
3. Explain the basic fire awareness
4. Define the first aid process
5. Provide Cardiopulmonary Resuscitation (CPR)
6. Identify the use and importance of helpline numbers
7. Discuss ways to prevent and control infection in the household.
8. Explain the ways to manage spillage.
9. Discuss ventilation.
10. Elaborate about pollution control.
11. Discuss the ways to minimise dust.
12. Identify the need of regular health check-ups

5.2.1. Health and Safety at Workplace

Workplace safety is a composite field related to the safety, health and welfare of people at work. It narrates the strategy and methods in place to ensure the health and safety of employees within a workplace.

Workplace safety includes employee awareness related to the knowledge of basic safety, workplace hazards, and risks relating to hazards, implementation of hazard preventions, and putting into practice necessary safer methods, techniques, processes, and safety culture in the workplace.

It also includes safety rules and regulations designed mostly based on existing government policies. Every organization puts in place a number of safety rules and regulations for its people. Safety training and education for employees is imparted periodically to make them aware of and update them with the latest safety measures.

Importance of following measures of safety and security at the workplace

Before analysing various aspects of workplace safety, it is important to know the reasons for ensuring safety in life.

- **To Say no to Accidents:** Accidents are fallouts of carelessness and lack of responsibility. When rules are not followed as per required safety norms we end up getting injured or even ending our valuable lives.
- **To have Longevity in Life:** We should take care of ourselves everywhere we are and of others for leading a safe and meaningful life.
- **To create Public Awareness:** Promotion of safety norms everywhere creates public awareness and discipline. It is true of workplaces and motivates new employees to take up safety measures necessary for their safety.
- **To avoid loss of Property and Life:** The basic aim of safety measures is to prevent the occurrences of mishaps and hazards that sometimes cause heavy loss of life and property.
- **To Devise Planning for Safety:** The need for safety paves the way for devising effective planning for the all-around safety of employees in an organization.

5.2.2 Basic Emergency Procedures

There are number of emergencies which may happen at the house, but following are the most basic ones and how would you deal with them, if there is no one at home.

1. **Power Failure:** If there is sudden power failure in the house and no one is there except you, following are the steps you should take to deal with it:
 - Check if your neighbors have electricity or not. If they have, it could be a problem of your house only.
 - Pick the torch, switch the emergency lights (if available) or get the matchbox and lit the candle, so that you can at least see the way and do not fall on something.
 - Check the MCB as it might get tripped. If so you need to pull it up.
 - If you have Fuse System or not able to check the MCB, call the employer and ask if they could come home or ask their permission to call any neighbor to help you.
 - If you are calling any local electrician, it would be better if you ask any neighbor to be with you when the electrician is repairing.
 - You should switch off all the electrical appliances like Television, Refrigerator, etc. You can switch them on once the electricity is restored.
 - If the problem is not of your house, you can call the customer care of electricity Supplier Company and check when the power will restore.
 - Lock the main door and windows from inside as it will protect you from any intruder.
 - Don't open the door to any unknown person.
2. **Choked Toilet or drain:** Most of the times when we are expecting a guest or throwing a party, we get to know that either the toilet or the kitchen drainage is clogged. It is a very irritating situation as we are not prepared for this. Below are the few steps you should take to deal with such issues:
 - First of all, make a habit to clean the kitchen drainage regularly, so that you may not face this unexpected problem.
 - But if it has happened, you can use a plunger and drainage cleaning solution (available in the market in sachets) to open it. By using both these things, you can open the kitchen drainage/ sink pipe.
 - Unclogging a toilet is a difficult task as it needs to be done by an expert. So you should call the person who could repair it.
 - But for smaller issues, you could try to make a solution of soap and bucket full hot water, and throw it in the toilet bowl with a bit pressure. It will open the small clogging of the toilet.
 - Gas Leak- If you smell gas leak in the kitchen, you should take the following steps:
 - You must not switch on or switch off any electrical point
 - Turn off the gas regulator knob.
 - Open all the windows and leave the kitchen.
 - Call the customer care of your gas supplier and register your complaint.
 - Inform the family members and ask them not to go to the kitchen.
3. **Fire:** Fire could be one the most dangerous emergencies at home as there are following top reasons a house can catch on fire like and the precautions you should take:

Precautions:

 - **Cooking on gas top:** You should be near the gas stove when cooking as leaving it could distract your attention to something else, and you may forget about the pan on the gas stove.

- **Heating of home in winters:** Heaters are the most common reason for a home fire in winters. To avoid this always keep the heaters away from furniture and curtains/ bed sheets etc. You must switch off the heater before going to sleep.
- **Smoking:** If there is any smoker in the house, ask that person to smoke outside as smoking is not only injurious to health but also a very common reason for the home fire.
- **Short Circuits:** Faulty electrical wiring could be the reason for short circuits, so always get the electrical wires checked and replaced if defective. Otherwise, it could lead to a home fire.
- **Candles:** Burning open flame candle could be very dangerous, so either try not to use them or blow off the candles before leaving the room.

5.2.3 Basic Emergency Procedures

Fire is a chemical reaction that requires three elements to be present for the reaction to take place and continue.

Fire Triangle

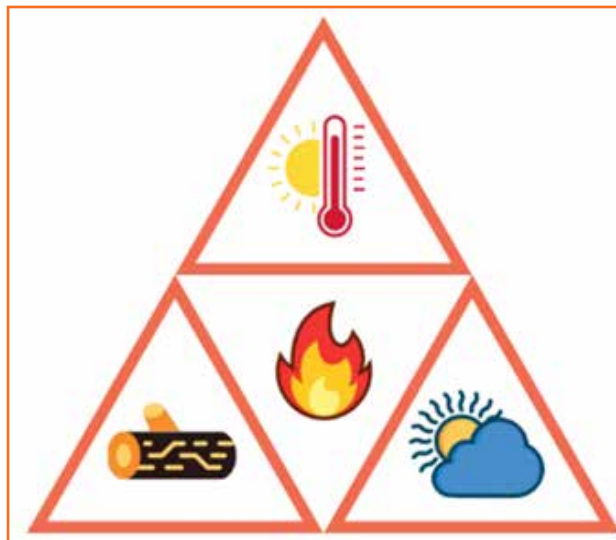


Fig.5.2.1: Fire Triangle

Heat

A heat source is responsible for the initial ignition of fire and is also needed to maintain the fire and enable it to spread. Heat allows a fire to spread by drying out and preheating nearby fuel and warming the surrounding air.

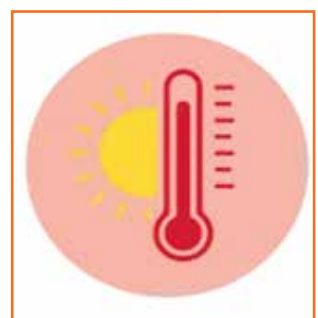


Fig.5.2.2: Heat



Fig.5.2.3: Fuel

Fuel

Fuel is any kind of combustible material. It's characterized by its moisture content, size, shape, quantity and arrangement in which it is spread over the landscape. The moisture content determines how easily it will burn.

Oxygen

Air contains about 21 percent oxygen, and most fires require at least 16 percent oxygen content to burn. Oxygen supports the chemical processes that occur during a fire. When fuel burns, it reacts with oxygen from the surrounding air, releasing heat and generating combustion products (gasses, smoke, embers, etc.). This process is known as oxidation.

These three elements typically are referred to as the “fire triangle.” Fire is the result of the reaction between the fuel and oxygen in the air.



Fig.5.2.4: Oxygen

5.2.3.1 Causes of Fire

- **Electrical:** E.g. overloading of circuits, faulty old or bad connections causing sparks or generating a heat source, poor maintenance, lack of ventilation and cooling, static electricity etc.



Fig.5.2.6: Heating Appliances



Fig.5.2.5: Electrical fire

- **Heating Appliances:** For example clothing left on boilers to dry, no sparks guards on open fires or stoves, left unattended while cooling, sited close to combustible materials, faulty temperature control etc.

- **Process Dangers:** E.g. overheating of machinery, heat generated by friction, uncontrolled sparking, breakdown in the cooling process, chemical reaction, poor quality ventilation and temperature control etc.



Fig.5.2.7: Process Dangers



Fig.5.2.8: Flammable Dust

- **Flammable Dust:** E.g. poor extraction, process proximity to heat or spark source, no containment system, no monitoring or measuring system etc.

- **Carelessness:** For example smoking, inadequate precautions while welding, drilling or cutting, horseplay or interference with safety equipment, removal of guards etc.
- **Bad Housekeeping:** For example lack of maintenance of work area and equipment, oil/fuel leaks and spillage are ignored, overflowing bins and wastebaskets, no safety procedures for disposing of combustible waste etc.
- **Spontaneous Combustion:** For example chemicals not stored at the correct temperature, chemicals mixed incorrectly, combustible materials or waste left unattended etc.
- Poor judgment and human error
- Failure to follow instructions
- Misuse of faulty electrical equipment
- **Electrical Appliances:** Many fires started by electrical appliances are associated with lamps and heat developed by a filament. Portable lamps are a frequent source of trouble the common causes are as follows:
 - » Lead wires damaged
 - » A lamp was taken into the atmosphere which has explosive dust, gas or vapor.
 - » Bulb loose in the socket
 - » Bulb broke






Fig.5.2.9: Electrical Appliances

5.2.3.2 Classification of Fire and Fire Extinguishers/Extinguishants

Before we move forward and study fire prevention and the safety equipment required for the same, we need to understand the different types of fire. This information is extremely important as it can help you choose the appropriate means to extinguish the fire.

Classes of Fire

<p>Class A</p> <p>Fires are related to solid materials (wood, paper, cloth, trash, rubber and plastics, charcoal, etc.)</p>	
<p>Class B</p> <p>Fires are related to flammable liquids (paint, diesel, gasoline, petroleum oil, and pain)</p>	
<p>Class C</p> <p>Fires are related to flammable gasses (energized electrical equipment like motors, appliances, transformers, propane, and methane). Electrical equipment such as appliances, wiring, breaker panels, etc.</p> <p>These categories of fires become Class A, B, and D fires when the electrical equipment that initiated the fire is no longer receiving electricity)</p>	






<p>Class D</p> <p>Fires are related to flammable metals (combustible material like aluminum, sodium, potassium, magnesium).</p> <p>These fires burn at extremely high temperatures and require special suppression agents.</p>	
<p>Class E</p> <p>Fires are related to electrically energized objects, wiring, and electrical appliances.</p> <p>These fires are caused because of faulty heaters or electrical appliances overheating</p>	
<p>Class K</p> <p>Fires related to cooking oil and greases like vegetable fat and animal fat.</p>	

Fig.5.2.10: Classification of Fire

5.2.3.3 Fire Extinguisher

Fire extinguishers are designed to tackle specific types of fire. There are five different classes of fire and several different types of fire extinguishers.

Types of Fire Extinguisher	Identification		
	Use	Fire Class	Colour Code
<p>Water Extinguisher</p> 	<ul style="list-style-type: none"> Water removes heat and extinguish the fire. Water must not be used on fires involving live electrical equipment as it can cause electrocution. Water must not be used on metal fires. 	<p>Class A fire</p>	<p>Signal Red</p>
<p>Dry Chemical Powder (DCP) Extinguisher</p> 	<ul style="list-style-type: none"> DCP extinguishers puts out fire by coating the fuel surface with chemical powder. This separates the fuel from the oxygen in the air and prevent vapor formation. 	<p>Class B & C fire</p>	<p>Red with a blue panel above the operating instructions</p>



<p>Foam Type Extinguisher</p> 	<ul style="list-style-type: none"> The extinguishing agent is aqueous film forming concentrate in water which forms air foams when discharged through an aspirating nozzle. It has a blanketing effect excluding oxygen from the surface of the fuel as it spreads on the fuel. Prevents vapour formation from the surface of the burning liquid. 	Class A & B fire	Red with a cream panel above the operating instructions
<p>Carbon Dioxide Extinguisher</p> 	<ul style="list-style-type: none"> CO₂ extinguish the fire by displacing oxygen in the surrounding air. Its principal advantage is that it does not leave any residue. Can be used on electrical/electronic equipment. CO₂ is not suitable for fires involving metals. 	Class B & C fire	Red with a black panel above the operating instructions
<ul style="list-style-type: none"> Special Dry Powder 	<ul style="list-style-type: none"> Special extinguishing agents are used for extinguishing metallic fires. Dry powders extinguish the fire by forming a crust on metal surface excluding air and also absorbs heat from the metal surface. 	Class D fire	Red with a blue panel above the operating instructions

Fig.5.2.11: Fire Extinguisher

Correct Use of a Fire Extinguisher

The method of using a fire extinguisher is to follow P.A.S.S.

PASS is the acronym for, Pull the Pin (P), Aim (A), Squeeze (S) and Sweep (S)

- 1. Pull the Pin.** To use an extinguisher correctly, the first step is to pull the handle's pin.
- 2. Aim.** The next step is to aim the extinguisher's nozzle. The direction should be towards the fire's base. This is because the sprayed foam at the top will diminish or extinguish only the fire at the top. This will not serve the purpose for which the extinguisher is used. The burned down flame may spring up to life if it gets enough oxygen or any combustible material.
- 3. Squeeze.** Then, in an extremely controlled manner, you need to release the agent. This can be done by squeezing the trigger.
- 4. Sweep.** If you see in the second step, you already read that you should direct the nozzle at the fire's base. You will sweep the extinguisher's nozzle from left to right. Continue with this process until you put out the fire. You need to act fast as most extinguishers' discharge time is nearly 10-20 seconds.

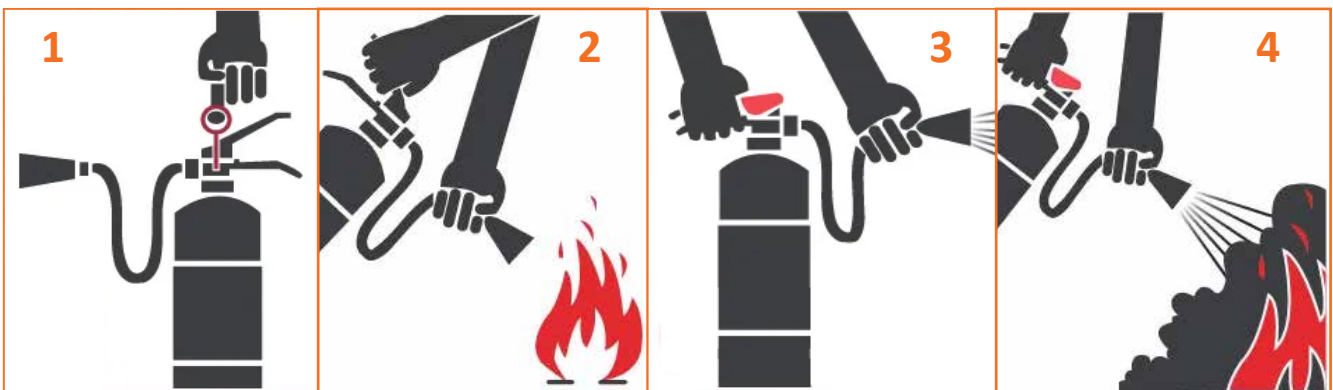


Fig.5.2.12: Correct Use of a Fire Extinguisher

How to deal with fire

If the house has got fire, you need to follow the following procedure:

- If the fire is very small and can be handled, you should deal with it yourself. Otherwise, you should come out of the house with other family members.
- Call the Fire Brigade and also the neighbours for help.
- If your clothes caught fire, lie down on the floor and roll around so that the flames may smooth.
- If you are trapped in a fire in a room, bend down on your knees and try not to inhale the smoke as much as possible.
- You should crawl toward the exit as soon as you can.
- You can use the fire extinguisher on the small fire, but you should get yourself trained on it.

5.2.3.4 Methods of Starving Fire

On discovery of a fire, everything possible should be done to starve the fire by removing the oxygen and combustible material. The prevention procedure is as follows:

- Close all the doors and windows;
- Cover small fires with a blanket or other suitable objects;
- Cool the fire down;
- Remove combustibles;
- Switch off all electricity main switch; and
- If available, use the appropriate extinguishers.

Remove bystanders from the danger area to a safe place. Keep an access route open for the fire brigade or emergency services and look out for looters as people may take advantage of the confusion caused by the fire to steal valuables.

5.2.3.5 Fire Emergency Procedures (Dos & Don'ts)

The general principles (dos and don'ts) when conducting basic fire-fighting is as follows:

Dos	Don'ts
<ul style="list-style-type: none"> • Ensure the backup assistance is available before tackling a fire; • Ensure that an escape route is available before tackling the fire; • Follow instructions on the extinguisher's label; • Apply the extinguisher medium to the base of the flames and move the nozzle in a rapid side-to-side action; • Drive the flames away from you; • For vertical fires, start at the base of the flames and move upwards; • If the fire is outdoors, approach the fire from the windward side; • When approaching the fire, adopt a crouching position that protects against heat and smoke; • Keep alert for any changes in the fire pattern; • When tackling a fire involving electrical equipment, isolate the power as soon as possible to prevent re-ignition; and • Ensure that the fire has been completely extinguished and no spark remains. 	<ul style="list-style-type: none"> • Do not place yourself at risk; • If the fire is too big, evacuate the area immediately; • Never tilt or invert any extinguisher during operation unless it is the turnover type; • When extinguishing the fire of a flammable spillage, never walk on the liquid spillage. This can prevent injuries in the event of the flames flashing back; • When tackling flammable liquid fires using a controllable discharge type extinguisher, spray the medium until the fire is completely extinguished; and • After the fire has been extinguished, back off slowly and never turn your back on it.

Fig.5.2.13: Emergency Procedures (Dos & Don'ts)

Fire Evacuation Steps

The sequence of an Evacuation situation is:

- Detection
- Decision
- Alarm
- Reaction
- The movement to an area of refuge or an Assembly station/ Area
- Transportation

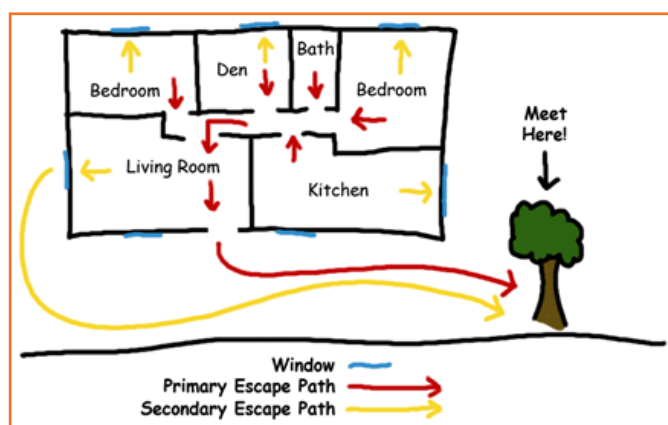


Fig.5.2.12: Fire Evacuation Steps

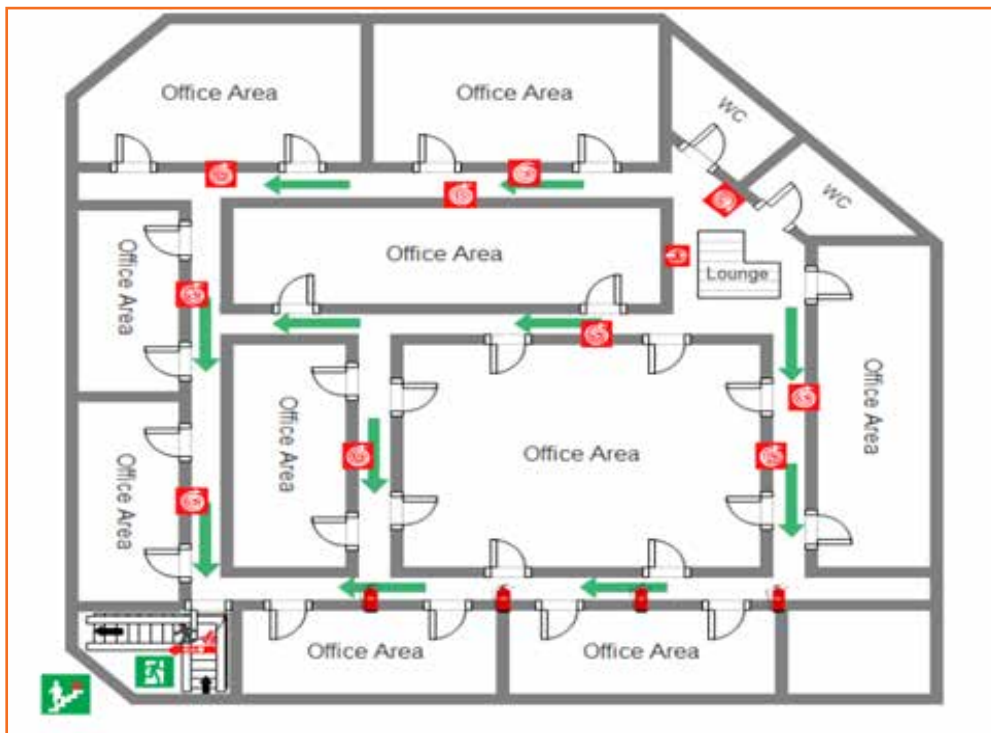


Fig.5.2.13: Building drawing

Rescue Techniques during Fire Hazard

Responding to Fire:

- The Fire Alarm System must be initiated, and an alert must be raised.
- A safe evacuation path must be identified before dealing with the fire.
- The appropriate class of Fire extinguishers must be chosen.
- The P.A.S.S technique must be adopted for extinguishing the fire.
- Immediate evacuation must be initiated if the extinguisher is exhausted and the fire still exists.
- Call the security or local emergency services.
- Summon the fire fighting services at the earliest.
- Stay as far as possible from smoke, because the smoke may comprise toxic gasses.
- Cover your mouth and nose with a damp cloth.
- Look out for the nearest emergency exit routes and call out for people, who you can take along with you.
- While opening a door, first touch the door with the back of your palm.
- Start moving out of the building carefully.
- Always use a staircase and not the elevator.
- Do not rush.
- As you move out of the building, gather people, whoever you come across.
- Always move downstairs and avoid returning to the burning premises, until the fire-fighters arrive.

Initiate Evacuation:

- Stop your work immediately but do not panic.

- Gather and carry only the most important items like a cell phone before leaving.
- Leave the house via the nearest door bearing an "Exit" sign.
- Call 101 for a fire emergency or 108 for other natural disaster help.
- Incorporate first aid treatment to the affected people or self, if needed.

Emergency Evacuation Process

- On hearing an evacuation alarm or instruction of any people inside or outside the house regarding fire, immediately cease all activity and secure personal valuables.
- Assist any person in immediate danger, but only if safe to do so.
- If practical, and only if safe to do so, secure any activity or process that may become hazardous or suffer damage if left unattended as a consequence of evacuation.
- Act under directions given by emergency control personnel and evacuate the building immediately.
- Assist with the general evacuation if directed to do so by emergency control personnel.
- Assist with the evacuation of disabled occupants.
- In a fire, do not use a lift to evacuate a building.
- Move calmly to the nominated evacuation assembly area and do not leave the evacuation assembly area until the all-clear has been given.
- Follow the instructions of relevant emergency services personnel and campus emergency control personnel.

5.2.4 First Aid

First aid is the assistance given to a person experiencing an unexpected illness or injury to save life, prevent the condition from worsening, or to promote recovery.

