



Play School Facilitator cum Caregiver

QP Code: DWC/Q0206

Version: 1.0

NSQF Level: 4

Domestic Workers Sector Skill Council || A-2/19, 2nd Floor, Safdarjung Enclave
New Delhi -110029 || email:content@dwsscindia.com



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DWC/Q0206: Play School Facilitator cum Caregiver

Brief Job Description

A Montessori school facilitator/caregiver plays a vital role in creating a nurturing and stimulating environment for children in a Montessori school setting. The primary responsibility of a Montessori school facilitator/caregiver is to support the holistic development of children by implementing the Montessori philosophy and principles.

Personal Attributes

The job requires the individual to be dedicated, responsible, trustworthy, attentive, honest, ethical, sensitive to others' needs and detail-oriented. The person should possess excellent communication, good subject and curriculum knowledge and interpersonal skills. The person should be flexible, maintain composure, keep emotions in check, control anger, and avoid aggressive behaviour, even in very difficult situations

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [DWC/N0233: Montessori school management related activities](#)
2. [DWC/N0234: Montessori Methods and Activities](#)
3. [DWC/N0235: Fulfil Classroom Activities](#)
4. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)
5. [DWC/N0228: Professional development](#)
6. [DWC/N9909: Health, Safety and Nutrition](#)
7. [DWC/N9903: Maintain health, hygiene and safety standards](#)

Qualification Pack (QP) Parameters

Sector	Domestic Workers
Sub-Sector	Caregiver
Occupation	Child Care (Non - Clinical)
Country	India

NSQF Level	4
Credits	14
Aligned to NCO/ISCO/ISIC Code	NCO-2015/ 3334.9900
Minimum Educational Qualification & Experience	10th grade pass and pursuing continuous schooling ((for 2 year program) OR 11th Grade Pass and pursuing continuous schooling OR 11th Grade Pass with 1 year relevant of experience OR 10th Grade Pass with 2 year relevant of experience OR Previous relevant Qualification of NSQF Level 3.5 with 1.5 Years of experience) OR Previous relevant Qualification of NSQF Level 3 with 3 Years of experience))
Minimum Level of Education for Training in School	10th Class
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	NA
Next Review Date	NA
NSQC Approval Date	
Version	1.0

DWC/N0233: Montessori school management related activities

Description

This OS unit talks about overseeing the development of the students to make sure it's being effectively run to meet the institution's objectives. It further talks about planning, designing and implementing activities that will help the institution to run smoothly on a daily basis

Scope

The scope covers the following :

- Managing Montessori school
- Managing Learning Environment for Montessori school

Elements and Performance Criteria

Managing Montessori school

To be competent, the user/individual on the job must be able to:

- PC1.** Develop and implement school policies and procedures
- PC2.** Handle admissions, enrollment, and student records
- PC3.** Manage staff recruitment, training, and evaluation
- PC4.** Oversee budgeting and financial management
- PC5.** Communicate with parents, addressing their concerns and providing updates
- PC6.** Coordinate with external stakeholders, such as educational authorities and suppliers
- PC7.** Ensure the Montessori curriculum is aligned with educational standards
- PC8.** Collaborate with teachers to develop lesson plans and learning materials
- PC9.** Conduct classroom observations to assess teaching methods and student engagement
- PC10.** Stay informed about developments in Montessori