Vital Signs

Vital Signs	Good	Poor
Heart Rate	60-100 beats per minute	Less than 60 or greater than 100 beats per minute
Respirations	14-16 breaths per minute	Less than 14 breaths per minute
Skin	Warm, pink and dry	Cool, pale and moist
Consciousness	Alert and orientated	Drowsy or unconscious

Fig.5.2.14: Vital signs

Four A's

Awareness	Assessment	Action	Aftercare
<ul style="list-style-type: none"> • Observe • Stop to Help 	<ul style="list-style-type: none"> • Assess what is required to be done • Ask yourself, 'Can I do it?' 	<ul style="list-style-type: none"> • Do what you can • Call for expert medical help • Take care of your and the bystander's safety 	<ul style="list-style-type: none"> • Once you have assisted the victim, stay with him/her till expert care arrives

Fig.5.2.15: Four A's

Degrees of Burns

1st Degree Burn	2nd Degree Burn	3rd Degree Burn	4th Degree Burn
Will recover by itself in a few days. Action Required: Place under running water.	Serious but recovers in a few weeks. Action Required: Place clean wet cloth over the burnt area. Take to Hospital	Very Serious and will require skin grafting. Action Required: Place a clean dry cloth over the burnt area. Take to hospital	Extremely Serious and requires many years with repeated plastic surgery and skin grafting, is life threatening. Action Required: Leave open and prevent infection. Immediately evacuate to hospital

Fig.5.2.16: Degrees of Burns

First Aid Techniques for common injuries

Some common techniques to first aid common injuries

Injury	Symptom	Do's	Don'ts
Fracture	<ul style="list-style-type: none"> • Pain • Swelling • Visible bone 	<ul style="list-style-type: none"> • Immobilise the affected part • Stabilise the affected part • Use a cloth/ splint as a sling • Take to hospital in a stretcher 	<ul style="list-style-type: none"> • Do not move the affected part • Do not wash or probe the injured area
Burns (see Degrees of Burn table)	<ul style="list-style-type: none"> • Redness of skin • Blistered skin • Injury marks • Headache/seizures 	<ul style="list-style-type: none"> • In case of electrical burn, cut-off the power supply • In case of fire, put out fire with blanket/coat • Remove any jewellery from the affected area • Wash the burn with water • Report to doctor if required 	<ul style="list-style-type: none"> • Do not pull off any clothing stuck to the burnt skin • Do not place ice on the burn • Do not use cotton to cover the burn

Bleeding	<ul style="list-style-type: none"> • Bruises • Visible blood loss from body • Coughing blood • Wound /Injury marks • Unconsciousness due to blood loss • Dizziness • Pale skin 	<ul style="list-style-type: none"> • Check victim's breathing • Elevate the wound above heart level • Apply direct pressure to the wound with a clean cloth or hands • Remove any visible objects from the wounds • Apply bandage once the bleeding stops • Take to hospital 	<ul style="list-style-type: none"> • Do not clean the wound from out to in direction • Do not apply too much pressure (not more than 15 mins) • Do not give water to the victim
Heat Stroke/Sun Stoke	<ul style="list-style-type: none"> • High body temperature • Headache • Hot and dry skin • Nausea/ Vomiting • Unconsciousness 	<ul style="list-style-type: none"> • Move the victim to a cool, shady place • Wet the victim's skin with a sponge • If possible apply ice packs to victim's neck, back and armpits • Call doctor 	<ul style="list-style-type: none"> • Do not let people crowd around the victim • Do not give any hot drinks to the victim
Unconsciousness	<ul style="list-style-type: none"> • No movement of limbs • No verbal response or gestures • Pale skin 	<ul style="list-style-type: none"> • Loosen clothing around neck, waist and chest • Check for breathing • Place the victim's legs above the level of heart • If victim is not breathing, perform CPR 	<ul style="list-style-type: none"> • Do not throw water or slap the victim • Do not force feed anything • Do not raise the head high as it may block the airway
Snakebite	<ul style="list-style-type: none"> • Two puncture wounds • Swelling and redness around the wounds • Pain at the bite site • Difficulty breathing • Vomiting and nausea • Blurred vision • Sweating and salivating • Numbness in the face and limbs 	<ul style="list-style-type: none"> • Note the time of the bite. • Keep calm and still as movement can cause the venom to travel more quickly through the body. • Remove constricting clothing or jewellery because the area surrounding the bite will likely swell. • Don't allow the victim to walk. Carry or transport them by vehicle. 	<ul style="list-style-type: none"> • Do not kill or handle the snake. Take a picture if you can but don't waste time hunting it down.

Fig.5.2.17: First Aid Techniques for common injuries

5.2.5 Cardiopulmonary Resuscitation (CPR)

Cardiopulmonary resuscitation (CPR) is a lifesaving technique. It aims to keep blood and oxygen flowing through the body when a person's heart and breathing have stopped. CPR can be performed by any trained person. It involves external chest compressions and rescue breathing. CPR performed within the first six minutes of the heart-stopping can keep someone alive until medical help arrives.

Fundamentally these are referred to as ABC of Life. The process is always referred to perform in an emergency.

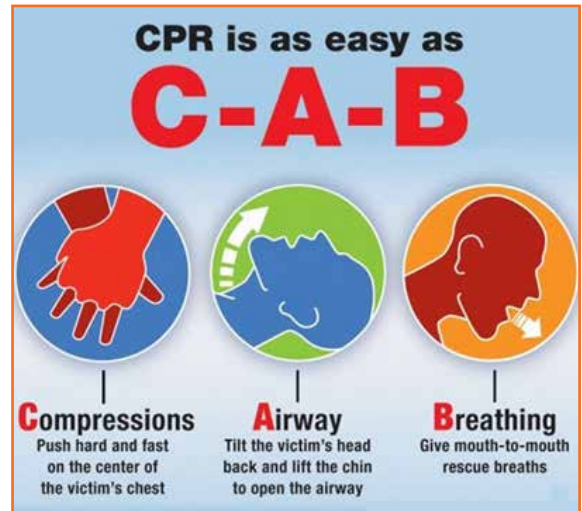


Fig.5.2.18: Cardiopulmonary Resuscitation (CPR)

5.2.5.1 Performing hands-only CPR

If a person is not breathing, his or her heartbeat will stop. These CPR steps (chest compressions and rescue breaths) will help circulation and get oxygen into the body.



Fig.5.2.19: Performing hands-only CPR

Step 1: Position your hand

Make sure the victim is lying on his back on a firm surface. Kneel beside him and place the heel of your hand on the centre of the chest.

**Step 2: Interlock fingers**

Keeping your arms straight, cover the first hand with the heel of your other hand and interlock the fingers of both hands together. Keep your fingers raised so they do not touch the Victim's chest or rib cage.

**Step 3: Give chest compressions**

Lean forward so that your shoulders are directly over the victim's chest and press down on the chest about two inches. Release the pressure, but not your hands, and let the chest come back up. Repeat to give 30 compressions at a rate of 100 compressions per minute.

**Step 4: Open the airway**

Move to the victim's head. Tilt his head and lift his chin to open the airway again. Let his mouth fall open slightly.

**Step 5: Give rescue breaths**

Pinch the nostrils closed with the hand that was on the forehead and support the victim's chin with your other hand. Take a normal breath, put your mouth over the victim's, and blow until you can see his chest rise.

**Step 6: Watch chest fall**

Remove your mouth from the victim's and look along the chest, watching the chest fall. Repeat steps five and six once.

**Step 7: Repeat chest compressions and rescue breaths**

Place your hands on the chest again and repeat the cycle of 30 chest compressions, followed by two rescue breaths. Continue the cycle.



Fig.5.2.20: Performing hands-only CPR - Steps

5.2.6 Helpline Numbers

Department	Contact Number
Police	100
Fire	101
Ambulance	102
Traffic Police	103
Blood Requirement	104
Emergency Disaster Management	108
Helpline for Women	181
Child Helpline	1098
Gas Leakage	1906

Fig.5.2.21: Emergency helpline numbers

5.2.7 Infection Control

Infection control can be obtained by following the below points:

- Washing your hands properly with water and antiseptic soap before and after preparing food, after visiting the toilet and disposing of waste
- Washing utensils with hot water and dish-washing liquid after cooking
- Washing bruised or cut area with water and antiseptic liquid
- Cleaning the area where you work (floor should be mopped with disinfectant, toys and baby accessories boiled, fruits washed properly, etc.)
- Using disinfectants to clean the floor and wearing gloves before doing so
- Disposing of waste material as per their categories
- Disposing of gauzes and pieces of cotton contaminated with body fluids and blood
- Recapping the caps of medicine bottles and storing them in a cool, dry place

5.2.8 Managing Spillages

Hazardous spills can occur anywhere in the house at any time and must be cleaned up immediately, appropriately and safely, to prevent serious environmental and health effects.

To deal with spills, it is important to know the types of spills. The common forms of spillage are:

- **Faeces/vomit:** Small amount may be wiped out with a paper towel and disposed of in the appropriate waste stream. A large amount may be picked up with a disposable scoop and disposed of in the appropriate waste stream for the location. A chlorine releasing agent should then be used and following this, the area is washed with neutral detergent and hand-hot water and then dried.
- **Blood:** Soak up as much of the spillage with anything disposable e.g. kitchen Roll and place directly into a suitable disposable plastic bag.

If available, use a good quality thick bleaches. Cover area with paper towels, newspaper or kitchen roll and gently pour on bleach solution.

Spillages of blood and other body fluids on carpets, fabrics or other soft furnishings must be dealt with using general-purpose detergent and warm water. Chlorine-releasing agents are corrosive to many materials and will bleach the colour of fabrics.

- **Sputum:** Sputum should be wiped up with a paper towel. A chlorine releasing agent should then be used and after this, the area is washed with neutral detergent and hand-hot water and dried. All waste should be disposed of in the appropriate waste stream for the location.

After carrying out any of the above procedures, remove gloves then wash hands with soap under running water and dry thoroughly.

These spillages are considered potential sources carrying blood-borne viruses. The ill-effects of leaving or not considering the proper handling of spillage are:

- HCV (hepatitis C virus)
- HBV (hepatitis B virus)
- HIV (Human immunodeficiency virus)

5.2.9 Managing Spillages

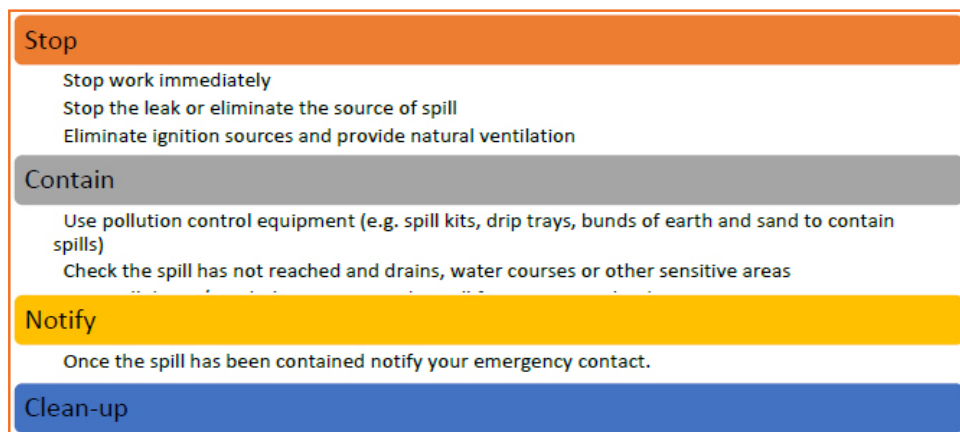


Fig.5.2.22: Managing Spillages

5.2.10 Ventilation

Ventilation refers to the exchange of indoor and outdoor air. Without proper ventilation, an otherwise insulated and airtight house will seal in harmful pollutants, such as carbon monoxide, and moisture that can damage a house.

Why Ventilate?

Gasses from combustion appliances, like stoves and fireplaces, can accumulate in a poorly ventilated home and threaten your health and safety. Excessive moisture in the home can also threaten your health and can lead to mold growth, ruin insulation, and even cause structural damage. Additionally, elevated levels of humidity can make cooling equipment work harder, leading to more costly energy bills.

Proper ventilation is one of the home's necessities for becoming a comfortable living space. Ventilation maintains air quality in the home while removing excess moisture to ensure the air inside isn't stale, damp.

Following are the steps to be followed to ensure proper ventilation:

- **Open doors and windows:** Open doors or windows to let fresh air in and push stale air out. Simply opening doors and windows a few times during the day to “air out” your house quickly replaces stale indoor air with fresh outdoor air, getting rid of pollutants, allergens, and excess moisture.
- **Ventilate rooms overnight:** Leaving windows slightly ajar overnight can improve the air quality inside your room, while also reducing excess moisture and the risk of mould growth. In summer this helps with reducing the humidity levels so you can get better sleep, but in winter you should be more careful about ventilating particularly because you don’t want too much heat to escape in the process.
- **Install extractor fans:** An extractor fan is a specialised ventilation system that services certain areas in the home. Extractor fans that vent out into the open air should be installed in kitchens, laundries and bathrooms – these are the key areas where moisture and stale air build up much faster.

5.2.11 Types of Pollution and Ways to Minimize Them

The addition of unwanted substances in wrong concentration that harms organisms and the environment is called pollution. It can be of different types depending on the part of the environment that is getting polluted. Below are explanations of types of pollution. Let us read about pollutants.

Air pollution

Pollutants of air present in the atmosphere are called air pollution. Respiration is a vital life process that needs air. If we breathe the air which has pollutants then it will have bad effects on our health. Air is comprised of the below gasses:

Ways to handle the air pollution:

- Use public transport or carpooling instead of personal vehicles for commuting.
- Use bicycles or walk for short distances.
- Avoid burning plastics, dry leaves etc. instead of trash plastics in proper ways and use composting for organic/ kitchen wastes.
- Plant trees
- Keeps air purifying indoor plants.
- Avoid using toxic products instead choose organic/natural products.

Noise Pollution

When the environment is filled with unnecessary or unpleasant sounds that are harmful to animals and plants, it is called noise pollution.

The major sources of noise pollution:

- Use of loudspeakers, loud music systems and television at public places
- Means of transport i.e. automobiles, railways, aircraft, etc.
- Heavy machines in industries firework

Ways to handle noise pollution:

- Always keep the volume low of TV, radio, home theatre, etc.
- Try not to use a base in music or other audios during any occasion or event.
- Keep the volume of personal cars/vehicle’s music system’s too low to avoid any kind of distraction, accidents and creating disturbance for other travellers.

- Appliances at homes and offices should be turned off after use.
- Noise should be controlled around sensitive areas.
- Authorities must be notified about the disobedience of noise rules
- Superbikes or cars should be modified accordingly to avoid the creation of noise.

Light Pollution

Very bright lighting in big cities, functions and much more causes pollution called light pollution. Bright lighting on the retina not only causes discomfort to the eyes but also results in straining of eyes and migraine.

Ways to handle light pollution:

- The lights should be turned off at home or office when not in use.
- Use CFL bulbs or lights instead of high watt bulbs or lights.
- Use direct light when and wherever required. For example: use the table lamp for studying in the evening rather than a bulb or tube light in the room.
- Avoid using lights or bulbs in the daytime.

Soil Contamination

The addition of substances that change the quality of soil by making it less fertile and unable to support life is called soil pollution.

Soil pollution is caused due to:

- Domestic sources: plastic bags, kitchen waste, glass bottles, and paper
- Industrial sources: chemical residue, fly ash, metallic waste, and
- Agricultural residues: fertilizers and pesticides.

Ways to handle soil pollution:

- Plant one sapling every week.
- Avoid using excessive wooden furniture/articles.
- Go Digital instead of using papers.
- Practice composting in personal gardens or nearby areas.
- Weeds should be eliminated from gardens or nearby areas.
- Do not dump inorganic, e-waste, hazardous wastes on the soil.

Water Pollution

Contamination of different sources of water by various pollutants or contaminants is known as water pollution. The quality of the water is degraded and rendered toxic for all living organisms and nature due to water pollution.

Usually, chemicals or microorganisms contaminate different sources of water such as streams, rivers, lakes, oceans, underground water, etc. Some common pollutants are sewage wastes, chemicals, oil spills, synthetic products, plastics, etc.

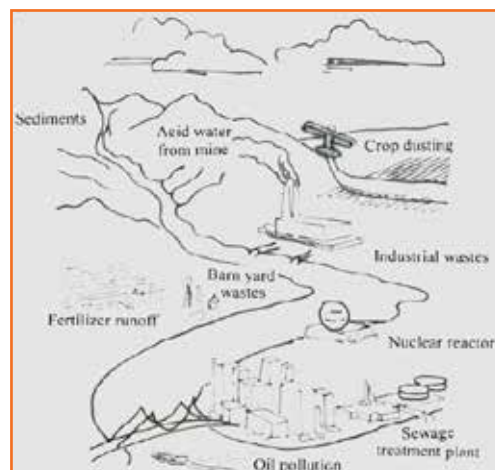


Fig.5.2.23: Water Pollution

Ways to handle water pollution:

- The use of detergents, bleach, abrasives, etc. should be minimized.
- Drugs, pills, or other medications should not be thrown into drains.
- Oils, grease, or fats should not be poured into the sink.
- Disposal of trash should be done properly and not into any water bodies.
- Water should be conserved as much as possible.
- Safe, natural or organic products should be preferred over chemical or inorganic products.
- Plant as many trees as possible.

5.2.12 Ways to Minimize Dust

Dust is the collection of dirt, skin cells, pet dander, hair, small pieces of paper, cloth fibres, and various small particles. Below given are ways to reduce waste:

- **Get an air purifier.** These machines clean the air by trapping dust particles. They're great for high-dust households or families with dust allergies. Air purifiers only clean the air in the room they're in, so consider getting one for each bedroom and the living room.
- **Duster do's and don'ts.** Feather dusters only aggravate existing dust and cause it to settle elsewhere around your home. Instead, use a damp cloth or moist towel to wipe down surfaces.
- **Clean from top to bottom.** Clean all horizontal surfaces beginning at the top rear room in the apartment/home, working forward and down washing with an all-purpose cleaner.
- **Vacuum twice a week.** Vacuum all the carpeting in your home, focusing especially on high-traffic areas. You can also vacuum another flooring. Vacuuming frequently really cuts down on how much dust can build up under furniture and in corners.
- **Sweep the floors every few days.** Using a broom and dustpan to get rid of the dust on the floors you don't vacuum is another great way to reduce your household dust. Sweep frequently in areas that tend to have a lot of dust, like doorways, hallways and the kitchen floor. Toss out the dust in your garbage can to make sure it doesn't re-enter your household.
- **Remove clutter from floors.** Don't ignore piles of clothing, toys, magazines, books or anything else on the floor. Cleaning around them won't take care of the dust that has settled in or around them.
- **Sturdy mats inside and outside** of every entrance to the home give people a place to wipe their feet before entering. That practice alone will significantly cut down on the amount of dust tracked indoors even if people take their shoes off inside.
- **Changing the beddings.** It is best to clean the mattresses, pillows, bed sheets and other un-upholstered furnishings every day and change them frequently or wet wipe each surface three to five times. Do not steam clean as it may damage the fabric.
- **Beat your cushions and rugs outside.** Furniture cushions and rugs tend to pick up a lot of dust over time. Take cushions and rugs outside for a few whacks and eliminate as much dust as you can.

An old broom handle is a great tool to use for beating rugs and cushions.

Beat them all over, not just in the same place.

Keep beating rugs and cushions until you don't see dust particles flying into the air with every whack.

Tips to maintain Pollution free environment

- Using public transport.
- Turn off the lights when not in use.
- Recycle and Reuse.
- No to plastic bags.
- Reduction of forest fires and smoking.
- Use of fans instead of Air Conditioners.
- Use filters for chimneys.
- Avoid usage of crackers.

5.2.13 Regular Health Checks

Regular health check-ups can identify any early signs of health issues. Finding problems early means that your chances for effective treatment are increased. Many factors, such as your age, health, family history and lifestyle choices, impact on how often you need check-ups.

Why regular health checks are important

It is a good idea to visit a doctor regularly, even if you feel healthy. The purpose of these visits is to:

- Check for current or emerging medical problems
- Assess your risk of future medical issues
- Prompt you to maintain a healthy lifestyle
- Update vaccinations.

Health checks are usually incorporated into routine medical care. Your doctor will often perform these checks when you are visiting for another condition. Your doctor will then tell you how often you need to have a health check.

Having a health check is also a time to examine your lifestyle to see what improvements can be made. This may be something you regularly do yourself or discuss with a healthcare professional.

The benefits of regular check-ups include:

- Reduce your risk of getting sick
- Detect potentially life-threatening health conditions or diseases early
- Increase chances for treatment and cure
- Limit risk of complications by closely monitoring existing conditions
- Increase lifespan and improve health
- Reduce healthcare costs over time by avoiding costly medical services
- Form a good partnership with the doctor so treatment can be more efficient
- Get updated on new medical information or technologies that are available

5.2.13.1 Precautions and Safety Measures from Covid-19

COVID-19 is a disease caused by the “novel corona virus”. Common symptoms are:

- Fever
- Dry cough
- Breathing difficulty

Some patients also have aches and pains, nasal congestion, runny nose, sore throat or diarrhea.

How does COVID-19 spread?

COVID-19 spreads mainly by droplets produced as a result of coughing or sneezing of a COVID-19 infected person. This can happen in two ways:

- Direct close contact: one can get the infection by being in close contact with COVID-19 patients (within one Metre of the infected person), especially if they do not cover their face when coughing or sneezing.
- Indirect contact: the droplets survive on surfaces and clothes for many days. Therefore, touching any such infected surface or cloth and then touching one’s mouth, nose or eyes can transmit the disease.

Safety Measures

Wear a mask in indoor public places:

- Vaccines will protect you from severe illness and death. After you are fully vaccinated, wear a mask in indoor public places. You can still be infected and transmit the virus to others.
- If you are not vaccinated, get your vaccine, and wear a mask in indoor public places.
- Make sure your mask covers your nose and mouth and secure it under your chin.

Stay 6 feet away from others:

- Inside your home: Avoid close contact with people who are sick.
- Outside your home: Remember that some people without symptoms may spread the virus. Stay at least 6 feet (about two arm lengths) from other people.

Avoid crowds and poorly ventilated indoor spaces:

- Avoid crowded places like restaurants, bars, fitness centers, or movie theaters.
- Avoid indoor spaces that do not offer fresh air from the outdoors.
- If indoors, bring in fresh air by opening windows and doors.

Wash your hands often:

- Wash your hands often with soap and water for at least 20 seconds.
- If soap and water are not available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.
- Avoid touching your eyes, nose, and mouth with unwashed hands.

Monitor your health daily:

- Be alert for symptoms: Watch for fever, cough, shortness of breath, or other symptoms of COVID-19.

Follow CDC guidance if you develop symptoms.

Exercise

- Which one of the following is an essential element for a fire triangle
 - Water
 - Co₂
 - Fuel
 - Extinguisher
- Which one of the following comes under class B of fire
 - Charcoal
 - Gasoline
 - Electrical motors
 - Animal fat
- In which class of fire does a water extinguisher use?
 - Class A fire
 - Class C fire
 - Class B fire
 - Class D fire
- Which one of the following should not be done during a fire emergency procedure?
 - Follow instructions on the extinguisher's label
 - Drive the flames away from you
 - Tilt or invert any extinguisher
 - Find the escape route
- Choose the correct option for one of the functions of vital signs
 - Heart Rate
 - Eyesight
 - Degree of burn
 - Any sign of Flu
- Which one of these burns is extremely serious and takes the longest time to recover?
 - 1st-degree burn
 - 2nd-degree burn
 - 3rd-degree burn
 - 4th-degree burn
- What is the full form of CAB?
 - Compression, Air, Breathing
 - Compression, Airway, Throat
 - Contraction, Airway, Breathing
 - Compression, Airway, Breathing

8. Explain briefly the importance of health and safety at the workplace

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.....

9. List out the most obvious causes for fire

.....
.....

10. Describe how to use a fire extinguisher

.....
.....

11. Which is the best way to prevent a spill?

- a) Use proper containers
- b) Store only what is needed
- c) Store in safe locations
- d) All of the above

12. Which one of these is a source of water pollution?

- a) Use of detergents
- b) Drugs, pills, or other medications should not be thrown into drains.
- c) Use of organic products
- d) Use of inorganic products

13. Once your employer has provided you with PPE, you must use it whenever you are at work, even if your job changes.

- a) True
- b) False

14. Define Pollution and list its types.

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.....

15. Mention ways to ensure Ventilation.

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.....

UNIT 5.3: Manage Waste at Workplace

Unit Objectives

At the end of this unit, the participant will be able to:

1. Elaborate about greening and its focus areas.
2. Demonstrate about conservation of material and energy in the household.
3. Explain how to reduce greenhouse gas emissions.
4. Explain waste management.
5. Explain ways to clean garbage bins and keep the area clean.
6. Elaborate about the techniques of waste reduction and disposal.

5.3.1. Introduction

Domestic Waste is waste, which is either solid or liquid generated in residential areas, commercial settings and institutions. Waste in general terms is defined as unwanted as it is undesirable. It is nevertheless an inevitable and inherent product of social, economic and cultural life.

The indiscriminate disposal of waste, both liquid and solid, adversely affects the immediate human environment by degrading the natural phenomena hence, exerting health risk to the exposed population. Health risks may be carried through different vehicles including flies, dogs, rodents and others that scavenge on the waste.

The amount of waste we generate, and its actual or potential impacts on the environment, have long been matters of concern to governments and the community generally. In recent times, increasing emphasis has been given to resource recovery — including reusing, recycling and extracting energy from waste. Ambitious targets are being set, and more advanced (but more costly) approaches to recovering waste are being promoted.

5.3.2. Greening and Its Importance

Green waste management includes access to residential and worksite composting, education on proper disposal of waste, and other opportunities to divert waste from landfills. Green waste management is a relatively new service at the city level and education and outreach are needed to change residents' behavior to properly dispose of green waste.

Nationwide, organic wastes, including food scraps and yard waste, constitute over 25% of the solid waste sent to landfills. This organic waste is a great opportunity for waste reduction—to divert materials from the traditional garbage can to landfill waste streams. It is also an opportunity for positive environmental impact as composting green waste not only prevents organic waste from entering landfills but also produces compost, a usable product.

5.3.2.1 Areas of Greening

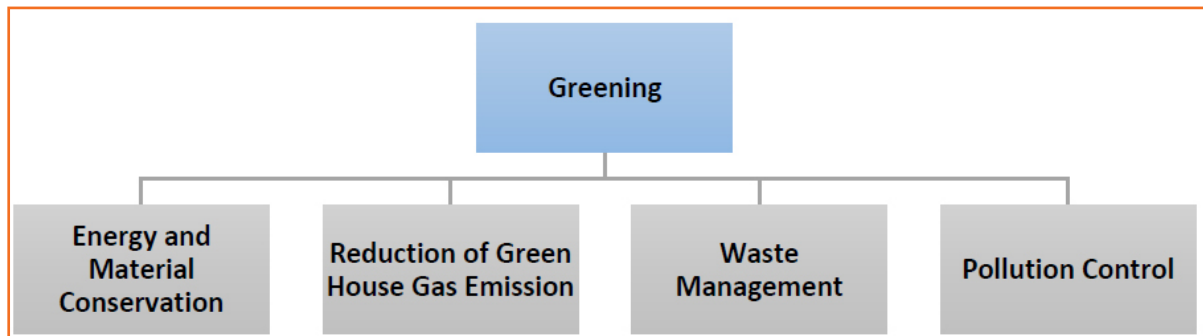


Fig.5.3.1: Areas of Greening

5.3.3 Energy and Material Conservation

Energy is more than numbers on a utility bill; it is the foundation of everything we do. All of us use energy every day—for transportation, cooking, heating and cooling rooms, manufacturing, lighting, water use, and entertainment. We rely on energy to make our lives comfortable, productive, and enjoyable. Sustaining this quality of life requires that we use our energy resources wisely. The careful management of resources includes reducing total energy use and using energy more efficiently.

The choices we make about how we use energy—turning machines off when not in use or choosing to buy energy-efficient appliances—will have increasing impacts on the quality of our environment and lives. There are many things we can do to use less energy and use it more wisely. These things involve energy conservation and energy efficiency. Many people use these terms interchangeably; however, they have different meanings.

Stored energy forms in nature are materials, as are the ores of iron and aluminium and the trees of our forests.

A MATERIAL CONSERVATION initiative helps in:

- Reduce excess material expenditures and needless consumption.
- Decrease air, water and soil contamination caused by the production, transport and decomposition of raw materials.
- Limit waste hauling expenses and landfill use.
- Utilize market functions to buy, sell or trade wastes with other environmentally conscious businesses.

5.3.3.1 Conservation Tips

Lighting

- Turn off the lights when not in use
- Take advantage of daylight by using light-coloured, loose-weave curtains on your windows to allow daylight to penetrate the room. Also, decorate with lighter colours that reflect daylight
- De-dust lighting fixtures to maintain illumination
- Use task lighting; instead of brightly lighting an entire room, focus the light where you need it
- Compact fluorescent bulbs are four times more energy-efficient than incandescent bulbs and provide the same lighting
- Use electronic chokes in place of conventional copper chokes

Fans

- Replace conventional regulators with electronic regulators for ceiling fans.
- Install exhaust fans at a higher elevation than ceiling fans.

Electric iron

- Select iron boxes with automatic temperature cutoff
- Use appropriate regulator position for ironing
- Do not put more water on clothes while ironing
- Do not iron wet clothes

Electronic Devices

- Do not switch on the power when TV and Audio Systems are not in use i.e. idle operation leads to an energy loss of 10 watts/device

Computers

- Turn off your home office equipment when not in use. A computer that runs 24 hours a day, for instance, uses - more power than an energy-efficient refrigerator.
- If your computer must be left on, turn off the monitor; this device alone uses more than half the system's energy.
- Setting computers, monitors, and copiers to use sleep-mode when not in use helps cut energy costs by approximately 40%.
- Battery chargers, such as those for laptops, cell phones and digital cameras, draw power whenever they are plugged in and are very inefficient. Pull the plug and save.
- Screen savers save computer screens, not energy. Start-ups and shutdowns do not use any extra energy, nor are they hard on your computer components. Shutting computers down when you are finished using them reduces system wear – and saves energy.

Refrigerator

- Regularly defrost manual defrost refrigerators and freezers; frost build-up increases the amount of energy needed to keep the motor running.
- Leave enough space between your refrigerator and the walls so that air can easily circulate the refrigerator
- Don't keep your refrigerator or freezer too cold.
- Make sure your refrigerator door seals are airtight
- Cover liquids and wrap foods stored in the refrigerator. Uncovered foods release moisture and make the compressor work harder.
- Do not open the doors of the refrigerators frequently
- Don't leave the fridge door open for longer than necessary, as cold air will escape.
- Use smaller cabinets for storing frequently used items
- Avoid putting hot or warm food straight into the fridge

Air Conditioners

- Prefer air conditioners having automatic temperature cut off
- Keep regulators at a "low cool" position

- Operate the ceiling fan in conjunction with your window air conditioner to spread the cooled air more effectively throughout the room and operate the air conditioner at a higher temperature
- Seal the doors and windows properly
- Leave enough space between your air conditioner and the walls to allow better air circulation
- A roof garden can reduce the load on Air Conditioner
- Use windows with sun films/curtains
- Set your thermostat as high as comfortably possible in the summer. The less difference between the indoor and outdoor temperatures, the lower will be energy consumption.
- Don't set your thermostat in a colder setting than normal when you turn on your air conditioner. It will not cool your home any faster and could result in excessive cooling.
- Don't place lamps or TV sets near your air-conditioning thermostat. The thermostat senses heat from these appliances, which can cause the air conditioner to run longer than necessary.
- Plant trees or shrubs to shade air-conditioning units but not to block the airflow. A unit operating in the shade uses as much as 10% less electricity than the same one operating in the sun.

There are various sources that add these greenhouse gasses to the atmosphere.

- Human activities such as the burning of fossil fuels in homes, industries and automobiles, biomass burning in agricultural practices etc. add large amounts of carbon dioxide to the atmosphere.
- Marshes, paddy fields, cattle sheds and biogas plants add methane to the atmosphere
- Refrigerators (mostly old models), air conditioners etc. emit CFCs to the atmosphere.
- Nitrogen oxides are added to the atmosphere by organic matter and fertilizers by denitrifying bacteria as well as automobiles.

5.3.4 Greening at Home

Introducing practices at home that are good for the planet can also help your health.

Getting rid of things at home that could be causing harmful emissions will eliminate any toxic fumes. Volatile organic compounds (or VOCs) are a common issue with many household items, from paint to furniture, with these toxins causing: Irritation in the eyes & throat, headaches, nausea

- **Make use of natural light as much as possible:** Rather than relying on artificial light and conserving energy, seek to make the most of external lighting. Natural light provides a bright, warm ambience and also provides natural heat into the home.
- **Create a green friendly home office:** If you do have a home office, seek to keep it as green as possible. Aim to keep digital copies of your files as opposed to printing hard copies, unless required. Invest in recycled or refillable printer cartridges that can assist in reducing waste.
- **Use solar power:** Save on your energy bill by investing in environmentally friendly solar panels. Use it as a solution for additional energy supplies whereby it can be stored in batteries or generators
- **Reduce waste by practising greener habits within the kitchen:** Unfortunately, there is a lot of waste that occurs within the kitchen. By educating family members on this issue and asking them to reduce their reliance on disposables, you will be effectively reducing household waste. Some simple tips include:
 - » Switching from buying bottled water to investing in a water filter for your tap.
 - » Replacing disposable napkins with cloths.

- » Replacing disposable knives, forks, spoons, plates and cups with metal, ceramic or glass equivalents.
- » Recycle bags (such as shopping bags) for other uses within the home.
- » Recycling cardboard boxes for future storage.
- » Rainwater tanks are a great solution for the home's water supply. The natural rainwater can be used for watering plants, for the toilet cistern, as tap water or even as drinking water.
- **Switch off electricity to avoid waste:** The more energy that you can conserve within the home, the more you will be doing to help the planet. If an electrical device isn't being used, switch it off completely. Seek to unplug any electrical devices when they aren't in use, as they may still use energy when they are plugged in.
- **Put in place recycling initiatives when it comes to waste:** Encourage recycling within your home by educating and advising everyone within your home about green options for recycling paper, plastics, glass and compost options.
- **Take action in the toilet:** Find ways where you can use recycled water to use as toilet water. Additionally, you can purchase toilet rolls made from recycled paper.
- **Invest in a pressure cooker:** If you want to cook up a feast in half the time, consider investing in a pressure cooker. Pressure cookers will still serve up your delicious dishes but conserve energy by reducing the length of cooking times.
- **Conserve water when you are bathing:** There is a lot of water that is wasted when washing. Ideally, you should use a washbasin with a few litres of water. However, if this cannot be done, aim to reduce the number of showers that you have during the week and minimize the amount of time that you spend in the shower.

These are a few ideas that can be used to create a more green-friendly home. Start taking actions with green initiatives within your home to help the environment today.

5.3.5 Waste Management

Waste is defined as unwanted and unusable materials and is regarded as a substance that is of no use. Waste has been a major environmental issue everywhere since the industrial revolution. Besides the waste we create at home, school and other public places, there are also those from hospitals, industries, farms and other sources. Humans rely so much on material things and they all (almost) end up as waste.

Types of waste

Generally, waste could be liquid or solid waste. Both of them could be hazardous. Liquid and solid waste types can also be grouped into organic, reusable and recyclable waste. Let's see some details below:

1. **Liquid type:** Waste can come in a non-solid form. Some solid waste can also be converted to a liquid waste form for disposal. It includes point source and non-point source discharges such as stormwater and wastewater. Examples of liquid waste include wash water from homes, liquids used for cleaning in industries and waste detergents.
2. **Solid type:** Solid waste predominantly, is any garbage, refuse or rubbish that we make in our homes and other places. These include old car tires, old newspapers, broken furniture and even food waste. They may include any waste that is non-liquid.
3. **Hazardous type:** Hazardous or harmful waste is something that potentially threatens public health or the environment. Such waste could be inflammable (can easily catch fire), reactive (can easily explode), corrosive (can easily eat through metal) or toxic (poisonous to humans and animals).
4. **Organic waste:** Organic waste comes from plants or animal's sources. Commonly, they include food waste, fruit and vegetable peels, flower trimmings and even dog poop can be classified as organic waste. They are biodegradable.

5. **Recyclable type:** Recycling means processing used materials (waste) into new, useful products. This is done to reduce the use of raw materials that would have been used. Waste that can be potentially recycled is termed "Recyclable waste".

Categories of Waste

1. **Wet Waste:** Wet Waste is biodegradable waste and includes Cooked and uncooked food, fruits, vegetable peels, flower waste, and other organically decomposable waste. This waste is collected daily and can be handed over in a green bin. We have classified the following streams as wet waste:
 - » Vegetable/fruit peels
 - » Cooked food/Leftovers
 - » Eggshells
 - » Chicken/fish bones
 - » Rotten fruits/vegetables
 - » Tissue paper soiled with food
 - » Teabags/Coffee grinds
2. **Dry Waste:** Dry Waste is typically defined as any waste which will not rot or disintegrate over time and has little or no moisture content. Dry waste can also be described as inorganic or non-biodegradable waste given its lack of food products. Most dry waste is recyclable and below is a list of common dry waste items:
 - » Metal
 - » Glass
 - » Plastic
 - » Furniture
 - » Wood/Wooden Objects
 - » Paper & Cardboard
 - » Fabric/Textiles
 - » Aluminium Foil
3. **Sanitary Waste:** Sanitary Waste includes hygiene products like sanitary napkins and baby or adult diapers contaminated with blood, urine and faeces. It includes bandages and sharp objects like syringes and needles. This is collected daily and needs to be handed over in a red bin and/or wrapped in newspaper. We have classified the following streams as sanitary waste (dry hazardous waste):
 - » Diapers/Sanitary napkins
 - » Bandages
 - » Nails
 - » Used tissues
4. **Hazardous Waste:** Hazardous Waste is a waste with properties that make it dangerous or potentially harmful to human health or the environment.
5. **Domestic hazardous waste:** Domestic hazardous waste is defined under Solid Waste Management Rules 2016 to include items such as discarded cans of paint and pesticide, sanitary waste such as disposable diapers and sanitary pads, items of biomedical waste such as expired or discarded medicines, broken mercury thermometers, used needles and syringes, e-waste such as tube lights and CFL bulbs, and also items such as used batteries and button cells, all generated at the household level. Leftover paints and varnishes are

examples of common polluting wastes in homes.

- » Medicines
- » Razors/Blades
- » Used syringes
- » Injection vials
- » Battery cells
- » Household chemicals
- » Pesticides
- » Paints

5.3.5.1 Waste Segregation

Garbage bins are categorised into different colours- green and blue, to differentiate the type of wastes put into them. It is essential to separate them from other types of waste, to be safely processed.

Several different colours indicate different types of waste. These colours also define the level of caution that needs to be taken when handling such materials.

Colour of Garbage Bins for dumping various types of household Wastes with Examples

Wet Waste	Dry Waste	Sanitary Waste	Household Hazardous Waste
			
Fruit & Vegetable Peels and pieces	Plastics bags, bottles, packing item	Diapers/ Sanitary Napkins	Paints
Leftover food	Toys, food packets, milk sachets	Used cotton	Broken CFL, and tube lights, leaked or used batteries,
Used tea leaves/ Coffee Powder	Tickets, Newspapers	Earbuds	Diapers/ sanitary pads expired or discarded medicines, Used Syringes, broken mercury thermometers
Match Sticks	Computer printouts	Animal/ Human hair	Shaving Blades/ Blades
Used/ Soiled tissue papers	Disposable Crockery, Pamphlets	Insecticide/Pest killer	Shredded newspapers
Shredded newspapers	Glass bottles and jars,	Bandages	Household chemicals

Flowers, Plant leaves, Compostable materials	Tetra pack, Aluminium cans, etc.	Condoms	Used CDs/ floppy discs/ memory chips etc
Meat and Poultry waste	Thermocol	Nails	Discarded medicines/ tablets

Fig.5.3.2: Colour of Garbage Bins for dumping various types of household Wastes with Examples

Tips

- Shredded papers are hard to recycle hence are dumped in a green dustbin with wet waste. Papers with long fibre are easy and good to recycle hence preferred more and go into a dry waste blue dustbin. It is advisable to dump shredded paper with some compostable garbage thus making it compost friendly. Try not to shred papers, if at all necessary, cover with white ink the lines you want to hide and then dispose of the papers in a wholesome condition. White ink does not affect recycling.
- Used/ Soiled Tissues cannot be recycled and hence are disposed of in the green dustbin with wet waste.
- Syringes/ used blades in a red coloured hazardous dustbin. Since used syringes are easily contaminated and can be life-threatening if used, deliberately or accidentally, for the second time.
- Diapers should be sanitized first, i.e., any solid waste on them must be first cleared off the diaper and then the diaper should be properly folded and disposed of as sanitary waste. This is because the solid waste spreads contamination through increased growth of bacteria and viruses in it plus, they pollute the environment by a bad smell. Solid wastes like poops cause pollution and dirty the environment. Hence those must be properly disposed of in drains or sewages. Plus, the diaper should be folded properly before disposal so that it does not cause any further contamination.
- For any sanitary waste to be disposed of, they have to be sanitized first and then disposed of as Sanitary wastes since these kinds of wastes are not recyclable.
- Papers or Tissues should be made soil free before disposing of the same.

5.3.5.2 Ways to Clean Garbage Bins

Garbage waste containers are commonly used to collect domestic, commercial and trade waste; and recycling materials. Contaminated wash water, rinse water, solid wastes and cleaning chemicals can cause environmental pollution. Appropriate precautions should be taken care of while disposing of wash water and solid waste disposal.

Materials Required

- Personal protective equipment (gloves, gown/apron, protective eyewear, mask and head cover) as required
- Paper towels
- Rags
- Clear bags – range of sizes
- Mobile garbage bin – used to collect waste from floor bins
- Trolley (if required)
- Bleach or ammonia
- All-purpose cleaner
- Long-handled brush
- Water

Procedure:

- Wear personal protective equipment as required for the procedure
- Collect the waste collection trolley or general waste mobile garbage bin from the storage area
- Wheel the trolley or bin on the collection round
- Remove the waste collection bag and place it into the wheelie bin; place a new bag into the empty waste bin; carefully empty the contents of the smaller general waste bin into the trolley or mobile garbage bin
- Replace the plastic liner in the smaller bin, as required
- Report damaged or poorly labeled bins
- Clean all surfaces of the bin with a neutral cleaning agent, as necessary, ensuring that the underside of the lid is clean
- Repeat the process until the collection round is complete
- If segregation or other problems are observed report to the supervisor
- Where environmental risks are observed, e.g. when clinical waste is found in general waste, handle carefully using PPE
- When required, empty waste bags from the trolley into appropriate mobile garbage bins
- When required, take the mobile garbage bin to the appropriate collection point for removal and disposal
- Remove personal protective equipment, and perform hand hygiene
- When the task is completed clean all cleaning equipment and return it to the cleaner's room or storage area, or discard as appropriate
- Perform hand hygiene

Good practices

- Before you start cleaning, empty any residual solid waste from the bin into a suitable bag. Add any materials you use to clean the bin, such as wipes. Seal the bag and place it back into the bin after cleaning.
- Use as little water as possible to clean the container. Use collected rainwater as an alternative source to mains water.
- Use a customized cleaning vehicle or other equipment that recycles and/or the water for reuse. This reduces the chances of causing pollution and the number of washings requiring disposal.
- Use as little detergent or disinfectant as possible to clean the container.
- Contain and collect all waste wash water and don't let it discharge into any drainage system.
- Store all detergents and disinfectants safely. They should be kept indoors or in a store /containment area, away from watercourses, open drains, gullies, or areas where water or other liquids can soak into the ground.
- Keep a suitable spill kit available to deal with any spills as soon as they happen. Produce a spillage plan, test it and make sure you know how to use the equipment.
- If you're using a customized cleaning vehicle, only carry enough cleaning products for the job or a day's work. Store and handle them carefully to prevent spillages.
- All solid waste must be disposed of legally at a permitted (licensed) waste management facility or by an authorized company.
- Keep wheeled waste containers out of direct sunlight to help reduce odours, fly nuisance and general hygiene problems.
- Keep bin storage areas clean and tidy and don't leave any litter.

Don'ts

- Leave any litter or waste at the roadside.
- Allow waste wash water, detergent or disinfectant to flow into road gullies, rainwater or surface
- Water drains or onto open/unmade ground.
- Make any unauthorised discharges to foul sewers.
- Use more detergent or disinfectant than you need or let it drop off containers.
- Take water from fire hydrants.

5.3.5.3 Techniques of Waste Disposal

Between the range and variety of items that are needed in the home and the growing amounts of trash dumped in landfills each year, effective waste disposal is a necessity. Being aware of all the possible methods will make the task of disposing of waste much easier.

3 R's

The principle of reducing waste, reusing and recycling resources and products is often called the "3Rs."

1. **Reducing** means choosing to use items with care to reduce the amount of waste generated.
2. **Reusing** involves the repeated use of items or parts of items that still have usable aspects.
3. **Recycling** means the use of waste itself as a resource.

Waste minimization can be achieved efficiently by focusing primarily on the first of the 3Rs, "reduce," followed by "reuse" and then "recycle." The waste hierarchy refers to the "3Rs" i.e., reduce, reuse and recycle, which classify waste management strategies according to their desirability. The 3Rs are meant to be a hierarchy, in order of importance. The waste hierarchy aims to extract the maximum practical benefits from products and to generate the minimum amount of waste.

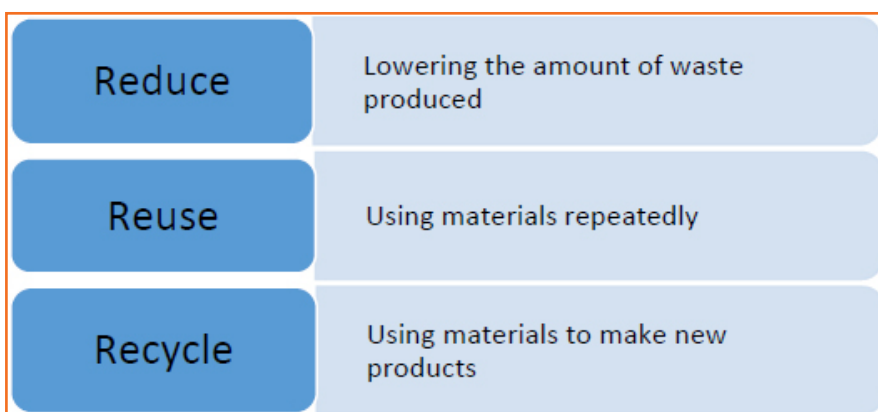
Waste Hierarchy

Fig.5.3.3: 3 R's

Some other techniques

Composting: Composting involves the breakdown of organic waste in the presence of microorganisms, heat and moisture. This can be carried out on a small scale in households or on a large scale depending upon the quantity of waste to be processed. Three types of microorganisms are involved in the process of composting—bacteria, fungi and actinomycetes that act upon the waste to convert it into sugars, starch, and organic acids. These, in

turn, are acted upon by high-temperature bacteria, which prevail in the compost heap and help to promote the stabilized compost.

Composting has the following advantages:

- Recycling of waste by the generation of useful manure, which is organic.
- Reduction in volume of waste to be disposed of on land.
- No requirement for any high-end technical expertise.

Vermicomposting: This is a process, in which food material and kitchen waste including vegetables and fruit peelings, papers, etc., can be converted into compost through the natural action of worms. An aerobic condition is created by exposure to organic waste in the air.

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<https://youtu.be/UxskKQ9WOTE>

Personal Hygiene

Summary

- Workplace safety includes employee awareness related to the knowledge of basic safety and workplace hazards and related methods to ensure safety
- Workplace safety ensures avoidance of accidents, longevity in life, public awareness, protect property and life
- Basic emergency procedures should be implemented related to power failure, choked drain, gas leak, fire
- The fire requires three elements to be present: Heat, fuel, oxygen
- There are several causes for fire to happen like, electrical, heating appliances, process dangers, flammable dust, and carelessness
- There are five different classes of fire: Class A, Class B, Class C, Class D, Class E, and Class K
- There are different types of fire extinguishers for different types of fire like Water extinguishers, dry chemical powder extinguishers, foam-type extinguishers, carbon dioxide extinguishers, special dry powder extinguishers, etc.
- P.A.S.S is the standard method for using a fire extinguisher, which stands for P-Pull the Pin, A-Aim, S-Squeeze, and S-Sweep.
- First aid is the first treatment given to a casualty or a sick person for any injury or sudden illness before any medical attention
- The role of a first aider is to first protect, next assess the care and last transport/Triage, which in short is called PACT.
- Vital signs are measurements of the body's basic functions such as heart rate, respiration, skin temperature, consciousness, etc.

- First degree burns recover themselves, the burn should be placed under running water
- Second-degree burns take a few weeks to recover and should be covered with a clean wet cloth for treatment.
- Third-degree burns are very serious and require a skin grafting procedure.
- The most serious burns are fourth-degree burns, require many years to heal, and are treated with the help of plastic surgery or skin grafting
- CPR is a technique to keep blood and oxygen flowing through the heart and breathing have stopped. It involves chest compressions and rescue breathing
- CPR is also referred to as CAB: C- compressions, A- airway, B-breathing
- Helpline numbers for police, fire, ambulance, child helpline, gas leakage, and women helpline are 100, 101, 102, 1098, 1906 and 181 respectively.
- Greening is a process that includes waste management practices by accessing residential and worksite composting to divert waste from landfills.
- There are four areas of Greening i.e., Energy and Material Conservation, Reduction of GreenHouse Gas emissions, Waste management, pollution control.
- Reducing waste, reusing and recycling resources are the 3R's of waste management
- Breakdown of organic waste in the presence of microorganisms, heat and moisture is called composting.
- Personal protective equipment (PPE) protects the wearer's body from injury or infection.
- Types of PPE include eye protection (e.g., goggles, face shields), isolation gowns, facemasks, respirators, and gloves.
- Ventilation refers to the exchange of indoor and outdoor air, poorly ventilated homes may threaten health and safety.

Exercise

1. Which one of the following is an area of Greening?
 - a) Energy and material degradation
 - b) Increase in greenhouse gas emission
 - c) Waste management
 - d) Increase in Pollution
2. Which one of these is an advantage of material conservation?
 - a) Needless material consumption
 - b) Soil contamination
 - c) Limit landfill use
 - d) Increased waste hauling expenses
3. Identify the type of waste which is produced by processing used materials into a new one.
 - a) Organic waste
 - b) Recyclable waste
 - c) Hazardous waste
 - d) Liquid waste

4. Choose the one which comes under the category of sanitary waste.

- a) Sanitary Pads
- b) Fabrics
- c) Teabags
- d) Medicines

5. Which one of the following is the most favoured option in a waste hierarchy?

- a) Minimization
- b) Reuse
- c) Disposal
- d) Prevention

6. Describe the 3 R's of waste disposal

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6. Prepare Basic Food as per Dietary Requirements



Unit 6.1 – Carry out Pre-cooking Activities

Unit 6.2 – Prepare Basic Food as Per Dietary Requirements



Key Learning Outcomes

At the end of this module, the participant will be able to:

1. Carry out pre-cooking activities
2. Prepare Basic Food as per Dietary Requirements

UNIT 6.1: Carry out Pre-cooking Activities

Unit Objectives

At the end of the unit, you will be able to:

1. Explain Basics of cooking
2. Identify variety of grains, pulses, vegetables to be used while cooking meals
3. Identify the use of different fruits used in cooking
4. Identify the use of different spices used in cooking
5. Describe pre-preparation activities involved before cooking
6. Demonstrate the use of measurements and measuring equipment during cooking

6.1.1 Basics of Cooking

Food is one of the most basic needs of a living being as it gives required energy to our body. There are numerous varieties of food items available, which are being eaten by people in different ways like some food is being eaten in its raw form while most of the items must be cooked before eating. So Cooking is one of the important aspects of human food preparation.

Cooking is a technique to prepare food for consumption with the use of heat. It is an art as it may transform raw food items into delicious and mouth-watering dishes. There may be thousands of recipes in the world as the nature of a dish changes with the taste of the person cooking and eating it. A recipe can be modified completely by adding or deleting a required item.

A housekeeper cum cook, not only takes care of the house but also has the responsibility of preparing food in the home. A person develops a particular taste over a period, which is dependent on the eating habits of one's family, native society and individual taste. This taste might be entirely different from the taste of the employer of the person. Therefore, one has to learn some basic dishes, which most people prefer to their food. The changes can be easily done as per the eating.

Advantages of Cooking the Food

There are some of the food items which need not be cooked and can be eaten raw like fruits and some vegetables, but there are some food items that need to be cooked to make them edible. Cooking not only makes the food tasty but also has lots of benefits.

Let's discuss the major advantages of cooking the food:

- **Improved Taste:** When we cook a food item, its taste either gets changed or gets improved, which makes the item more palatable. e.g. Bread made of flour is tastier than raw flour.
- **Enhanced Appearance:** The appearance of a food item may be enhanced by cooking it. e.g. cooked rice like Biryani looks better than raw rice.
- **Changed Texture:** A lot of food items cannot be eaten raw due to their rough texture. Their texture changes while cooking and they become smooth and edible. e.g. the corn becomes smoother and easily digestible after cooking.
- **Easily Digestible:** Various food items are difficult to digest if eaten raw. Cooking makes the food items palatable and easily digestible, and our body can absorb the necessary nutrients from it. e.g. Meat items become easily digestible once properly cooked.

- **Safe to Eat:** There are many bacteria present in food items especially in meat. So to make these food items safe for our health, these items must be cooked properly. This will destroy the harmful bacteria and make them safe to eat.
- **The increased shelf life of the food:** The majority of the food items cannot be stored in their raw form for a longer time. So to increase their shelf life, these items must be cooked properly. e.g. green leafy vegetables cannot be stored for more than one day in their raw form while they can be used for 3-4 days after cooking.

6.1.1.1 Introduction to Grains

Grains are small dry seeds consumed worldwide. They are popular as one of the important ingredients of vegetarian cookery due to their nutrient value and ease of availability. The grains are of two types:

- **Cereals:** They are the seeds obtained from various grass plants such as Wheat, Rice, Barley, Ragi (Malt), Jowar, Bajra, Maize, and Millet. In most of the countries, they are consumed as a part of staple food.
- **Pulses:** They are the seeds obtained from vain and shrub plants such as peas, Bengal Gram, Horse Peas, Chick Peas, and Indian Beans. They have an important place in vegetarian staple food consumed around the world.

Difference between Cereals and Pulses




Here are some of the basic differences between cereals and pulses:

Cereals	Pulses
They contain carbohydrates.	They contain protein.
They are found as spikelet.	They are found inside pods.
They are grown in larger quantities.	They are grown in smaller quantities as compared to cereals.
They provide energy.	They provide muscle strength.

Fig.8.2.1: Cereals and Pulses

6.1.1.2 Introduction to Cereals

Cereals are either roasted or made to flour. There are numerous ways in which cereals are used in cookery. Take a look at the following table.

Cereal	How it Looks	Culinary Uses
Bajra (Olive/Grey coloured small oval grains)		Its flour is used to make bajra rotis.
Jowar (Cream coloured round grains like chick heads.)		It is ground to make fine flour, which is used to make Jowar rotis.
Maize/ Makka (Bright yellow coloured round and flat grains)		Maize or dried corn nibbles are used to make popcorn and maize flour. The flour is used to make bread and porridge.
















Oats (Light brown coloured thin and long grains)		Oats are used as low calorie breakfast food all over the world.
Ragi (Also called Malt, maroon/ red coloured tiny round grains)		It is red millet rich in calcium and iron. Its flour is used in soups and gravies.
Rice/ Chawal (White/Cream/ Light brown coloured long grains)		It is cooked and used in rice based dishes. Rice flour is used for pancakes and dumplings.
Wheat/ Gaihu (Light brown coloured long grains)		Wheat flour is used in making various types of breads, broken wheat is used for making porridge, and finely broken wheat (semolina) is used to make snacks and desserts.

Fig.6.1.1: Cereals

6.1.1.3 Introduction to Pulses or Beans

Cereals are either roasted or made to flour. There are numerous ways in which cereals are used in cookery. Take a look at the following table.

Pulses	How it Looks	Culinary Uses
Black Eyed Peas (light brown capsule shaped medium beans with black eye in the middle. Also called Lobia.)		The cooked beans are mostly used in curries, gravies, and salads all over the world. Brazil and West Africa – Mashed to prepare Akara, a fried bean cake.
Black Grams (black with husk, white without husk, small cylindrical beans, also called Urad or Maah.)		It is native to and consumed in India. North India: It is consumed as cooked beans curry. South India: the split and husked version of Urad is used in preparing Vada, Idli, and rice pancakes.
Bengal Gram Split and Skinned (It is a yellow lentil that has been split and polishes. They have a sweet, nutty taste. Also called Chana Dal)		They are widely used in Indian cuisine and make an array of dishes

<p>Chick Peas (green/deep brown coloured with husk, bright yellow without husk, round heart shaped peas. Also called Chana. The larger version of cream colour is also called Kabuli Chana.)</p>		<p>They are used in the following cuisines around the world in stews, gravies, curries, tofu, and salads. Cooked chick peas are used as snacks. Chick pea flour is also used in desserts and snacks.</p> <p>India: used in spicy curries and snacks.</p> <p>Arabic: Pasted to make a spread, Hummus.</p> <p>Portugal: used in Rancho.</p> <p>Italy: chickpea flour is used in Faranita, a pancake.</p> <p>Israel: used in falafel.</p>
<p>Field Beans (Brownish – yellow oval shaped beans. Also called Vaal.)</p>		<p>It is mostly cultivated and used in coastal region of Maharashtra state in India. Its gravy with coconut and spices is consumed with rice.</p>
<p>Green Grams (green coloured cover, small cylindrical shaped, light yellow without cover. Also called Moong.)</p>		<p>It is native to the Indian subcontinent, and mainly cultivated and used in India, China, and Southeast Asia.</p>
<p>Green gram Split (also called Moong Chilka)</p>		<p>It is native to the Indian subcontinent, and mainly cultivated and used in India, China, and Southeast Asia.</p>
<p>Moong Beans (Skinned and split, so that they're flat, yellow, and quick-cooking. (also called Yellow Moong)</p>		<p>It is native to the Indian subcontinent, and mainly cultivated and used in India, China, and Southeast Asia.</p>
<p>Green Peas (Mutter) Lush green spherical peas of 5 to 8 mm diameter. Also preserved by drying/ roasting</p>		<p>They are consumed around the world as a part of breakfast, snacks, and main meals. In India, we use it in spicy mixed vegetable with or without gravy and as Mutter Pulao, and roasted for snacks.</p>
<p>Horse Grams (light brown/ red/ black with glossy husk, circular, flat beans. Also called Kuleeth.)</p>		<p>They are spiced with chillies and coconut milk. They are consumed in stews and curries in India.</p>
<p>Kidney Beans (white/ red/ black long, large, and thick beans. Also called Rajmaa.)</p>		<p>The cooked beans are used in salads, gravies, and curries.</p> <p>India: Spicy beans curry paired with rice in northern region.</p>






<p>Lima Beans (white/green flat large beans, more than 1 ½ inches when cooked. Also called Indian Beans)</p>		<p>They are mainly consumed in India. They provide creamy texture and dramatic presentation to the dish.</p>
<p>Moth Beans / Turkish Gram (Brown glossy husked, 2 to 4mm long, cylindrical grams. Also called Matki or Moath.)</p>		<p>It is native to South Asian subcontinents. It is consumed in Rajasthan, Gujrat, and Maharashtra states of India. It is sprouted before consumption.</p>
<p>Pigeon Peas (Bright yellow when husked and split, round around 3mm diameter. Also called Toor Daal.)</p>		<p>It is a staple food component in south Asia, mainly India. It is used in typically husked and split form, seasoned with spices, and eaten with flatbreads or rice.</p>
<p>Pinto Beans (beige coloured beans with reddish splashes. Also called Chitri-waale Rajma)</p>		<p>They are used in America, Europe, and Asia. They are cooked and paired with rice/pasta/salads.</p>
<p>Red Grams (light brown with husk, red without husk, round flat beans. Also called Massoor.)</p>		<p>They are very fast to cook. They are used directly or in split form in Indian cuisines.</p>

Fig.6.1.2: Pulses

6.1.1.4 Use of Vegetables in Cuisines

The vegetables are an integral component in stews, soups, gravies, and curries. They are best when consumed cooked. Some vegetables such as sun-dried tomatoes are used in Italian cuisines. To make pickles, vegetables are often for longer shelf life. Vegetables are often used not only in fresh form but also in dried or pickled form.

Classification of Vegetables

In vegetarian cooking, vegetables are the prime ingredients. Let us see their classification on the basis of their place in the context of plant structure.

Leafy Vegetables: They are the leaves of the vegetable plant. They can be either consumed directly or cooked. They can be used in salads for direct consumption, in gravies, soups, and other foods. They have short shelf life, say a couple of days.



Fig.6.1.3(a): Leafy Vegetables



Fig.6.1.3(b): Leafy Vegetables

For example, fenugreek, spinach, dill, curry leaves, cilantro, parsley, mint, oregano, thyme, basil, and leeks of onion and garlic.

These vegetables may have pests on the back of their leaves. Hence while selecting the fresh and good quality leafy vegetable, the buyer needs to be careful. In addition, they must be cleansed thoroughly before using to wash off any pesticides present on the leaves.

Root Vegetables: They are the roots of the plant. For example, Radish, beet root, turnip, Malanga, and carrot. They can be consumed raw or cooked after cleaning off the soil properly. Root vegetables must be preferably peeled before using.



Fig.6.1.4: Root Vegetables

They are used for preparing stews, side dishes and salads.

Stem Vegetables: They are the useful stems of the plant and have high quantity of mass. They can be cut, chopped, or diced. They can be consumed raw or cooked. Their shelf life is longer than leafy vegetables but shorter than bulb vegetables.



Fig.6.1.5: Stem Vegetables

For example, Asparagus and lotus stem. The North Indians use lotus stem in pickles.

Tuber Vegetables: Tuber vegetables are the swollen part of the stem that grows underground. Potatoes are used all over the world in a wide range of cuisines. Fresh ginger and turmeric are used to prepare pickles and pastes.



Fig.6.1.6: Tuber Vegetables

For example, Potato, Ginger, Turmeric, and artichoke are some of the stems, which grow underground.

Fruit Vegetables: They are the fruits of a plant and are called culinary fruits. They grow in large quantity. Some of them can be eaten raw and rest all need cooking. They need to be cleaned, cut into pieces, and grilled or cooked for consumption. The chefs require to pay extra attention while cutting for the presence of any pests inside these vegetables.

For example, Eggplant, green chillies, coconut, Ladies finger (okra), tomatoes, cucumber, various types of gourds, pumpkin, and various coloured bell peppers (capsicums), drumsticks. Fruit vegetables are used to make stock, soups, and stews.



Fig.6.1.7: Fruit Vegetables

Bud Vegetables: They are prominently the bud part of their plant, for example, lettuce and cabbage. They appear as if unopened or bloomed at the time of their harvesting. They are mostly consumed directly. Lettuce is used in sandwiches and salads. Cabbage is an important ingredient in South Asian cuisines.



Fig.6.1.8: Bud Vegetables

Bulb Vegetables: A bulb is an underground part of the plant where nutrients are stashed. These bulbs are one of the main ingredients in cookery. They are used to flavour soups and stews. They are also used in seasoning various dishes. They have longer shelf life than any other type of vegetable, for example, onion and garlic.



Fig.6.1.9: Bulb Vegetables

Flower Vegetables: They are the flowers of vegetable plant. They are cut into pieces and cooked to make stews. They also need thorough washing to remove the pests or tiny insects. For example, Cauliflower, Broccoli, Moringa (Flower of drumstick plant), Artichoke.



Fig.6.1.10: Flower Vegetables

Fungi Vegetable: A commonly used fungus is mushroom. They are consumed as staple diet all over the world. There are many types of edible mushrooms with various shapes and colours. Mushrooms are also used in preparation of sauce.



Fig.6.1.11: Fungi Vegetables

6.1.2 Fruits used in Cooking

The fruits are dominant ingredient in fruit salads, smoothies, desserts, and gravies. They are best when consumed ripe and fresh.

In Asian subcontinents, some fruits like raw jackfruit and papaya are cooked into stew. Raw bananas are used to make crispy chips. Raw mango and ripe tamarind are dried and powdered to use in Indian kitchen.

Sweet fruits and berries are preserved in sugar syrup to increase their shelf life. They are also used as ingredients in dessert preparation.

Classification of Fruits

Fruits can be divided into the following categories depending on the context of their culinary prospects.

Pulpy Fruits: They are mostly hard in raw form and become tender when they ripe. These fruits yield soft pulp of thick consistency when crushed. The pulp is often used in preparing desserts, cakes, tarts, pies, candies, ice creams, and smoothies.



Fig.6.1.12: Pulpy Fruits

For example, Mango, Papaya, banana, muskmelon, pineapple, custard apple, wood apple, mud apple, kiwi, fig, passion fruit, apple, pear, and plum.

Some pulpy fruits such as fig and passion fruit have small soft seeds, which bring crunchiness; but some fruits like guava and wood apple contain multiple small and hard seeds. Such seeds need to be separated while getting pure pulp of the fruit.

Juicy Fruits: These fruits give juice of thin consistency when squeezed or crushed. The juice is strained to separate any small fruit particles left while crushing. The clear juice is then used for sorbets (Sorbet is a frozen dessert made of fruit puree and a sweetener), mocktails, and organic coloured ice cubes. Juices are combined with corn syrup and sugar to prepare juice drinks and fruit nectars or nectar blends.

- **Citrus Fruits:** These fruits are often divided into segments that contain small sacks filled with juice. Citrus fruits contain Citric Acid, a natural preservative that adds sour taste to the sweet ripen fruit. They have leathery and colourful outer peel. Their peel (also called zest) has a strong aroma. The zest is often used in cuisines for presentation and in preparing marmalades. Some citrus fruits are shown below.



Fig.6.1.13: Citrus Fruits

- **Non-Citrus fruits:** They are non-acidic alkaline fruits. Ripen non-citrus fruits taste sweeter than ripen citrus fruits. Here are some non-citrus fruits:

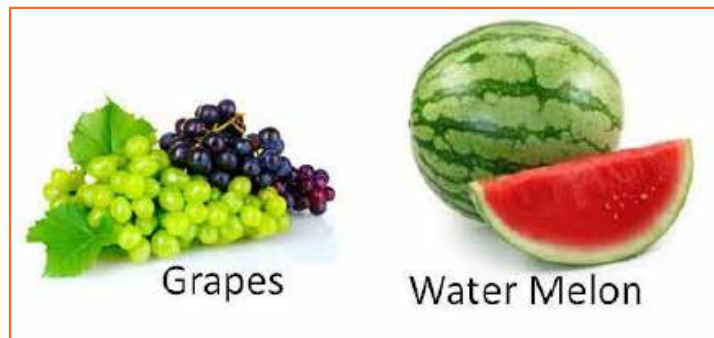


Fig.6.1.14: Non-Citrus Fruits

Dry Fruits: They are fruits with no water content. Their water is removed by either natural or artificial method of drying. They shrink with mild change in colour after drying and have longer shelf life than fresh fruits.



Fig.6.1.15: Dry Fruits

For example, Raisins are made by drying good quality grapes. Dried Apricots, Figs, Kiwis, (Prunes) and Dates are the most common varieties of dry fruits.

Dry fruits are used in ice creams, and healthy milk based cold drinks. They are best paired with chocolates and cakes. They are used in preparing desserts and presentation of food.

Berries: They are small, pulpy and juicy fruits of bright glossy coloured peels. They are consumed worldwide. They can be eaten fresh or used in preparing tarts, pies, cakes, and candies. Some of them are used in preparing jams and sweet pickles. Here are some berries:




Fig.6.1.16: Berries

6.1.3 Spices used in Indian Cooking

India has been known as the land of spices. Indian cuisine without spices holds little meaning, and no Indian dish is not complete without a smattering of spices. However, each region loves to use specific spices in its dishes, so much so that no state can manage to replicate what the other state has to offer to your taste buds.

While -South Indian states are known for their excessive -use of tamarind, Northern states are known for their attachment to cumin seeds, similarly the eastern part is known for its preference for a mixture of 4 to 5 spices known as 'panch phoran', and use of mustard seeds.

List of Indian Spices

<p>Turmeric or Haldi Powder: Native to tropical South Asia, when mixed with a little red chilli powder, turmeric adds a distinct flavour and colour to the dishes. This powder is made from grinding turmeric roots. Turmeric is well known as an antioxidant and cure for cough, cold and even cancer.</p>	
<p>Cumin Seeds or Jeera: Native to Syria, cumin seeds are used in all kinds of dishes worldwide, but Indians seem to have a special fondness for them. A majority of Indian dishes (barring some south Indian dishes) start with a tempering of cumin seeds in heated oil. Cumin seeds apart from adding flavour to the dishes also help in aiding digestion.</p>	
<p>Red Chili Powder or Lal Mirch Powder: A native of America, chillis have become so much a part of Indian households, that they are no more associated with the Latin American countries. Red chilli powder holds its spiciness on the kind of red chilli used.</p>	
<p>Mustard Seeds: Ranging from Reddish-brown to black in appearance, these seeds are commonly used in Indian cooking, and even in the preparation of pickles, other condiments, and sometimes even as curry. The paste made from it has a very pungent taste.</p>	
<p>Asafoetida or Hing: It is the dried gum resin of an East Indian plant. It should never be eaten raw, as it has a completely pungent taste and odour when raw. Only when it has been dried over a long time, does it become fit for use in dishes. Usually, just a pinch is used for cooking mainly fish, vegetables and making Indian pickles.</p>	
<p>Tamarind: Tamarind is found in a bean-like structure used mainly to add a sour taste to many Indian curries</p>	
<p>Dry Mango Powder or Amchur: Aamchur powder is another very essential part of Indian cooking since it adds a tangy flavor to the dish. It is made after slicing unripe mangoes, which have been left to dry in the sun for a long time, and then ground into powder. It is also used in chats around India.</p>	
<p>Coriander or Dhania: Coriander is an annual herb that is used very widely in Indian kitchens. Different parts of the coriander are edible but fresh leaves and dried seeds are commonly used in cooking. Chopped coriander leaves are garnished for cooked dishes while the dry coriander seeds are used whole or as ground form. Coriander roots are used in various soups as it has an intense flavor.</p>	








<p>Garlic and Ginger: A combined paste of ginger and garlic adds a zing to all kinds of Indian dishes. Garlic and ginger are known for their antioxidant properties and are also used in various herbal preparations.</p>	
<p>Fenugreek Seeds or Methi Seeds: These small, flat, squarish, brownish-beige seeds are essential in curries, but because they have a slightly bitter flavor they must be used in the stated quantities. They are especially good in fish curries, where the whole seeds are gently filed at the start of cooking; they are also ground and added to curry powders; The green leaves are used in Indian cooking and, when spiced, the bitter taste is quite piquant and acceptable. The plant is easy to grow.</p>	
<p>Nutmeg or Jaiphal: It is usually used in its powdered form. Grated freshly, using the whole or half nutmeg with a very fine grater. Many times it is used in flavouring Indian sweets. But it may be used in savoury dishes as it is used in the making of some Garam Masalas. It is recommended for insomnia, irritability and nervousness.</p>	
<p>Sesame Seeds or Til: Sesame seeds are used in many masalas or are used to flavour the recipe by giving a tadka” with the seeds. It is also used in some chutney.</p>	
<p>Fresh Mint Leaves or Pudina: Although there are many varieties, the common, round-leafed mint or peppermint leaf is the one most often used in cooking. It adds flavour to many curries, and mint chutney is a favourite accompaniment to kebabs and a great dipping sauce for snacks.</p>	
<p>Curry Leaves or Kaddipatta: Sold dried as well as fresh. They are important in curries. The tree is native to Asia, the leaves are small and very shiny, and though they keep their flavour well when dried they are found in such abundance in Asia that they are generally used fresh. The leaves are fried in oil, until crisp, at the start of preparing a curry.</p>	
<p>Fennel Seeds or Saunf: These light green oval-shaped seeds have been known to possess digestive qualities. In India, they are roasted, sometimes lightly coated with sugar and eaten after meals as a mouth freshener and to stimulate digestion. They are also recommended for nursing mothers, as they have been known to increase the milk supply. Used successfully in many curries and ‘Indian pickles’. Today you will find sugar-coated “green supari mixtures containing ‘saunf” in Indian Grocery stores.</p>	

Fig.6.1.17: Spices used in Indian Cooking

Note: Always use spices according to the taste of the family for whom you are cooking.

6.1.4 Herbs

Dried herbs, as the name suggests are herbs that have been cleaned, sorted and dried in the sun. They are less expensive than fresh. Most herbs take on a different flavour after drying. Also, they have a more concentrated flavour than fresh herbs – 1 tablespoon dried herbs is equivalent to 1 tablespoon chopped fresh herbs.

Apart from individual dried herbs, readily available in the market. These offer a quick and convenient way of adding several flavours to a recipe at one go. A mix of marjoram, sage, thyme, basil, mint, parsleys and savoury is ideal for seasoning.

6.1.5 Dry Fruits used in Cooking




		
Dates	Walnuts	Raisin
		
Pistachios	Cashew Nut	Cudpah nut
		
Lotus Seed	Chilgoza	Almond (Badam)
		
Dried Fig	Ground Nut	Dry Dates

Fig.6.1.18: Dry Fruits used in Cooking

6.1.6 Pre – Preparation of Food

Let us see what goes into making the dishes different and tasty from one another. We can achieve varied effects in the foods by performing different activities on them. For example, a washed carrot or cucumber is tasty to eat, but a washed, peeled and sliced carrot or cucumber sprinkled with salt-lemon will taste even better.

One can cook potatoes whole, with their skin on or after peeling and cutting them into pieces. Here, the activities like washing, peeling, slicing are examples of pre-preparation.

These methods pre-preparation as well as cooking are common to veg as well as non-veg dishes. Those specific/additional methods for non-veg shall be mentioned in the Unit 3 (Non-Vegetarian Dishes).

Note: Activities by which food becomes ready to be cooked is called pre-preparation

Some of the pre-preparation activities are as follow:

Blanching: Removing skin by putting food in boiling water and then in cold water.

Washing: Cleaning food with water.



Fig.6.1.19: Blanching and washing



Fig.6.1.20: Peeling

Peeling: Remove skin using a knife/peeler.

Cutting: - Pass a knife through in order to produce pieces



Fig.6.1.21: Cutting



Fig.6.1.22: Mashing

Mashing: Breaking a soft food into a paste.

Grating: Breaking food in very small pieces using a grater.



Fig.6.1.23: Grating

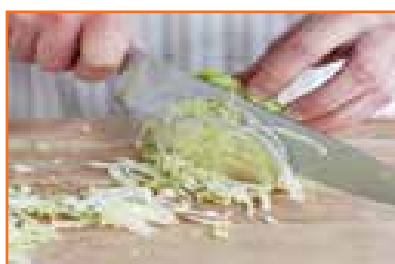


Fig.6.1.24: Shredding

Shredding: Cutting food into very fine pieces.

Grinding: Breaking food into powder/paste using grinder.



Fig.6.1.25: Grinding



Fig.6.1.26: Steeping

Steeping: Soaking food in liquid.

Sieving: Separating/removing larger pieces from small ones.



Fig.6.1.27: Sieving



Fig.6.1.28: Mixing

Mixing: Putting different foods together

Each food item requires different pre-preparation activities depending upon its end-use. For example,

- Coriander leaves undergo different activities for different end uses.
- For Green Garnish - Coriander is plucked, cleaned, washed and chopped finely;
- For Chutney - Plucked, washed and ground to a fine paste.
- Similarly, for making chips, potato needs to be: Washed → peeled → thinly sliced.
- For making tikki, potato needs to be: Washed → boiled → peeled → mashed

6.1.6.1 Washing Vegetables and Fruits

The fruits and vegetables we buy from the market, whether from a local hawker or a superstore, all must be washed thoroughly before use. These fruits and vegetables might be having pesticides and chemical residues on them, and it applies to the organic ones as well. These pesticides and chemicals are harmful to our body and therefore needs to be removed by the below-mentioned procedure:

- All the fruits and vegetables should be rinsed under the tap before use.
- You should soak the fruits and vegetables which will be eaten/ cooked with their skin in a basin/ trough for 20 to 30 minutes.

- The chemical residue will get dissolved in the water which you should discard.
- In case you do not have a separate vegetable basin, you can use a clean plastic tub but do not soak fruits and vegetables in the kitchen sink as it might be full of bacteria even if it is being cleaned regularly.
- You should use a vegetable brush to gently scrub all the surfaces of fruits and vegetables with smooth skin and wash them again in clean water.
- It is best to put in a few spoons of white vinegar while washing green leafy vegetables because vinegar is the best agent to dissolve any chemicals sticking to the leaves. You should not forget to rinse the vegetables twice in the clean water afterwards.
- You should not use salt while soaking vegetables as it will make the chemical stick on the leaves of the vegetables.
- You should put the vegetables in the colander and let the water drip completely before cutting it.
- You should peel the skin of the root vegetables and discard them before rinsing. The vegetables should be kept in the colander to drip dry before cutting them into the shape and form required by the recipes. You must rinse them once more in a colander before cooking to keep them fresh and clean.
- You should cut the fruits and vegetables that you are going to eat raw with a clean knife and cutting board.

6.1.6.2 Washing Meat & Seafood

It is very important to clean the meat properly before cooking as it may cause various diseases and a lot of people gets sick every year because of contaminated meat.

- **Chicken:** The process to clean the whole chicken and chicken parts is similar. You should first rinse the chicken under the tap and then use salt to rub the chicken inside out. Then the chicken should be soaked in clean water with one to two spoons of salt, juice of half to one lemon, and lemon skin for 15 minutes. This combination of salt, lemon juice and lemon oil from the skin is the best disinfectant agent for meat, especially chicken. You should rinse the meat thoroughly under running water and let it drip dry in a colander. You will notice that this cleaning process gives a clean natural glow to the meat.



Fig.6.1.29: Chicken



Fig.6.1.30: Pork and other red meat

- **Pork and other red meat:** Pork should also be cleaned the same way while beef and other red meat such as lamb/ goat, should not be soaked as it will lose their flavour. This meat should be well rinsed under the tap before cooking. If you are making soup of the meat, you need to cut all the skin and fat off first and then the meat and bone into big pieces before rinsing. You must quickly blanch the meat for 5 to 10 minutes in boiling water to remove fat, blood and scum that flow to the top when cooking. After that rinse the meat with cold tap water so that it is completely clean.

- **Fish:** Though fish is a good source of Vitamin D and Omega 3 fatty acids yet it may be a reason for allergies if not cleaned properly. The fish needs to be cooked as soon as you buy them for the maximum benefits. You can preserve it after cooking but it is not recommended to store raw fish in the refrigerator overnight. You should put the fish in the tub under slow running tap water and add a spoon of salt to clean the mussels or clams. It will also help the fish to get cleaned from inside. You should scrub the outside shell and rinse the fish before cooking.



Fig.6.1.31: Fish

- **Crabs and lobsters:** You should first scrub the upper shell of crabs and lobsters thoroughly and then clean the underside of them with a hard brush followed by thorough rinsing. If you have crab or lobster in small pieces, put them in a colander and rinse under the running water from the tap after cutting.



Fig.6.1.32: Crab and lobster

6.1.6.3 Sorting & Washing Lentils & Rice

Sorting

Lentils and rice need to be sorted before cleaning and cooking. To sort both, you need to take some lentils or rice on a plate and make it flat on the surface of the plate. Now you will see that there are some broken lentils or rice, husk, other grain or some small pebbles along with lentil or rice. You need to pick these unwanted grains or pebbles from the lentil or rice and throw them away. Once your lentil or rice is clean from these pebbles, you can wash it for cooking.

Washing

Rice or lentils need to be washed thoroughly before cooking. To wash them, put them into a big bowl and fill normal water into it. Rub the lentil or rice gently with your hands to remove dirt. This will make the water milky, which should be thrown away. You should repeat this process 3-4 times till the time the water runs clear. If any dead lentil or husk is left during sorting, it will float while washing and can be thrown.

6.1.6.4 Kneading Flour

To make any sort of bread like roti, paratha, poori etc, you will need to knead the dough. You should take the required quantity of flour in a big bowl and normal water to start with. Make a pile of flour in the bowl and add some water to it, now mix it well with your palms to give the flour a rough shape. Now add more water to the dough and press it forth and back to make it smooth. This process needs to be repeated till the dough becomes a smooth ball. If the dough is not sticking to the surface of the bowl, it means it is ready to use.

6.1.6.5 Cutting Vegetables

A good cook should know that every recipe is different from others in terms of taste and presentation, which is also very much dependent on the cut of the vegetable used. The taste of a dish can be changed by using vegetables of different cuts. Let's learn the way vegetables can be cut:














<p>Chop: Cutting the vegetable into large squares is known as chopped. In chopping, generally, a food item is being cut into pieces of 1/2 to 3/4 - inch, but this size may vary according to the recipe. Chopping majorly focuses on cutting into the same size.</p>	
<p>Dice: Making small chops of a vegetable item is known as diced. This means cutting into pieces of 1/4 to 1/8 - inch chunks of food.</p>	
<p>Mince: Mincing means cutting into as small pieces as it can be done with the help of a knife. In most of the recipes, you need to mince some of the other vegetables, but garlic is the most common.</p>	
<p>Slice: Cutting a vegetable or any other food item into vertical pieces is known as slicing. Slices can be made thick or thin as per the requirement of the recipe.</p>	

Fig.6.1.33: Cutting Vegetables

6.1.6.6 Common Utensils

There is a range of utensils and tools that are used in Indian kitchens for preparation, cooking and serving purposes. Some of the common utensils and tools are shown in the table below.

Sl. No.	Utensil	Image	Purpose
1.	Cutting Board		<p>A cutting board is at least 12 by 18 inches. Different ingredients for cooking, mostly vegetables, are cut on this board.</p> <p>Separate board is used for non veg food</p>
2	Frying Pan/ Skillet		<p>Available in material it is made of such as anodized aluminium, cast iron, teflon (commonly known as Non-stick pan), etc. it is used for searing, frying and browning</p>

3	Small Saucepan		Small pan used for process called tadka for adding spice and taste to the Indian dishes
4	Wok (Kadhai)		It is used for shallow and deep frying of different ingredients. In Indian cooking, simmering of stews as well.
5	Mortar-pestle –(Haman – Dasta)		It is used for crushing and grinding the ingredients for cooking.
6	Tong (Chimta)		It is used to hold a roti (flat bread) directly over the flame so that it cooks fully and puff up.
7	Perforated Spoon, Ladles and Turner (Pauni)		<p>Right to Left</p> <ul style="list-style-type: none"> • A Pauni is a perforated spoon meant for frying and draining deep-fried foods. • A Ladle (kadchhi) is used for serving food. • A turner (flat) (Karchhul) is used for cooking, mixing and turning around foods like chapatti. • Another version of Ladle. • Another version of pauni, can be used for transferring food items, whose liquid is required to be drained
8	Wooden cooking tools		Used for mixing, cooking and stirring hot food. These spoons are generally used with non-stick utensils. There are other spoons made of wood used for serving and cooking purposes.
9	Plate (Thaali)		Thalis/ plates along with Katoris (bowls) used to serve food. These come in different sizes, quarter plates, half plates and full plates.

























10	Bowl/ Katori		Made of different materials and different sizes, these are used to serve salads, soups and curried food items.
11	Spoons, knives and Forks (Chamach, chhuri aur Kaante)		A spoon is an object used for eating, stirring, and serving food. One end of it is shaped like a shallow bowl and it has a long handle. A fork provides aid in eating food items that can slip while eating. Also, it is easier to have food items like a salad with the help of a fork.
12	Strainer		The strainer is used to strain the tea/ any other liquid to separate the liquid from the suspended particles, such as tea leaves.
13	Chapatti Rolling Pin & Board		It is used for rolling doughs to make different dough-related items such as roti, parantha, etc.
14	Chapatti Griddle –(tava)		These small griddles made out of iron are used in India specifically for chapatis/ roti and other flat-breads. They come in two shapes curved and flat.
15	Spice Box/ container (masalon ka dabba)		It is used for storing different spices (masalas) hence, easing the cooking process.
16	Pressure Cooker		It is used for cooking food at high pressure employing water or cooking liquid in a sealed vessel. It helps in saving some time in cooking.
17	Gripper/ Hold (Pakad/ sanni)		A pakad is meant for holding a hot utensil while cooking. The traditional pakad were made of iron which is now being replaced by stainless steel with a thick insulation of plastic for proper grip.






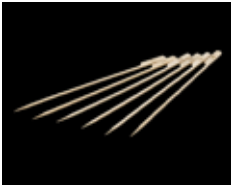

Fig.6.1.34: Common Utensils









6.1.6.7 Special Equipment used for Veg/Non Veg/Continental Food Preparation








There is a range of utensils and tools that are used in Indian kitchens for preparation, cooking and serving purposes. Some of the common utensils and tools are shown in the table below.

Sl. No.	Appliances/ Tools	Image	Types of Dishes	Types of Dishes
1	Meat Mincer		It is a machine in which deboned meat is put in order to mince the meat.	Non-Veg
2	Pastry Tongs		These are mostly used while serving sweets, pastries, cup cakes and chocolates at tea tables.	Continental
3	Pasta Rolling machine		It is used to roll pasta dough into thin sheets of pasta. The machine may also have attachments for cutting various sizes of pasta strips into noodles, linguine, fettuccine etc.	Continental
4	Cream Whipper		It is a battery operated tool, used to whip the cream. Used for decoration of cakes and pasties.	Continental
5	Pizza & Crust Cutter		These are made of a rotating, wheel-like blade (mezzaluna) and are used to cut pizzas by rolling over it.	Continental
6	Pizza/Pie Slice Server		It is a serving utensil used in the cutting and serving of pies and cakes.	Continental
7	Air Fryer		It cooks the food by circulating hot air around the food. It is used as a healthy alternative of oil frying.	Veg & Non -Veg
8	Meat Claw Shredder		It is used as a tool for pulling meat with claws to shred them in small pieces.	Non-Vegetarian

9	Can/ bottle Opener		It is a mechanical device used open tin cans as it pierces through the tin lids. Other end can be used for opening aerated bottles. The attached between like spring is used to screw out the corks from the bottles.	Veg & Non -Veg
10	Fish Bone Tong		These are used for removing fish bones from different types of fish. These tools have bevelled ends which make the work easier.	Non- Veg
11	Shelling Scissor (Shrimps)		These are used for preparing succulent shellfish dishes such as of shrimps and prawns. These scissors has a curved blade which helps to cut through the flesh whilst keeping it in one piece.	Non- Veg
12	Fish Bone Plier		Used to remove thick fish bones and pin bone from fish of different kind. They are designed with thin tip and a spring and a flat anti-slip end for efficient use.	Non- Veg
13	Fish Scale Remover		These tools with serrated teeth are designed to remove the scales of a fish in a neat and smooth manner.	Non- Veg
14	Seafood/ Lobster Cracker		Used to crack open the hard shells of lobsters and crabs by pulling both the claw handles together to extract the flesh inside. Can also be used for shellfish.	Non- Veg
15	Poultry Sheer		Scissor-like tool with saw tooth on the lower jaw to cut the bones and non-slipping locking end handle. These tools with concave lower jaw are good for cutting bones of poultry, fish, crab and also removing scales from fish.	Non- Veg
16	Baster		These tools are used to moisten meat/ poultry when cooking/ roasting it on its own juice. Can also be used for special vegetarian dishes.	Veg & Non - Veg

17	Roaster Spit		These are long solid rods which are used to hold food while the food is being roasted over the fire in a fireplace or an oven.	Veg & Non- Veg
18	Broiler Pan		These are specially designed for oven use for food to retain its quality and nutrients. Broilers reflect the heat from the top and ensure that the food is cooked evenly at all parts. Using this pan food is cooked quickly and uses less amount of oil to cook (especially meat/ poultry), thereby more healthy.	Veg & Non- Veg
19	Butcher's Twine		These are usually cotton threads used for trussing and tying up meat/ poultry before cooking.	Non - Veg
20	Butcher's Block		These are chopping boards designed out of assembled wood used for heavy duty chopping/ cutting purposes usually for cutting chicken, fishes, etc.	Non - Veg
21	Meat Fork		These are serving tools used to hold the meat and usually accompanied with a carving knife to smoothly serve the cooked pieces on the plate.	Non - Veg
22	Skewers		These are thin metal or wood sticks which are used to hold food together while the food is grilled over a griller or in a microwave. Commonly used for making kababs, both veg and non-veg.	Veg & Non - Veg
23	Drip Tray		Used for catching the drips from the food while it is being grilled. These are placed below the skewers placed on a barbeque or in a microwave.	Veg & Non - Veg

24	Baster/ Pastry Brush		These are used for applying butter/ oil on food while preparing/ cooking it. These brushes make cooking less messy and more efficient.	Veg & Non - Veg
25	Indoor Barbeque		Charcoal/ electric barbeque are also available, for home chefs, which are portable and can be used both outdoors and indoors.	Veg & Non - Veg
26	Cookie Sheet		These are flat, rectangular metal sheet pan which are used for baking things in an oven. These are also known as Baking tray or Baking pan.	Continental
27	Deep Fryer Basket		Used for preparing food items requiring deep frying. Food items like pakoda, french fries, chicken fries, fish fingers etc. can be easily deep fried with the help of these baskets at home.	All
28	Grater/ Shredder		These are especially designed to shred things into fine pieces. They can be of various types such as cheese grater, box grater, microplane grater, spice grater, etc.	All
29	French Lemon Reamer		These are made of glass/ wood/ plastic and are used for easily extracting juice from lemon and other citrus fruits.	All
30	Manoline		These tools are very efficiently and evenly cut the vegetables, especially cuts thinly. With different kinds of blades to cut vegetables in different shapes or forms.	All
31	Parchment Paper		These papers are usually used in baking to keep the things from sticking.	Continental

32	Piping Bag		Also known as Pastry Bag, these are triangular shaped sacks filled with stuff that is squeezed out from the smaller end through a tip. These are usually used for decorating food items such as cakes, cookies, breads, etc.	Continental
33	Cake Baking Pan		Used for baking cakes. The mixture for cake is poured into this pan inserted in oven or microwave for baking. Moulds and trays are also available in different shapes and sizes for baking different types of baked items.	Continental
34	Smoother		Used to provide a proper shape to the cake and making the surface and sides smooth before decorating it.	Continental
35	Cake Revolving Table		Also known as Turning Table, these tables make icing and decoration of cakes and other deserts very easy and efficient.	Continental
36	Icing Spatula		These are made of stainless steel and are available in different sizes. These are used for spreading butter, cream and icing the cake.	Continental
37	Vegetable Brush		These are stiff bristled brushes used for cleaning the skin of the vegetables.	All
38	Zester		These are special type of graters that are used for removing the outer rind of lemon and other citrus fruits.	All


39	Whisk		Used to blend ingredients into smooth mix or to incorporate air into a mixture	Veg & Non -Veg
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Fig.6.1.35: Special Equipment used for Veg/Non Veg/Continental Food Preparation

6.1.7 Common Appliances

These days uses of various appliances are very common for every day cooking in Indian households. They have made cooking easier and helped people with better time management at the kitchen. Some of the common appliances are explained as follows:

Mixer-Grinder

This kitchen appliance helps reduce work and save time and effort for all food preparations. It is used for pureeing, blending, mincing, grating, grinding and chopping ingredients. This appliance can be used for several other tasks and can finish the work in seconds. Some common brands are Philips, Bajaj, Maharaja, Wonderchef, etc.



Fig.6.1.36: Mixer-Grinder



Fig.6.1.37: Juicer

Juicer: This appliance, also known as Juice Extractor, is used to extract juice from various fruits, vegetables, leafy greens and herbs by a process called juicing. It crushes grinds and/ or squeezes the juice out of the pulp. Juicers are available both as single appliances and as joint ones with mixer-grinders and food processors. Common brands are same as above.

Food Processor

This appliance helps to facilitate repetitive tasks in the preparation of food. It has variety of usage and separate components for different activity, such as chopping, shredding, grating, kneading dough, juicing, grinding, and several other tasks. It has several blades as well for different purposes. The attachments in a food processor are:



Fig.6.1.38: Food processor



Fig.6.1.39: S blade

- **Knife Blade/ S Blade (Sabatier blade):** it's for chopping, mixing, mincing, pureeing and mashing. It's a multi-purpose blade and a standard attachment.

- **Plastic Dough Blade:** It's for kneading recipes, such as sweet or savoury bread dough (uses yeast), wholemeal wheat flour (atta), wheat four (maida), and similar other doughs.
- **Shredding and Slicing Blades:** These blades come in different sizes so that one can shred and slice to a fine, medium, course or thick finish. Some models also come with chipping blade to make homemade chips or French fries. Blades will either be separate or on single metal reversible disc, with one side used for shredding and the other used for slicing. The different shredding and slicing blades are also found as small attachments that are slid into a plastic disc and then used.



Fig.6.1.40: Dough blade



Fig.6.1.41: Slicing Blade



Fig.6.1.42: Shredding Blade

- **Grating Blade:** This blade is used for grating cheese and vegetables.



Fig.6.1.43: Grating blade

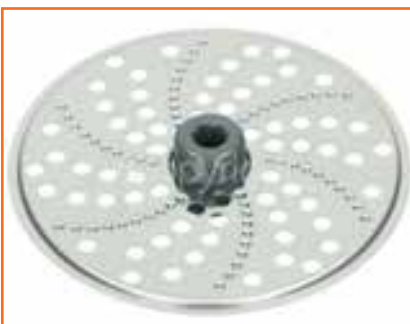


Fig.6.1.44: Potato rasp blade

- **Potato Rasp Blade:** This blade is not a standard attachment with all food processors but can be very useful to grate ingredients finely, such as, coconut, potatoes, parmesan cheese, etc.

- **Blender Jar:** It is used for mixing, pureeing or emulsifying food and other substances.
- **Grinding Jars:** Besides the blender jar there's usually two more jars. Medium sized jar for dry grinding and small jar for wet grinding.



Fig.6.1.45: Grinding jars

- **Citrus Press and/ or Centrifugal Juicer Attachment:** Centrifugal juicer attachment to extract juice from hard fruits or vegetables. Some models also provide Citrus press which is used to extract juice from citrus fruits.



Fig.6.1.46: Centrifugal Juicer Attachment



Fig.6.1.47: Bowl

- **Bowl:** This is the main bowl inside of which blades are attached for different functions like chopping, shredding, slicing, etc.



Fig.6.1.48: Spatula

- **Spatula:** This helps to scrape food away from the sides of the food processor bowl.



Fig.6.1.49: Microwave

Microwave

This kitchen appliance has become a part of the Indian kitchen for its advanced features that help in cooking variety of dishes at home in no time. Some of the reputed microwave brands are IFB, LG, Samsung, Morphy Richards, Kenstar and Bajaj, etc. there are three types of Microwaves: -

- **Solo Microwave:** Best for reheat and simple cooking.
- **Grill Microwave:** Best for reheat, cooking and grilling.
- **Convection Microwave:** Best for reheat, cooking, grilling and baking.

Tips:

- Always warm up food in the microwave in ceramic or glass containers. Do not use Plastic containers.
- Metal containers can spark in the microwave and are a fire hazard.
- Avoid using any ceramic or glass containers that have gold trim or metal pieces, as they will spark in the microwave.



Fig.6.1.50: Hand blender

Hand Blender

Blending of wet ingredients become necessary for recipes with chutney/ gravies. Although a mixer-grinder can also do the same but when the amount of the ingredients is less, hand blenders are the most convenient option. It also helps in making quick smoothies for morning breakfast or evening snacks. Hand blenders are very easy to handle and can be quickly washed after use. Some famous brands for hand blenders are Philips, Morphy Richards, Bajaj, Inalsa Robot, Boss, etc.



Fig.6.1.51: Toaster

Toaster

Pop-up Toaster is now a common kitchen appliance in India. Bread slices are inserted from in the top of the toaster which makes the toast of bread in hardly 1-3 minutes. When the toasting is done as planned, automatic toasters pop out the toasts and switch off. Manual/ basic toasters, toasts have to be popped out when heated. Toasters also have heat settings.

Sandwich Maker and Griller

Sandwich maker and grill comes in handy when quick lunchbox has to be packed or one is very hungry after work. Just put bread, smear handy sauces or chutneys and arrange veggies of choice to sandwich and grill to fix the hunger pang. One can also grill smaller meats and most vegetables or fruits on this appliance.



Fig.6.1.52: Griller



Fig.6.1.53: Refrigerator

Refrigerator

This is the most important appliance in an Indian kitchen. A fridge is used to keep the freshness intact of the cooked and uncooked food items. Thus, it also helps to minimize wastage. Fridges are available in different capacities and can be chosen as per one's needs. Important components in a fridge:

Compressor: It is the main component which does the cooling by making changes in pressure, located at the rear side of the fridge.

Refrigerant: It is a cooling liquid which flows through the refrigerator. Compressor runs the refrigerant with the help of a motor.

Condenser: The heat in the refrigerant is absorbed by the condenser.

How to organise a refrigerator?

- **Bottom Shelf/ Low Humidity Shelf:** Used to store fruits.
Reason: Storing fruit in tightly-sealed plastic bags can cause many types of fruit to rot more quickly.
- **Middle Shelf/ High Humidity Shelf:** Used to store vegetables (loose or in open plastic bags).
Reason: Vegetables mostly benefit from a little extra moisture. Don't wash the vegetables before storing them. There is high chance of bacteria to grow in the vegetables and they'll begin to rot.
- **Low temperature Shelf/ Deep Freezer:** Used to store non-vegetarian items like chicken, meat, steak, sausages or fish wrapped in plastic.
- **Shallow drawer:** Used to store cold cuts from the deli, cream cheese, and other types of cheese. This usually slides out from the middle or top shelf. This is also a good place preserved meat.
Reason: It is slightly cooler than the rest of the refrigerator, though not as cold as the back of the lowest temperature shelf where meat is stored.
- **Door:** Used to store the sauces, dressings, spices and drinks, those with preservatives. The bottom shelf can be used to store larger, heavier items, like orange juice, or soda.
Reason: These usually contain a lot of salt, vinegar and other preservatives that prevent them from going bad quickly, so it's fine to store them in the warmest part of the refrigerator: the door.
- **Top and Middle shelf:** Used to store leftover, cooked, and ready-to-eat foods. Medicines that require cooling can also be stored here.
- **Defrosting fridge:**
 - » Unplug the fridge. Leave the door open to get some warm air in there.
 - » Take all of the food out. If there is anything which may spoil/ melt and become useless, save it in a cooler or icebox.
 - » Take out the shelves. Put them in the sink and clean them up.
 - » One can hasten the ice melt, by increasing the temperature.
 - » Clean the fridge. Wipe down the fridge walls, floor, and any shelves you couldn't remove with a good antibacterial kitchen spray, (Always read the directions on the label first). Replace any remaining shelves from step 3.
 - » Replace the food, and turn the fridge back on.

6.1.8 Measurements and Measuring Equipment

One can make bad food taste better with more butter or salt, but it is better to just make great food with the right amount of ingredients. Measuring is a key to great food. Correct measuring or weighing of foodstuff is essential to get good results in cooking every time.

A measuring cup set is an important utensil to have in the kitchen and it is always recommended to use it for all new recipes that one is trying. To get the best cooking results for recipes, it's necessary to measure all ingredients with metric style measuring cups and spoons and have them placed in the order of use before starting on the directions. This will make cooking easier, reduce the chances of forgetting to add key ingredients and most importantly, lose critical time in finding the ingredient while the cooking process is already underway.

Equipment

The three basic tools used to measure ingredients in cooking are:

1. Measuring spoons.
2. Dry measuring cups.
3. Liquid measuring cups.



Fig.6.1.54: Equipment

Generally measuring cups are used for measuring liquids with the capacity of 250 ml (8 ounces) with the subdivisions marked on it for measuring $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{2}{3}$ and $\frac{3}{4}$. The typical spoon sizes are 1 tablespoon, $\frac{1}{2}$ tablespoon, 1 teaspoon, $\frac{1}{2}$ teaspoon and $\frac{1}{4}$ teaspoon.

How to measure the ingredients?

- Dry cups are used for dry goods and wet cups for measuring liquids. Dry measuring cups are designed to be filled to the top of the cup, whereas wet cups have a measuring line below the brim of the cup. This helps to prevent the liquids from spilling over the edge of the cup when they are transferred to the bowl. The cup should be filled with a unique measuring line. The cup should be filled on a flat surface when measuring liquids to ensure an accurate measurement. If using a jug with a cupping line, pour the liquid so that the bottom of the meniscus is at the measuring line.
- The ingredients should be pushed down if the recipe requires a packed cup. The back of a spoon can be used to push the dry goods down into the cup. More dry goods should be added to the cup and pressed down once again. This process until the cup can't hold any drier goods.
- A level can be achieved on a level or a regular cup by scraping a knife over the top of the cup. If the recipe asks for a regular cup or a level cup, it indicates that one needs to sweep off any dry goods that sit above the cup. The cup should be held over the bag of dry goods so that any excess falls back into the bag.

Abbreviations Used

t= teaspoon

T = tablespoon

C= cup

Oz= ounce

Common cups and tablespoon teaspoon conversion

1 cup	16 Tablespoon
$\frac{1}{2}$ cup	8 Tablespoon
$\frac{1}{4}$ cup	4 Tablespoon
$\frac{1}{8}$ cup	2 Tablespoon

1 Tablespoon	3 Teaspoon
1/2 Tablespoon	1.5 Teaspoon
1 Pinch	1/8 Teaspoon

Fig.6.1.55: Common cups and tablespoon teaspoon conversion

Conversion chart for dry ingredients

Name	1 cup Equals	1/2 cup Equals
Whole Wheat Flour	120 gm	60 gm
Maida (all-purpose flour)	120 gm	60 gm
Gram Flour (besan)	150 gm	75 gm
Semolina	200 gm	100 gm
Raw Rice (uncooked)	200 gm	100 gm
Lentils (dals)	200 gm	100 gm
Granulated Sugar	200 gm	100 gm
Powdered Sugar	120 gm	60 gm

Fig.6.1.56: Conversion chart for dry ingredients

Conversion chart for the Liquid

Common cups and tablespoon teaspoon conversion	
1 cup	250 ml
3/4 cup	188 ml
2/3 cup	165 ml
1/2 cup	125 ml
1/3 cup	83 ml
1/4 cup	60 ml
1/8 cup	30 ml
1 tablespoon	15 ml
1/2 tablespoon	7.5 ml
1 teaspoon	5 ml
1/2 teaspoon	2.5 ml

Fig.6.1.57: Conversion chart for the Liquid

Exercise

- Which of the following is an example of leafy vegetable?
 - Beetroot
 - Malanga
 - Fenugreek
 - Asparagus
- Which of the following is an example of tuber vegetable?
 - Potato
 - Lotus stem
 - Eggplant
 - Ladies finger
- ___ is an important ingredient in South Asian cuisines.
- Which of the following is an example of pulpy fruits?
 - Mango
 - Lemon
 - Grapes
 - Dates
- ___ are small, pulpy and juicy fruits of bright glossy coloured peels.
- Which of the following is well known as an antioxidant and cure for cough, cold and even cancer?
- Which of the following adds flavour to many curries, and mint chutney is a favourite accompaniment to kebabs and a great dipping sauce for snacks?
 - Fresh Mint Leaves
 - Curry Leaves
 - Fennel Seeds
 - Amchur
- Identify the activities involved in the pre preparation of food.
 - Washing
 - Peeling
 - Grating
 - All of the above
- Cutting the vegetable into large squares is known as ___.
- ___ is used for pureeing, blending, mincing, grating, grinding and chopping ingredients.

UNIT 6.2: Prepare Basic Food as per Dietary Requirements

Unit Objectives

At the end of the unit, you will be able to:

1. Explain Basics of nutrition
2. Define principles of healthy eating
3. Identify how to check freshness and quality of food items
4. Identify ways to ensure availability of ingredients, quality and quantity requirements
5. Determine effects of cooking on nutrition
6. Demonstrate meal planning for mother/infant/toddler
7. Use different ways of cooking to ensure food nutrition
8. Explain different food recipes
9. Prepare drinks for mother/infant and toddler
10. Demonstrate the importance of nutrition for mothers

6.2.1 Introduction to Nutrition

Nutrition is the process of providing or obtaining the food necessary for health and growth. It broadly encompasses all actions necessary for obtaining, handling, preparing, serving, eating and utilization of food by the body.

Good nutrition refers to a state when the food we eat is able to provide the recommended amounts of nutrients for the body to perform all its physiological activities. It is dependent on one's age, physiological status, physical activity level and sex. Good nutrition is important throughout the life cycle; right from pre-conception, conception, pregnancy, infancy, childhood, adolescence and adulthood. Good nutrition makes an individual healthy, more productive and improves the quality of life.

Good nutrition means:

- Eating the right food.
- At the right time.
- The right amounts (quality and quantity) to ensure a balance diet and should be prepared in the correct way and right place.

Good nutrition is important because it:

- Enhances physical and cognitive development.
- Enhances breast milk production for the mother to adequately breastfeed her child.
- Builds and or boosts body immunity reducing susceptibility to disease.
- Reduces costs involved in disease management and control
- Enhances productivity.

A person with poor nutrition is at high risk of:

- Poor growth and development of the body and the brain (especially in young)
- Frequent illness, infections and prolonged (delayed) recovery

- Reduced ability learns or perform in school
- Reduced ability to work and earn a living
- Death



6.2.2 Principles of Healthy Eating

- **Eat a variety of different foods.** No one food contains all the proteins, carbohydrates, fats, vitamins and minerals you need for good health, so mother has to eat a range of different foods.
- **Eat staple foods with every meal.** Staple foods should make up the largest part of a meal. These foods are relatively cheap and supply a good amount of carbohydrates and some proteins. Staples include cereals (such as rice, maize, millet, wheat and oats), pulses (such as lentils, beans, chick peas and barley) and starchy roots (such as potatoes and cassava). Unrefined staples like whole grains, brown unpolished rice, millet, barley and potatoes provide more sustained energy over a longer period of time and are also a good source of protein and a wide range of vitamins and minerals. Refined foods like white rice and white flour have much less nutrients and fibre.
- **Eat legumes every day.** These foods provide a person with the proteins needed to develop and repair the body and also to build up strong muscles. They are good sources of vitamins, minerals and fibre and help to keep the immune system active. Legumes include beans, peas, lentils, groundnuts (including peanut butter) and soybeans. When eaten with staple foods the quality of protein is increased. Legumes are a cheaper protein source than animal foods, such as beef and chicken, and should be eaten every day, if possible.
- **Eat vegetables and/or fruits every day.** Vegetables and fruits are an important part of a healthy and balanced meal. They supply the vitamins and minerals that keep the body functioning and the immune system strong. Eat a wide variety as each one provides different vitamins, minerals and dietary fibre.
- **Use little fats and sugar.** Fats, oils and sugars are good sources of energy and play an important part in a healthy and balanced diet. Even small amounts can provide lots of energy. Fats include butter, lard, margarine, cooking oil (vegetable, coconut and palm oil) and coconut cream. They are also found in avocados, oilseeds (sunflower, groundnut and sesame), fatty meat and fish, curds and cheese. It is important to learn how to distinguish between good fats and bad fats. Sugars and sugary foods include honey, jam, table sugar, cakes and biscuits. Indian jaggery and raw sugar cane are the healthiest and easiest substitutes for white sugar. Although fats and sugars are good sources of energy, they are not rich in other nutrients. They should therefore be eaten moderately in addition to other foods, not instead of them.
- **Eat animal and milk products regularly.** Foods from animals and fish should also be eaten as often as you can afford them but not in excess as they interfere with the cholesterol level. They supply good-quality proteins, vitamins and minerals and extra energy. They will help to strengthen muscles and the immune system. These foods include all forms of meat, poultry (birds), fish, eggs and dairy products such as milk, sour milk, buttermilk, yoghurt and cheese. If insects, such as caterpillars or grasshoppers, are part of your diet, they also provide good nutrients.
- **Eat the right amount of food to keep a healthy weight and exercise regularly.** The correct amount of food for an individual will depend on height, age and lifestyle as well as other factors. Choose foods that provide lots of nourishment but are low in fat.

6.2.3 Checking the Freshness and Quality of Food Items

Since the baby's diet consists of items like vegetables, fruits, milk, grains, etc., you must check whether the food items are fresh and safe for consumption. Here is a list to help you with the same.

Quality checkpoints to look for in different items are:

Ingredient	How to check?	What should do you if there are problems?
<p>Leafy greens and vegetables</p> 	<ul style="list-style-type: none"> • Check whether the vegetable is bruised • Check whether the surface of the vegetable is firm, consistent, and evenly coloured. Usually, softness in specific areas indicate spoilage • Ensure that vegetables like green beans, carrots are not mushy • Monitor the cauliflower for bad odours and brown spots • Pay special attention to the firmness of vegetables like peppers, cucumbers, potatoes, onions • Smell the vegetable to check for slow rot • Ensure that the leafy greens are smooth, plump, unbroken and evenly coloured 	<ul style="list-style-type: none"> • Get rid of bitter/green potatoes • Throw away vegetables covered in mould. You can also cut off the mouldy section and use the remaining part of the vegetable • Get rid of vegetables that smell bad and are slimy • Cut off the bruised part of a vegetable and use the remaining section • Chop off discoloured leafy greens and small rotten sections
<p>Fruits</p> 	<ul style="list-style-type: none"> • Check whether the surface of the fruits smooth but not rock hard • Ensure that there are no pits/dent under the fruit's surface by feeling it • Make sure that the berries, plums are not too hard. That means they are not ripe • Check whether citrus fruits like orange, sweet lime are not too firm. That means they are dry • Remember the heavier the citrus fruit, or melon is, the juicier it is • Smell the fruit. The sweeter it smells, the riper it is • Avoid using fruits with dark spots 	<ul style="list-style-type: none"> • Throw away fruits covered in mould. You can also cut off the mouldy section and use the remaining part of the it • Get rid of fruits that smell bad • Cut off the bruised part of a fruit and use the remaining section




<p>Dough</p> 	<ul style="list-style-type: none"> • Take a handful of flour and check whether its texture and colour have changed. That means that the flour has gone bad • Smell the dough to check the presence of any bad odour • Taste the dough. If it tastes acidic, that means the dough has gone bad 	<ul style="list-style-type: none"> • Avoid using the stale dough
<p>Milk</p> 	<ul style="list-style-type: none"> • Smell the milk to check for any unusual odour • Make sure that the milk does not have lumps and is not yellowish • Ensure that the milk is clean white • Boil a small cup of milk to check whether it is safe for consumption 	<ul style="list-style-type: none"> • Cook the sour milk over low heat and prepare cottage cheese • Strain the milk as soon as its watery part separates from the cheese • Use the cottage cheese to prepare sweets, curries • Add some sugar to the cheese and feed the baby
<p>Eggs</p> 	<ul style="list-style-type: none"> • Take some water in a bowl • Place the eggs in the bowl • Fresh eggs will lay on their sides at the bottom of the bowl • Rotten eggs will float on the water • Consumable eggs will stand upright on the bottom. Use these as soon as possible 	<ul style="list-style-type: none"> • Get rid of the rotten eggs

Fig.6.2.1: Quality checkpoints

6.2.4 Availability of Ingredients and Quality/Quantity Requirements

To understand the nutritional requirements of babies, you need to get an idea about the concept of Calorie. A unit of energy, a calorie is the measurement of the amount of energy that food provides

- Babies aged between six months to a year require 900 kilocalories per day
- A baby between two to three years requires 1000 kilocalories per day

Physically active babies need more energy than their less physically active peers. You are already aware that the diet of babies consists of ingredients like fruits, vegetables, grains, milk, eggs, etc. Being the Baby Caregiver, it is your job to find out what ingredients are required to prepare the meals as per the diet plan.

Go to the kitchen, check the refrigerator and find out whether the items are available and are safe for consumption. Moreover, you will have to ensure whether the ingredients are available as per the quantities required to prepare the meals using equipment like a digital kitchen scale.

Procuring Ingredients

In case you find out that the items for the dish to be prepared are not available, go to the local market, if possible, to procure the items. You can also use various online grocery applications and get the item delivered at your doorstep.

6.2.5 Cooking and its Effect on Nutrition

The nutritive value of food depends not only upon what and how much is consumed but also how it is prepared. Food preparation is very important to maintaining good nutrition. However, the process of preparing and cooking food changes, not only its appearance and texture, but also its nutrient content and the availability of those nutrients.

Cooking can also improve the safety of food this is achieved by destroying pathogenic microorganisms. It can also bring about changes in the nutrient value of food for example:

- Some fat is absorbed when foods are fried increasing their energy value.
- In grilling some fat may be lost.
- Nutrients may be lost by chemical breakdown or by being leached into cooking waters.
- Cooking may enhance or degrade the availability of different nutrients. Cooking may therefore affect the nutrient value of food either beneficially, or negatively.

Food preparation and cooking tips to ensure nutrition

When you trim or peel vegetables it is worth remembering that most vitamins and minerals are situated close to the skin surface or outer leaves of most vegetables. If vegetables are thickly peeled, a large proportion of the food's nutrient value is lost; folate and vitamin C, for example, can be lost by up to 25%. Fibre can be lost in quite large proportions and protein can be reduced by 10%.

The loss of nutrient content is large if vegetables are subsequently boiled – for example: up to 90% of vitamin C is lost during boiling, calcium levels are reduced by around 50% along with folate and fibre. Some foods, e.g. tomatoes, lose 100% of folate and vitamin C during cooking.

When you boil vegetables, vitamins within them dissolve (solubilise) to the water. If you want to avoid this, to an extent, then you should consider steaming, grilling, roasting, stir-frying or micro-waving because these methods do generally tend to preserve vitamins and other nutrients far more efficiently than boiling does. Temperature can also affect nutrient loss - by keeping the cooking temperature below 100°C you can considerably improve the retention of the vitamin B group.

How to Preserve the Nutrient Value of Food

It sounds like common sense but preserving nutrient value is often the most overlooked when preparing and cooking foods. Here are some suggestions on how to retain the maximum nutrition in cooked foods:

- Use fresh food – food loses nutrients as it ages.
- Cook for the shortest time possible – food also loses nutrients during long cooking.
- Scrub and wash vegetables thoroughly and don't peel them.
- Always try to use the outer leaves of leafy vegetables if they are in good condition.
- Use vegetable cooking water for stock or sauces (but avoid boiling if possible and steam, grill, roast or microwave instead).
- Store food in airtight containers and keep it in the refrigerator; store vegetables in the fridge crisper.

6.2.6 Meal Planning for Mother/Infant/Toddler

Meal planning is the process of preparing a plan of meals, with adequate nutrition for every member of the family, within the available resources. The term “available resources” means whatever the family has, in terms of time, energy and money.

Planning meal for mother

Meal planning for adults should be based on the food pyramid, including larger portions of energy from carbohydrates, like rice and bread. Protein-rich food, such as lean meat, fish and dairy products, are important for building body tissues. Food items, rich in iron and calcium, are essential for the growth of healthy blood, bone and teeth. The need for iron in girls is greater than boys because of the loss of blood they face during menstruation. Snacks may be supplements, but not replacements for main meals, for obtaining sufficient energy and nutrients. Healthy snack choices include low-fat dairy products, dried or fresh fruits, wholemeal biscuits, unsweetened soybean milk, etc.

Planning Meals for Infants/Toddlers

Good nutrition during the first 2 years of life is vital for healthy growth and development. Starting good nutrition practices early can help children develop healthy dietary patterns. A well-planned menu will provide meals and snacks with foods from all the food groups. It will make budgeting, ordering and shopping for food quick and easy, and help caregivers plan time for cooking and preparing food.

When planning a menu:

- Aim for a balance of nutritious foods and drinks from the five food groups as recommended in table given below for serving frequencies of the food groups
- Offer two courses at main meals and a drink with all meals and snacks – tap water is a good choice
- Choose appropriate foods according to: - budget and accessibility of foods - cooking/food preparation skills - food preparation time and equipment available - children’s preferences for how food is served to them - cultural habits and traditions of families - food allergy and intolerance
- Offer appropriate portion sizes for the different age groups.
- Consider the preferences of everyone the menu is designed to cater for - when young children are involved in menu planning they can help with the shopping and food preparation and they can look forward to the meals or snacks they have helped to plan and prepare.

6.2.7 Food Groups for Infant/Toddlers

Healthy food for babies and toddlers includes a wide variety of fresh foods from the five healthy food groups:

Each food group has different nutrients, which your child’s body needs to grow and work properly. That’s why we need to eat a range of foods from across all five food groups.

Fruit and vegetables

Fruit and vegetables give your child energy, vitamins, anti-oxidants, fibre and water. These nutrients help to protect your baby from diseases later in life, including diseases like heart disease, stroke and some cancers.

It’s a good idea to offer your baby fruit and vegetables at every meal and for snacks. Try to choose fruit and vegies of different colours, tastes and textures, both fresh and cooked.

Wash fruit to remove dirt or chemicals, and leave any edible skin on, because the skin contains nutrients too.

Grain foods

Grain foods include bread, pasta, noodles, breakfast cereals, rice, corn, quinoa, oats and barley. These foods give children the energy they need to grow, develop and learn.

Grain foods with a low glycaemic index, like wholegrain pasta and breads, will give your child longer-lasting energy and keep them feeling fuller for longer.

Dairy

Key dairy foods are milk, cheese and yoghurt. These foods are good sources of protein and calcium.

Dairy foods can be introduced from around six months of age. But make sure that breastmilk or infant formula is your baby's main drink until around 12 months of age, when most children are eating family meals. After that, you can give your child full-fat cow's milk if they're eating a balanced diet.

Because children in this age group are growing so quickly and need a lot of energy, they need full-fat dairy products until they turn two.

Protein

Protein-rich foods include lean meat, fish, chicken, eggs, beans, lentils, chickpeas, cottage cheese, tofu and nuts. These foods are important for your child's growth and muscle development.

These foods also contain other useful vitamins and minerals like iron, zinc, vitamin B12 and omega-3 fatty acids. Iron and omega-3 fatty acids from red meat and oily fish are particularly important for your child's brain development and learning.

6.2.8 Adapting the Menu for Infants/Toddlers

Providing a menu that meets the nutrition and developmental needs of infants and young children does not need to be a difficult task. By making simple changes to regular menu, you can provide tasty meals and snacks that are appropriate for infants' developmental stages.

Important points for food and drinks for babies:

- Include iron-rich foods such as meat, chicken, fish, tofu and legumes every day.
- Don't delay introducing meat.
- Move on from smooth mashed and pureed foods, to minced and chopped foods as soon as possible. Encourage finger foods and self-feeding from around 8 months.
- Encourage a variety of colourful fruit and vegetables.
- It can be easy – just modify the regular centre menu.

Meal	Adaptations for infants/Toddlers				
	0–6 months	6 months <i>Coarsely pureed/mashed</i>	6–8 months <i>Lumpy, finely chopped, progressing to finger foods</i>	8–12 months <i>Chopped, finger foods, progressing to regular menu</i>	1–2 years
Breakfast	Breast milk or infant formula (cooled boiled tap water as required)	Iron-fortified infant cereal Drinks: breast milk, infant formula, cooled boiled tap water (as required)	Iron-fortified infant cereal Drinks: breast milk, infant formula, cooled boiled tap water (as required)	Choice of: toast fingers with cream cheese, cereal with milk (lumpy texture), oats Drinks: breast milk, infant formula, cooled boiled tap water	Choice of: cereals, porridge, muesli, wholemeal toast Drinks: milk/water
Morning tea	Breast milk or infant formula (cooled boiled tap water as required)	Mashed fruit such as banana and kiwi, cooked apple and cooked pear Full fat yoghurt Drinks: breast milk, infant formula, cooled boiled tap water (as required)	Chopped soft fruit such as banana, kiwi, cooked apple and cooked pear Full fat yoghurt Drinks: breast milk, infant formula, cooled boiled tap water	Fresh fruit platter: Thin slices of apple, orange segments (membrane and pips removed), seedless grapes (cut in quarters with skins removed), pieces of banana, thin slices of pear and kiwifruit Cheese sticks or slices Drinks: breast milk, infant formula, cooled boiled tap water	Fresh fruit platter: apples, oranges, grapes, bananas, pears, kiwi Cheese cubes Drinks: milk/water

Fig.6.2.2: Adaption for infants (a)

Lunch	Breast milk or infant formula (cooled boiled tap water as required)	Pureed cooked chicken Mashed cooked pumpkin, carrot, zucchini (not mixed together) Mashed cooked rice Drinks: breast milk, infant formula, cooled boiled tap water (as required)	Finely chopped cooked chicken Roughly mashed cooked pumpkin, carrot, zucchini, spinach (not mixed together) Mashed cooked rice Drinks: breast milk, infant formula, cooled boiled tap water	Prepare khichdi or Mix pulses' curry Rice Drinks: breast milk, infant formula, cooled boiled tap water	vegetable Khichdi with curd (ingredients: chicken, spinach, pumpkin, rice) Salad (carrot, lettuce, cucumber) Drink: water
Afternoon tea	Breast milk or infant formula (cooled boiled tap water as required)	Hummus dip Mashed steamed carrot Drinks: breast milk, infant formula, cooled boiled tap water (as required)	Hummus dip Steamed, finely chopped carrot Toast fingers Drinks: breast milk, infant formula, cooled boiled tap water	Steamed carrot sticks, thin slices of capsicum Pieces of pita toast Drinks: breast milk, infant formula, cooled boiled tap water	wholemeal bread, vegetable sticks (capsicum, steamed carrots) Drinks: milk/water
Late snack	Breast milk or infant formula (cooled boiled tap water as required)	Drinks: breast milk, infant formula, cooled boiled tap water (as required)	Wholemeal toast fingers and cheese Drinks: breast milk, infant formula, cooled boiled tap water	Wholemeal toast fingers and cheese Drinks: breast milk, infant formula, cooled boiled tap water	Wholemeal cheese sandwiches Drink: water

Fig.6.2.3: Adaption for infants (b)

Given below table outlines how to adapt one day of an example menu (including breakfast, morning tea, lunch, afternoon tea and late snack) to meet the requirements of infants from birth to 1 year.

Given below table provides additional examples of foods, drinks and textures that are appropriate for infants from birth to 2 year and beyond. You can use this table to help you choose appropriate foods and drinks when planning meals and snacks for infants.

Age	Texture	Food and drink examples
Birth – around 6 months	Liquids only	<ul style="list-style-type: none"> Breast milk, infant formula
Around 6 months – 8 months	Mashed, progressing to minced and lumpy	<ul style="list-style-type: none"> Breast milk, infant formula cooled boiled tap water (as required) Iron-fortified infant cereals Cooked, finely chopped or pureed meat/chicken/fish Mashed tofu/beans/chickpeas Mashed hard boiled or scrambled egg Mashed cooked vegetables (e.g. pumpkin, potato, sweet potato, zucchini, carrot, broccoli, cauliflower, peas, spinach). Ensure these are not mashed together Mashed soft fruit (e.g. banana, avocado) or cooked fruit (e.g. apple, pear, apricot) Rice semolina Yoghurt, custard, cow's milk in food (not as a drink)
		<ul style="list-style-type: none"> Breast milk, infant formula, cooled boiled tap water Diced tender cuts of meat, pieces of soft cooked meats (e.g. casseroles), lamb cutlets (with bone to chew meat off) Diced tofu, cooked lentils Sliced hard boiled eggs, scrambled eggs

8 months and beyond	Grated, diced, chopped, finger foods	<ul style="list-style-type: none"> • Pieces of soft cooked vegetables (e.g. potato, pumpkin, sweet potato, carrot, zucchini, parsnip, green beans, broccoli). Ensure these are not mashed together • Diced soft fruit (e.g. peach, mango, pear, avocado, melon) • Grated apple, ripe banana pieces, stone fruit (stones removed), sliced watermelon • Yoghurt (full fat), custard, cottage/ricotta/cream cheese, grated cheese • Grain (cereal) foods such as bread, toast, oats, pasta, noodles, rice • Cow's milk in food
12 months and beyond	Variety of textures	<ul style="list-style-type: none"> • Breast milk, cow's milk as a drink, water • Casseroles (mildly seasoned), meat balls or rissoles (cut into bite sized pieces) • Eggs – boiled, poached or scrambled • Canned baked beans (salt reduced) • Continue above vegetables and start adding celery, cucumber, tomato, capsicum, mushrooms, cooked cabbage, cooked Brussels sprouts • Continue above fruits and start adding seedless grapes (cut in quarters with skins removed), orange or mandarin segments (membrane and pips removed), kiwifruit, pineapple • Cheese sticks or slices, cream cheese • Soft cracker biscuits, pasta (differing shapes, noodles and spaghetti cut up), couscous • Bite-sized sandwiches with moist fillings such as avocado, cream cheese • Smooth peanut paste • Eating from the regular menu

Fig.6.2.4: Age wise Food and drink

What not to include on the menu for infants/toddlers

When providing food and drinks for infants in care it is important to keep the following in mind:

- For the first three years of life, avoid giving foods with a high risk of choking. Always supervise children during meal and snack times.
- Cow's milk should not be given as the main drink before 12 months of age.
- Salt and sugar should not be added to infants'/Toddlers food. Offering sweet and salty foods in early childhood can result in children developing a preference for these foods which may be carried into later life.
- Infants/Toddlers should not be given foods with high levels of saturated fat, added sugar and/or added salt (e.g. cakes, biscuits, confectionery and potato chips).

- Honey should not be given to babies, as it may contain bacterial spores that can cause infant botulism if given to babies under 12 months of age.
- Sweet drinks like fruit juice and fruit drinks, flavoured milk, soft drinks and cordials should not be given to infants and Toddlers. These drinks add sugar to the diet and can increase the risk of toddler becoming overweight and developing oral health problems.
- Tea (including herbal tea) and coffee are not appropriate drinks for infants and toddler.

6.2.9 Methods of Cooking

There are many methods of cooking i.e., applying heat to the food. You may observe that how heat is applied to the food determines the type of cooking method used. Here is the list of various basic methods of cooking.

1. Moist Heat
 - » Boiling
 - » Simmering
 - » Poaching
 - » Stewing
 - » Steaming
 - Direct
 - Indirect
 - Pressure Cooking
2. Dry Heat
 - » Grilling
 - » Roasting
 - » Baking
 - » Puffing
3. With Fats
 - » Deep Frying
 - » Shallow Frying
 - » Sautéing
 - » Dry Frying
4. Microwave Cooking
5. Solar Cooking

Now, you must know the special points about each method because these will help you to decide which method to select for cooking a particular food or to get a specific result.

Moist Heat

- **Boiling:** Food is immersed in sufficient amount of hot water and heated to its boiling temperature (100°C or 212°F). The temperature is maintained till the food is cooked. For example, while boiling potato you see that hard potato becomes soft when you allow it to boil for some time. You can boil almost any food which is hard/ tough to make it soft.

Points to remember

- *Boil food along with their skin to minimize losses of nutrients*
- *Boil in covered utensils to minimize losses due to evaporation*
- *Avoid excessive boiling because it can disintegrate the food*

- **Simmering:** Food is cooked in water as the medium and providing heat below boiling temperature, that is, 95° - 98° F. For example, Kadhi and Kheer are prepared by this method. Since the heat is low you do not need too much water.

Points to remember

- *Do not bring the food to boiling temperature*
- *Do not cover the food while cooking, so that the temperature does not rise.*

- **Poaching:** Cook the food in minimum amount of liquid at temperature just below the boiling point. It is used for cooking fish, eggs and fruits because these foods do not require long cooking. Add a pinch of salt and few drops of vinegar to cooking liquid for a clean smooth edge while making poached egg.
- **Stewing:** It is a gentle method of cooking in a pan with a lid. Food is simmered (98° C) in small amount of liquid. Steam generated in the pan helps in cooking and softening the food.

Points to remember

- *A stew boiled is a stew spoilt! It is used in cooking less tender cuts of meat, vegetables, fruits, e.g., - apple, peach.*

- **Steaming:** The steam generated by water is used as a medium of cooking. Food does not come in direct contact with water. It is achieved through following three methods.

Points to remember

- *Do not overfill the pressure cooker. Fill only upto two-third of the volume.*
- *Take care of rubber gasket, vent pipe and the safety valve. Change immediately, if damaged.*
- *Lower the flame on the first whistle.*
- *Do not try to open the lid immediately after removing from fire.*




Direct Method	Indirect	Pressure Cooking
<p>The Direct Method is used primarily for searing foods and for cooking foods that take less than 20 minutes to cook, such as hamburgers, chops and most vegetables. Food is placed directly above the heat source and must be turned once halfway through the cooking time to expose both sides to heat. This method can also be done, preferably with grill lid closed during cooking. Longer the lid is open, longer it will take to cook the food.</p> 	<p>This method is used for larger cuts of foods that require longer cooking times at lower temperatures such as whole meats/ chicken pieces/ cuts and other roasts. Foods are cooked by reflected heat, as in a convection oven. This allows faster and juicier cooking. This method can only be used on a grill that is covered. In the INDIRECT method, food is placed between the heat source – never directly above lit gas burners or charcoal. Avoid lifting lid during cooking, as this will increase the cooking time.</p> 	<p>Pressure-cooking is a cooking method that uses steam sealed in a airtight cooking pot. This in turn raises the pressure inside the pressure cooker along with the maximum temperature that the liquid can reach. The increased temperature and pressure speed up the cooking process. The pressure infuses the hot steam into the food. Pressure-cooking can cook foods in 1/3 the ordinary time on average and often over 10 times faster.</p> 

Fig.6.2.5: Steaming

Pressure cooking is one of the ideal methods due to its shorter cooking time, better nutrient retention and palatability. It also economizes on fuel, time and effort.

Dry Heat Methods

Chappatis, breads, biscuits, etc., are an integral part of our daily diet. These food items and many more are cooked by hot air. Some of the techniques of cooking with hot air/dry heat are as follows.

Roasting: Food is brought in contact with direct heat of the flame or any other source of radiant heat. Food is periodically coated with fat and turned around for uniform cooking. Roasting imparts a characteristic brown colour and flavour to food. Chappatis, various vegetables and mutton or chicken kebabs are prepared by roasting. Roasting is of three types:

1. **Spit:** For kebabs and meat, corn, brinjal
2. **Oven:** Large cuts of meat and full bird like chicken, turkey, etc.
3. **Pan/pot:** Root vegetables-potato, sweet potato, peanuts popcorns

Grilling or Boiling: The food is placed on a metal grid directly above the source of heat or a tray placed under the source of heat. Electric grills and hot plates are available. You can prepare pizzas, cheese toasts, chips, grilled tomato, capsicum, sandwich, etc.



Fig.6.2.6: Grilling

Baking: This method combines the action of dry heat with that of steam which is generated while the food is cooked. It involves use of oven or tandoor. Baked foods are crisp, brown on top, soft and porous inside. Cakes, breads, biscuits, puddings some vegetables and meat dishes are cooked using this method.



Fig.6.2.7: Baking



Fig.6.2.8: Toasting

Toasting: Bread slices are kept in a grill between two heating elements and browned on both the sides. Automatic toasters are also available which prevent burning or blackening of the bread. The toaster shuts off when toast is done.

Marinate/ Marinade: Marinating is a process of soaking meats in a seasoned liquid, called a marinade, before cooking. The acid or enzyme in a marinade causes the meat's tissue to break down, allowing more moisture to be absorbed, which makes meats juicier. Marinating is a great way to intensify the flavour of food with just a few basic ingredients. A successful marinade has a right balance of acid, oil, and seasonings. Marinades often use an acid (like vinegar or citrus juice) or an enzyme (like mango, papaya, or kiwi fruit) to make the meat tender.



Fig.6.2.9: Marinate



Fig.6.2.10: Garnishing food

Garnishing Food: Garnishes are a decoration on the side of a plate/ on food surface, and play a significant role in the diner's experience of food. Usually consisting of an edible component, garnishes brighten the plate, give a clue to the flavour of the meal. Garnishes can take many forms depending on the food they are decorating. Herbs, berries, chopped fruit, sauces or vegetable bits are possible garnishes for foods.

Cooking with Fat

We all like to eat samosas, pakoras and paranthas. What method of cooking is employed in cooking them? Yes, frying. What do you mean by frying? When food is cooked in sufficient quantity of fat, it is called frying.

Cooking the food by partially or fully immersing in hot fat till brown is called frying.

This method can broadly be classified into four categories:

Deep frying: Food is immersed in hot fat in 'Kadhai' or a deep fryer (with wire net) till it is golden brown. Special "Ladles or Pounes" are used to drain out excess fat once the food is cooked. Tasty samosas, fish, chips, cutlets, puris are all 'deep fried'. Deep frying is useful for bulk cooking, saves time, effort and fuel. It also conserves more nutrients as compared to other frying techniques.



Fig.6.2.11: Deep frying

Points to remember

- *Do not fill the 'kadhai' more than two-third of its volume*
- *Reduce the flame immediately if oil starts smoking*
- *Turn the food gently to prevent splashing of hot oil*
- *Drain all the excess oil from the food after frying*
- *Don't over-fry the food*
- *Repeated use of same oil is not good for health.*

Shallow Frying: In this method, food is cooked in a flat vessel like fryingpan or 'Tava'. The food is partially immersed or has only surface contact with oil or fat. Dosa, paranthas, cheela, omelette and tikki, etc., are all shallow fried.

Sautéing: It involves use of just minimum fat to cover the base of the pan. The food is tossed occasionally to cook evenly. Very little amount of heat is applied to the pan and food gets cooked in its own steam. Vegetables, mushrooms and noodles are Sautéed. It is a healthy cooking method which retains the nutrients and flavours of the food.

Dry Frying: This method is used for cooking those foods that are having sufficient fat of their own. On application of dry heat, oil melts out and cooks the food. Bacon, sausages, paneer made from full cream (tikka) is cooked through this method.

Microwave cooking

It is a fairly recent method of cooking. It involves use of high frequency electromagnetic rays (microwaves) which penetrate into the food. These produce the frictional heat by setting up vibration within the food. Cooking is done in special ovens called Microwave oven. It is a quick method of cooking and reheating the food. Food does not turn brown and also retains its original colour. It is used in fast food shops for quick service.

Tips:

- The material which is used in the microwave should be microwave-friendly.
- The manufacturer's instructions should be followed for using a microwave.
- It should be taken care of that the food does not get food burnt. The temperature should be adjusted as per the temperature required for the food placed inside the microwave.

For details please follow the link of WHO (World Health Organization): https://www.who.int/peh-emf/publications/facts/info_microwaves/en/

Solar Cooking

Solar energy is the primary source of most energy available on earth. Use of this method has come up as an alternative fuel source for cooking. Solar cooking is based on the principle that black surface and background absorb solar rays and get heated. Food kept in the black boxes is cooked with this heat. It is used for making dals, boiled rice and vegetables, breads and biscuits. The maximum temperature it attains is around 100° F and hence cannot be used to make chapattis and for roasting.

6.2.10 Food Recipes for Babies

Homemade baby cereal

- Take 1 cup of white rice and 1 cup of brown rice.
- Wash the rice properly until the water runs clear
- Soak both the rice types for 6-7 hours in water. In case you don't have much time, you can skip the soaking part.
- Dry the rice completely by spreading them in a clean cloth and leaving them for about 30-50 minutes.
- Roast the rice (both separately) on a low flame for 5 minutes each.
- Take it off the flame. Let it cool.
- Grind the rice until a fine powder.
- Store it in a container and place them in a cool, dry place.
- While preparing porridge, take 1/2 cup of water and 3 teaspoons of the rice powder.
- Mix it and stir it on a low flame.
- Stir it continuously until the mixture is of thicker consistency.
- Cool the mix and feed the baby.

Dal Khichdi

- Take 3 teaspoons of rice and 1 teaspoon of moong dal.
- You can use both white and brown rice.
- Also, add seasonal vegetables like pumpkin (easy to digest).
- To add colour and taste, add powdered spices, in reasonable amounts, like turmeric powder (Haldi), caraway powder (ajwain), and pepper powder (kali mirch).
- Wash the rice and dal thoroughly with water.
- Soak them in 1 cup water for 30 - 50 minutes.
- Add grated or chopped vegetables to the ingredients in a pressure cooker.
- Cook it in a medium flame until you hear 2 whistles.
- Add the spices and a pinch of salt.
- Mix the khichdi well for a thick but soft consistency.

Curd Rice

- Take 1/2 cup rice and clean it thoroughly until the water turns clear.
- Soak it for 30 minutes.
- Put the soaked rice in the cooker with salt and 1 and ½ cups water.
- When the rice gets cooked, open the cooker's lid and mash it well.
- Add whisked curd to the rice mixture once it has cooled completely.
- Again mix well.

Dalia Khichdi

- Wash 1/4 cup moong dal and 1/4 cup Dalia (broken wheat) with water until the water runs clear.
- Soak them for 30 minutes.

- Take a pressure cooker and heat ghee (1 - 2 tsp.).
- Add 1 tsp. grated ginger (adrak) and ½ tsp. cumin (jeera) to the melted ghee.
- Sauté until the cumin starts sizzling and fragrant.
- Now add chopped and deseeded tomatoes, a pinch of turmeric powder, and salt.
- You can add a little chilli paste. (optional)
- Cook everything until it becomes mushy.
- Now, add seasonal vegetables like beans, peas, carrots, etc. and sauté them for 3 – 4 minutes.
- Take the soaked Dalia and dal mix and drain the water.
- Add it to the vegetable mix and cook on a high flame for 2- 3 minutes.
- Pour water (2 cups) and check the seasonings.
- Reduce the flame to medium. Cook until you hear 2 whistles.
- When the pressure goes off, open the cooker's lid and stir the mixture well.

6.2.11 Drinks for Babies and Toddlers

Not all drinks are suitable for babies and young children. Here's what to give to your child and when.

- **Breast milk:** Breast milk is the only food or drink babies need in the first 6 months of their life. It should continue to be given alongside an increasingly varied diet once you introduce solid foods from around 6 months.
 - » The World Health Organization recommends that all babies are breastfed for up to 2 years or longer.
 - » Breastfeeding up to 12 months is associated with a lower risk of tooth decay.
- **Formula milk:** First infant formula is usually based on cows' milk and is the only suitable alternative to breast milk in the first 12 months of your baby's life. Follow-on formula is not suitable for babies under 6 months, and you do not need to introduce it after 6 months. First infant formula, follow-on formula or growing-up milks are not needed once your baby is 12 months old. Cows' milk can be introduced as a main drink from 12 months.
- **Non-cows' milk formula:** Goats' milk formula is available and produced to the same nutritional standards as cows' milk formula. Goats' milk formula is not suitable for babies with cows' milk protein allergy. It's no less likely to cause allergies in babies than cows' milk formula as the proteins they contain are very similar. You should only give your baby soya formula if a health professional advises you to.
- **Water:** Giving cold water as a drink to babies under 6 months is not recommended. Speak to your GP or health visitor for advice before giving water to your baby. From around 6 months you can start introducing water with meals. When preparing infant formula for babies, you'll need to boil fresh tap water and let it cool for no more than 30 minutes, so that it remains at a temperature of at least 70C. Bottled water is not recommended for making up feeds, as it's not sterile and may contain too much salt (sodium) or sulphate.
- **Cows' milk:** Cows' milk can be used in cooking or mixed with food from around 6 months but should not be given as a drink to babies until they're 12 months old. This is because cows' milk does not contain enough iron to meet your baby's needs. Whole milk should be given to children until they're 2 years old because they need the extra energy and vitamins it contains.

Semi-skimmed milk can be introduced once your child is 2 years old, as long as they're a good eater and they have a varied diet. Skimmed and 1% milk are not suitable for children under 5 years old because they do not contain enough calories. Lower-fat milks can be used in cooking from 1-year-old.

- **Unpasteurised milk:** Young children should not be given unpasteurised milk because of the higher risk of food poisoning.

- **Soya drinks and other milk alternatives:** You can give your child unsweetened calcium-fortified milk alternatives, such as soya, oat or almond drinks, from the age of 1 as part of a healthy balanced diet.

Babies and young children under 5 years old should not be given rice drinks, because of the levels of arsenic in these products.

- **Fruit juice and smoothies:** Fruit juices, such as orange juice, are a good source of vitamin C. However, they also contain natural sugars and acids, which can cause tooth decay.

Babies under 12 months do not need fruit juice or smoothies. If you choose to give these to your baby, dilute the juices and smoothies (one-part juice to 10 parts water) and limit them to mealtimes.

Giving fruit juice and smoothies at mealtimes (rather than between meals) helps reduce the risk of tooth decay.


- **Squashes, flavoured milk, 'fruit' or 'juice' drinks and fizzy drinks:** Squashes, flavoured milk, "fruit" or "juice" drinks and fizzy drinks are not suitable for young babies. They contain sugar and can cause tooth decay, even when diluted. For older babies and young children, these drinks can fill your child up so they're not hungry for healthier food. Instead, offer sips of water from a cup with meals.

Fizzy drinks are acidic and can damage tooth enamel so they should not be given to babies and young children. Diet or reduced-sugar drinks are not recommended for babies and young children. Even low-calorie drinks and no-added-sugar drinks can encourage children to develop a sweet tooth.

- **Hot drinks:** Tea and coffee are not suitable for babies or young children. If sugar is added, this can lead to tooth decay. These are just examples of foods and drinks and do not include all possible foods and drinks to avoid or limit. Talk with child's doctor or nurse if you have more questions about which foods to avoid or limit.

Drink Recipes for Infant /Toddlers

Milk from the cow and the goat are good for babies. Being rich in calcium, milk strengthens bones and teeth. Apart from these options, other forms of milk are also beneficial for babies.

Milk Type	Preparation Method
<p>Almond Milk</p> 	<ul style="list-style-type: none"> • Take a few almonds (12 – 20 approx.). • Soak those in hot water for 10 - 15 minutes. • After 15 minutes, drain the water. • Peel the almond skin while it is hot. • Take the help of a blender to make a smooth paste. • Take 2 cups of milk and bring to boil at low to medium flame. • Add the prepared almond paste to the boiling milk. • Add 2 tsp. sugar (optional). • Continue simmering it until it starts looking slightly thicker than the normal consistency. • When it becomes ready, pour the milk through a strainer and serve.

Soya milk



- Clean the soybeans in running water.
- Soak them overnight or for 10-12 hours.
- Rub the soaked soybeans between your hands to remove the shells or hulls.
- Put the soaked beans in a blender with 2 tsp. water.
- Blend it into a smooth paste.
- If needed, add water to make the paste more of a watery consistency.
- Take a fine muslin cloth and strain the watery soy paste through it.
- Squeeze out the milk through the cloth into a container.
- Pour the liquid in a big saucepan and start stirring.
- Ensure that the pan is placed on medium heat.
- Allow the milk to boil.
- When foam appears on top, take a spoon and skim it.
- Reduce the stove's flame to low. Add a pinch of salt and preferred flavouring to that milk.
- Let the milk simmer for 15 minutes.
- Cool the milk and store it in the fridge

Rice Milk



- Take 4 cups of brown rice.
- Wash the rice thoroughly to remove impurities.
- Add a pinch of salt to the cleaned rice.
- Take a medium-sized pot to cook the rice.
- Take 6 cups of water to which you need to add the rice.
- Cook the rice on a low flame. It generally takes 45- 50 minutes to cook the rice.
- When the rice is cooked, pout the rice with water in the blender and start blending.
- Strain the liquid through a strainer/ sieve.
- Take a cheesecloth and strain the milk again.
- Repeat the straining process for 3 - 5 times. This will clear the rice residue from the prepared milk.

Smoothie



- This milk preparation is complete with fruits.
- Take the fruit of the baby's preference. It can be banana, strawberry, etc.
- You can also add a vegetable like kale or spinach (optional)
- Put the fruit in the blender with hot milk and sugar.
- Blend it well to a thick milky consistency.
- Pour it into a glass and serve.

Fig.6.2.12: Milk types

6.2.12 Nutrition for New Mothers

Good nutrition is important for everyone, and it's especially important for mothers who are recovering from pregnancy, and handling infants and toddlers. Here are some tips to make sure they get proper nutrition.

- Don't diet. Stay away from fad diets and calorie counting, and focus more on getting enough of the good stuff and limiting the junk. You need to get plenty of calories, but most of those calories should come from whole foods. Stock up on healthy foods. If your cabinets and refrigerator are full of healthy foods, you'll be more likely to eat the way you should be eating. Focus on nutrient-rich foods, such as:
 - » whole grains
 - » lean meats and proteins
 - » fresh fruits and vegetables (the darker the color, the more nutrients it likely has)
 - » low-fat dairy (unless your doctor recommends full-fat dairy for you)
 - » nuts and beans and other legumes
- Watch your portions.
- Choose healthy snacks, such as whole, fresh fruit, nuts, fresh vegetables, cottage cheese and whole grain crackers.
- Read labels, and avoid processed foods with more than five easily identifiable ingredients.
- Drink plenty of water.

Nutrition for breastfeeding mothers

Breastfeeding is one of the single most important ways to improve a child's life-long health, helping reduce the risk and severity of many diseases in infancy and beyond. It strengthens mother-infant bonding. As per Infant and Young Child Feeding (IYCF) 2013, (Govt. of India) you should:

- Exclusively breastfeed from birth till six months.
- No other food or fluids should be given to infants below six months unless medically indicated.
- After completion of six months of age, with introduction of optimal complementary feeding, breastfeeding should be continued for a minimum of two years and beyond. Children should receive foods from all the food groups.

Planning balanced Meals

To get a healthy diet we need to eat many different types of food each day including fruit and vegetables, grains, roots, beans, pulses, nuts and animal products. Healthy food is fresh and natural and a balanced diet should be full of flavour and colour.

Variety in what you eat should be considered with regard to what is in season and locally available. It is how you combine your foods together each day and each week that makes the difference to a healthy diet.

According to the Food and Agriculture Organization (FAO), the following set of 12 food groups can be used to calculate variety in diet:

- | | |
|---|----------------------------|
| A. Cereals | G. Fish and Seafood |
| B. Root and Tubers | H. Pulses / Legumes / Nuts |
| C. Vegetables | I. Milk and milk products |
| D. Fruits | J. Oil / Fats |
| E. Meat, Poultry, Organs (kidney and liver) | K. Sugar / Honey |
| F. Eggs | |

6.2.13 Drink Recipes for Mothers

Banana and Oatmeal Lactation Smoothie

Ingredients:

- Unsweetened almond milk – $\frac{3}{4}$ cup
- Frozen banana (sliced into thirds) – 1
- Rolled oats – $\frac{1}{3}$ cup
- Almond butter – 1 tbsp
- Brewer's yeast – 1 tbsp
- Maple syrup – 1 $\frac{1}{2}$ tsp
- Ground cinnamon – $\frac{1}{4}$ tsp
- Ice cubes – $\frac{1}{2}$ cup

How to Prepare:

- Add milk to the blender, followed by the rest of the ingredients.
- Cover the blender and run it on high. Blend until you achieve a smooth consistency. This may take about 30 seconds.
- You can also add additional milk to reduce the thickness if needed.
- Taste the smoothie and add more maple syrup if you like it extra sweet.

Dark Chocolate, Peanut Butter, and Banana Lactation Smoothie

Ingredients:

- Almond milk – 3 cups
- Frozen bananas (chopped) – 2 or 3
- Unsweetened dark cocoa powder – 1 tbsp
- Dark chocolate chips – $\frac{1}{4}$ cup
- Raw cocoa nibs (optional) – 1 tbsp
- Flaxseed meal – $\frac{1}{4}$ cup
- Organic peanut butter – 2 or 3 tbsp

How to Prepare:

- First blend the cocoa powder, chocolate chips, cocoa nibs, peanut butter, and one cup of almond milk.
- Once the above ingredients are blended well, tip in the rest of the ingredients and blend until you get a smooth texture.

Strawberry, Basil Leaves, and Orange Lactation Smoothie

Ingredients:

- Strawberries – $\frac{1}{2}$ cup
- Fresh basil leaves – 3 or 4
- Banana – 1
- Brewer's yeast – 1 tbsp
- Lemon juice – 1 tbsp

- Honey – 1 tbsp
- Orange juice – 1 cup
- Ice cubes – ¼ cup

How to Prepare:

- Blend all the ingredients together for about 30 seconds until it reaches the desired consistency.
- Add more honey if needed.

Mango Lassi Lactation Smoothie**Ingredients:**

- Low-fat milk – ¾ cup
- Plain Greek yoghurt – ½ cup
- Frozen mango – 2 cups
- Hemp seeds – 1 tbsp
- Honey – 2 tsp
- Cardamom (ground) – ⅛ tsp
- Cinnamon – ¼ tsp

How to Prepare:

- Pour milk into the blender and follow it up with the rest of the ingredients.
- Blend for about 30 seconds until you achieve the consistency you desire.
- You can add milk and blend some more if it's too thick.
- Garnish with a sprinkle of cinnamon. This is optional.

Tea Recipe for Lactating Mothers**Ingredients:**

- 8 C water
- 1 tsp Coriander Seeds
- 1 tsp Cumin Seeds
- 2 tsp Fennel seeds

How to Prepare:

- In a large pot, bring water and seeds to a boil. Once it boils, turn the heat to very low or off and let the tea steep for 20 minutes. Reheat it to a boil just so it's nice and hot, then strain it into a Thermal bottle to drink throughout the day or night.
- This tea should be consumed throughout the day to reduce vata (anxiety), support healing and encourage milk production.

Coffee Version 1**Ingredients:**

- 1 scoop Instant Coffee of your choice
- 1 cup combination of water and milk (regular, almond, or coconut) to your tasting
- 1 tsp flaxseed

- 1 tsp ground fennel seeds
- 1 tsp of coconut oil

How to Prepare:

- Blend and serve over ice for a cool treat! You don't have to use instant coffee if you want to brew coffee in your coffee machine and then add it to your blender instead of the water and milk combination. You can still add milk or creamer.

Coffee version 2

Ingredients:

- 1 scoop Instant Coffee of your choice
- 1 cup combination of water and milk (regular, almond, or coconut) to your tasting
- 1 tsp of coconut oil
- 1 scoop of Lactation Protein Powder

How to Prepare:

- Blend or put in a shaker bottle.

Juices

As a supplement, on the other hand, juicing can be very beneficial to the new mama — especially when it contains the pulp and fiber. Furthermore, there are certain ingredients that are of particular use to the postpartum woman.

Best postpartum juicing ingredients:

- Strawberries – for vitamin C and antioxidants.
- Lemon – vitamin C, anti-inflammatory, breast health, anti-nausea.
- Ginger – digestive health, eases muscle pain. lowers blood pressure.
- Kale – rich in nearly every vitamin and mineral, especially iron.
- Kiwi – vitamin C, wound and cut healing.
- Raspberries – antioxidants and natural immune boosting.
- Spinach – mental health, iron, vegetable source of protein.
- Watermelon – hydration, potassium, vitamin A.
- Pineapple – improved digestion, anti-inflammatory, vitamin C.
- Cucumbers – cooling, hydration, energy boost.
- Celery – strengthens joints and connective tissues, blood pressure health.
- Cherries – building blood, blood health, anti-inflammatory, vitamins A and C

6.2.14 Serving the Food

- Finish and Present the Dish to Meet Requirements
- Present different things to the baby in a baby plate since it is helpful in portion control. Babies love to taste a few different things
- Cut fruits and vegetables into bite-sized pieces since babies get overwhelmed by a large portion



Fig.6.2.13: Serving food

- Serve food items as kebabs to make them interesting
- Make the baby get used to using baby spoons as they are easy to hold
- Serve liquids like soups in baby suction bowls



Fig.6.2.15: Bowls



Fig.6.2.14: Spoons

6.2.15 Kitchen Hygiene

As food is handled and prepared in a kitchen, it is inevitable that surfaces and equipment will become soiled from a variety of sources. External soil can be carried in on staff shoes or clothing, food residues can be left on chopping boards and equipment, grease can accumulate on walls and ceilings.

If left to accumulate, these soils would prove a serious risk not just to food contamination but to the health and safety of the baby, mother and staff.

Within the kitchen there are several distinct areas that each have their own specific cleaning requirements.

- Food Contact Surfaces - Areas in the kitchen that come into contact with food can present a particularly high level of risk if food residues are not removed and any bacteria present destroyed, as residues will attract pests and encourage further bacterial growth. These surfaces not only include work surfaces used for food preparation and equipment such as mincers and slicers but also any equipment touched by the food handler such as refrigerator door handles.
- Floors and walls do not need to be sanitized necessarily, but they do need to be cleaned with an all-purpose detergent on a regular basis to prevent the buildup of grease, dirt and food residues, which would otherwise provide the bacteria with an environment in which to thrive and multiply. When cleaning walls you should always work from top down to avoid contamination of clean areas, and with floors, particular attention should be paid to corners and areas around the edges of equipment.
- Oven residues can be quite difficult to remove and traditionally it requires fairly strong chemicals to remove the residues from the oven's inner surfaces.
- Manual dishwashing can provide satisfactory cleaning and disinfection of crockery, cutlery and utensils, if carried out correctly. Following the key principles of manual washing up will ensure a high level of hygiene within your unit:
 - » Using water of 50°C, make up a solution of diluted washing up liquid in the washing up sink following the manufacturer's instructions.
 - » Scrape off any loose debris into the bin
 - » Place articles to be cleaned in the sink and scrub with a clean brush, cloth or scouring pad depending on the item. Change water regularly.
 - » Using a second sink (where available), rinse clean articles with hand hot water.
 - » Allow to air dry on a clean sanitized surface, or dry with disposable paper towels.
- Automatic dishwashing can achieve a much higher temperature on the rinse cycle and therefore offer a much higher level of disinfection than manual dishwashing. This can prove particularly useful with smaller high-risk items such as equipment parts and chopping boards. Loading the dishwasher correctly helps get the best results and avoid having to spend additional time re-cleaning crockery and utensils.

Washing items as soon as possible after soiling is also highly recommended.

- » Pre-soak cutlery
- » Remove food scraps from plates and dishes into bin
- » Pour tea and coffee residues down sink/drain
- » Correctly rack all plates neatly and according to size
- » Rack all cups neatly and inverted over a sink or drainer
- » Stack knives, forks and spoons in the correct baskets. Mix cutlery in each basket, handles down. 7. Change water regularly and after each section
- » Wash glassware when water is fresh.

6.2.16 Kitchen Waste Management

In every kitchen there is waste that must be recycled, waste that can be hazardous and waste that must be stored in a certain way. A large majority of the waste that kitchen's produce is food waste.

Throwing out food responsibly is important, because when food rots, it releases methane, a greenhouse gas that is dangerous to the environment.

Kitchen waste - Kitchen waste is any kind of rubbish produced while performing kitchen activities – such as preparing food, cleaning plates and equipment, and dealing with food leftovers. Food waste is the main type of kitchen waste, but other products and materials also make up such waste, including packaging, equipment, and more.

Tips to Manage Kitchen waste

- Separate waste- Segregate the dustbins for dry and wet waste.
- Maintain two bags for dry waste collection- paper, plastic, and other items that are recyclable, for the rest of the household waste.
- Keep plastic from the kitchen clean and dry and drop it into the dry waste bin.
- Keep glass /plastic containers rinsed of food matter
- Store and send dry waste out of the home, once a week.
- Use cloth bags instead of plastic.
- Donate items when possible.
- Dispose of biodegradable waste with the local garbage trucks or begin a composting pit in the garden
- Toxic waste if any must be isolated and disposed of in a responsible manner depending on the kind of toxic waste.
- Soiled waste must be sent to an incinerator.
- Keep a paper bag for throwing the sanitary waste.

Recycling and Composting Food Waste

Compost at home: Composting foods that can be organically disposed of at home is a great way to reduce the amount of food people throw in the trash. It's good for the environment, and can give some useful compost for the garden. Homemade compost will fertilize the soil and can help with any gardening.

Donating Unwanted Food: If someone have food clogging up in the cupboards that they are not going to eat, there is an alternative to just tossing it in the trash. Donating food to charities, for example "Feeding India", is a

great way to make sure nothing goes to waste. If one decides to do this, the first thing to do is determine what kind of food is suitable to donate.

- Generally non-perishable food, such as tinned vegetables, soups, fish and meat are all appropriate.
- Low-sugar cereal, raisins, and juice boxes are also very welcome.
- Avoid donating food in glass jars or containers. These may not be accepted because of the risk of them breaking.

Disposing of Non-Reusable Food Waste

Separate spoiled foods: People should act fast to deal with any food that is spoiled or that will go bad quickly. Such foods should be separated from the rest of the trash, kept in heavy duty plastic bags and disposed of quickly.



Fig.6.2.16: Bins



Fig.6.2.17: Toilet Pots

Flush items down the sink or toilet:

- For soft items other than oils and fats, they may be chopped into small pieces and flushed down the sink drain, or larger pieces may be flushed down the toilet.
- One can use this method for soft food scraps, like a rotten tomato, versus rigid items, like bones.
- This method is not very much advisable instead throw in the nearby dust bin or one can buy dust bin. If someone will throw in sink or toilet it may result in clogging.

Collect oils and fats in a container: Cooking oils and fats are disposed of by collecting them in a jar, tub, or other container that they don't mind throwing away.

One should not pour hot oil or fat from cooking meats down the sink drain. This will cause plumbing problems that may be expensive. You should always dispose of oil and grease in the trash, not down the drain.

Reducing Kitchen Waste

- Plan your meals to only buy what you need
- Freeze any fresh foods that will not come in use right away so that it will be use at a later date.
- Consider freezing leftovers such as soups, stews and pastas.
- Storage containers should be secure and kept in the appropriate climactic conditions. For example, some foods need to be kept in the fridge, and others should be in kept in a cool, dry place.
- Take reusable bags for grocery shopping
- Buy items with the least packaging and recycle food packaging
- Store fruits and vegetables properly
- Stop peeling produce. Scrub vegetables with a vegetable brush instead
- A lot of the stuff you probably cut off fruits and vegetables is edible. Instead of just chopping off the tops and bottoms of fruits and vegetables indiscriminately, use a paring knife to cut precisely around the stems.

Scan the QR Codes to watch the related videos



<https://youtu.be/-afCeHBZ9kA>
Introduction to Grains



<https://youtu.be/OpWOgV7IIpo>
Spices used in Indian Cooking



<https://youtu.be/MdeupotS-NE>
Pre – Preparation of Food



https://youtu.be/yUtos5FI_X4o
Meal Planning for Mother/Infant/
Toddler



<https://youtu.be/oEYSxWIRbUA>
Principles of Healthy Eating



<https://youtu.be/pmgkj01uUTw>
Food groups for Infant/toddlers



<https://youtu.be/u7sQjOFFISw>
Cooking with Fat



<https://youtu.be/IG52RLIZjss>
Serving the Food



<https://youtu.be/uhyCtQDWI2w>
Kitchen Hygiene

Summary

- Cooking is an art as it may transform raw food items into delicious and mouth-watering dishes.
- Grains are popular as one of the important ingredients of vegetarian cookery due to their nutrient value and ease of availability.
- Seeds obtained from various grass plants such as Wheat, Rice, Barley, Ragi (Malt), Jowar, Bajra, Maize, and Millet are called cereals
- Pulses are the seeds obtained from vain and shrub plants such as peas, Bengal Gram, Horse Peas, Chickpeas, and Indian Beans
- Fruits are the dominant ingredient in fruit salads, smoothies, desserts, and gravies and are best when consumed ripe and fresh.
- Dry Fruits are fruits with no water content. Raisins are made of drying grapes, dried apricots, Figs, Kiwis, Prunes, Dates are few examples of dry fruits used in Indian cooking and dessert.
- Turmeric, cumin seeds, Red chilli powder, Mustard seeds, Asafoetida are few essential spices used in Indian cooking
- Blanching, washing, peeling, cutting, grinding are few food preparation activities
- Kneading is the process of preparing dough to make parantha, roti, or other type of breads used in Indian meals
- Common kitchen appliances such as Mixer-Grinder, Juicer, Food Processor, Hand Blender, Microwave helps ease the process of cooking meals with least time consumed
- Nutrition is the process of providing or obtaining the food necessary for health and growth
- Eating right food in right time and at right amount is the golden rule to achieve nutrition
- Physically active babies need more energy than their less physically active peers.
- Diet of the baby/toddler should contain ingredients like fruits, vegetables, grains, milk, eggs, etc.
- When vegetables are thickly peeled, a large proportion of the food's nutrient value is lost; folate and vitamin C
- Meal planning is the process of preparing a plan of meals, with adequate nutrition for every member of the family, within the available resources.
- Healthy food for infant /toddler must contain elements from all the given five groups: Dairy, Fruit, Vegetables, Grains, Protein
- Children must be supervised while eating and drinking since choking hazard can happen
- Boiling is the process of food immersed in a sufficient amount of hot water and heated to its boiling temperature
- Simmering is the process of cooking food in water as the medium and provides heat below boiling temperature
- Pressure-cooking is a cooking method that uses steam sealed in a pressure cooker, which is a special airtight cooking pot
- During roasting food is brought in contact with the direct heat of the flame or any other source of radiant heat.
- Good nutrition is important for everyone, and it's especially important for mothers who are recovering from pregnancy, and handling infants and toddlers.
- Kitchen hygiene is of utmost important to ensure food is handled safely and is healthy to eat for mother, infant/toddler

Exercise

1. ____ refers to a state when the food we eat is able to provide the recommended amounts of nutrients for the body to perform all its physiological activities.
2. Babies aged between six months to a year require ____ kilocalories per day
 - a) 900
 - b) 200
 - c) 500
 - d) 700
3. List some suggestions on how to retain the maximum nutrition in cooked foods.
4. Identify the protein rich food.
 - a) lean meat
 - b) Fish
 - c) Dairy products
 - d) All of the above
5. List some important points for food and drinks for babies.
6. ____ is a gentle method of cooking in a pan with a lid
7. ____ is a cooking method that uses steam sealed in a pressure cooker, which is a special airtight cooking pot.
8. Which of the following is the process of soaking meat in a seasoned liquid, called a marinade, before cooking?
 - a) Marinade
 - b) Toasting
 - c) Baking
 - d) Roasting
9. ____ is the only food or drink babies need in the first 6 months of their life.
10. List the tips to manage kitchen waste.

7. Employability Skills



Unit 7.1 - Employability Skills



Key Learning Outcomes

At the end of this module, the participant will be able to:

1. Explain Employability Skills
2. Elaborate Becoming a Professional in the 21st Century
3. Practice Basic English Skills
4. Demonstrate Communication Skills
5. Learn Essential Digital Skills
6. Learn Financial and Legal Literacy
7. Identify Career Development and Goal-Setting
8. Get Ready for Apprenticeships and Jobs

UNIT 7.1: Employability Skills

Unit Objectives

At the end of the unit, you will be able to:

1. Explain Employability Skills
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Employability Skills Student Workbook_30hr




8. Annexure - Resources



S. No.	Module Name	Unit Name	Name of Subject	Page No.	URL	QR Code
2	Attend to the basic needs of infants and toddlers	Unit 2.1 – Perform and Maintain Daily Schedule Activities of the Infant/Toddler	Baby Massage	17	https://youtu.be/41IVEGNSvh0	
3	Attend to the basic needs of infants and toddlers	Unit 2.1 – Perform and Maintain Daily Schedule Activities of the Infant/Toddler	Diapering	19	https://youtu.be/SkF-nk59_4Y	
4	Attend to the basic needs of infants and toddlers	Unit 2.1 – Perform and Maintain Daily Schedule Activities of the Infant/Toddler	Bathing and Dressing the Infant	21	https://youtu.be/0GfOv7XvKYM	
5	Attend to the basic needs of infants and toddlers	Unit 2.1 – Perform and Maintain Daily Schedule Activities of the Infant/Toddler	Dressing the Infant	22	https://youtu.be/tcDtyGxr2ig	
6	Attend to the basic needs of infants and toddlers	Unit 2.1 – Perform and Maintain Daily Schedule Activities of the Infant/Toddler	Cleaning the Baby's Room	27	https://youtu.be/HUQo7nlwMJE	
7	Attend to the basic needs of infants and toddlers	Unit 2.1 – Perform and Maintain Daily Schedule Activities of the Infant/Toddler	Sleeping Schedule of Child	29	https://youtu.be/OCcHK9jwzKM	
8	Attend to the basic needs of infants and toddlers	Unit 2.2 – Feed and Provide Care during Illness to the Infant/Toddler	Mother's Milk and its Benefits	44	https://youtu.be/xVAKEth5mHY	
9	Attend to the basic needs of infants and toddlers	Unit 2.2 – Feed and Provide Care during Illness to the Infant/Toddler	Bottle-Feeding	45	https://youtu.be/8HoRppfwWBg	
10	Attend to the basic needs of infants and toddlers	Unit 2.2 – Feed and Provide Care during Illness to the Infant/Toddler	Spoon-Feeding Older Infants and Toddlers	46	https://youtu.be/3zWU-Y-9oGk	

11	Attend to the basic needs of infants and toddlers	Unit 2.2 – Feed and Provide Care during Illness to the Infant/Toddler	Storing Sterilized Bottles	49	https://youtu.be/PAz4xqplcc4	
12	Attend to the basic needs of infants and toddlers	Unit 2.2 – Feed and Provide Care during Illness to the Infant/Toddler	Coaching Babies to Self-feed (9 months old onwards)	57	https://youtu.be/9bhRtC2UvM0	
13	Attend to the basic needs of infants and toddlers	Unit 2.2 – Feed and Provide Care during Illness to the Infant/Toddler	Caring for a Sick Child	60	https://youtu.be/2iBD0L0OKXw	
14	Attend to the basic needs of infants and toddlers	Unit 2.2 – Feed and Provide Care during Illness to the Infant/Toddler	Common health issues and their treat	61	https://youtu.be/ZmLwlihMJDQ	
15	Ensure Holistic Development of Infants and Toddlers	Unit 3.1 – Ensure Holistic Development of Infants and Toddlers	Other Safety Considerations	87	https://youtu.be/uFCx3q5AMAK	
16	Ensure Holistic Development of Infants and Toddlers	Unit 3.1 – Ensure Holistic Development of Infants and Toddlers	Encouraging Positive Behaviour	91	https://youtu.be/GsXvbfirLu4ositeve	
17	Ensure Holistic Development of Infants and Toddlers	Unit 3.1 – Ensure Holistic Development of Infants and Toddlers	Signs of Emotional or Developmental Needs of Children	92	https://youtu.be/UtGqRVIKg4Uh	
19	Ensure Holistic Development of Infants and Toddlers	Unit 3.1 – Ensure Holistic Development of Infants and Toddlers	The ABCs of Child Guidance	94	https://youtu.be/CHKWtYEpWY	
20	Ensure Holistic Development of Infants and Toddlers	Unit 3.1 – Ensure Holistic Development of Infants and Toddlers	Helping Toddler Deal with Frustration and Strong Emotions	95	https://youtu.be/NtqzHOBTvyk	

21	Ensure Holistic Development of Infants and Toddlers	Unit 3.1 – Ensure Holistic Development of Infants and Toddlers	Using Praise to Change Behaviour	96	https://youtu.be/TW-FMrf63g	
22	Ensure Holistic Development of Infants and Toddlers	Unit 3.1 – Ensure Holistic Development of Infants and Toddlers	Biting, Hitting and Kicking	98	https://youtu.be/iLGurHmnavs	
23	Maintain Health, Hygiene and Safety Standards	Unit 5.1 – Follow Personal and Workplace Hygiene	Personal Hygiene	135	https://youtu.be/UxskKQ9WOTE	
24	Prepare Basic Food as per Dietary Requirements	Unit 6.1 – Carry out Pre-cooking Activities	Introduction to Grains	188	https://youtu.be/-afCeHBZ9kA	
25	Prepare Basic Food as per Dietary Requirements	Unit 6.1 – Carry out Pre-cooking Activities	Spices used in Indian Cooking	197	https://youtu.be/OpWOgV7IIPO	
26	Prepare Basic Food as per Dietary Requirements	Unit 6.1 – Carry out Pre-cooking Activities	Pre – Preparation of Food	200	https://youtu.be/MdeupotS-NE	
27	Prepare Basic Food as per Dietary Requirements	Unit 6.2 – Prepare Basic Food as Per Dietary Requirements	Principles of Healthy Eating	221	https://youtu.be/oEYSxWIRbUA	
28	Prepare Basic Food as per Dietary Requirements	Unit 6.2 – Prepare Basic Food as Per Dietary Requirements	Meal Planning for Mother/Infant/Toddler	225	https://youtu.be/yUtos5FI_X4o	
29	Prepare Basic Food as per Dietary Requirements	Unit 6.2 – Prepare Basic Food as Per Dietary Requirements	Food groups for Infant/toddlers	225	https://youtu.be/pmgkj01uUTw	

30	Prepare Basic Food as per Dietary Requirements	Unit 6.2 – Prepare Basic Food as Per Dietary Requirements	Cooking with Fat	232	https://youtu.be/u7sQjOFFISw	
31	Prepare Basic Food as per Dietary Requirements	Unit 6.2 – Prepare Basic Food as Per Dietary Requirements	Serving the Food	241	https://youtu.be/IG52RLIzjss	
32	Prepare Basic Food as per Dietary Requirements	Unit 6.2 – Prepare Basic Food as Per Dietary Requirements	Kitchen Hygiene	242	https://youtu.be/uhyCtQDWI2w	



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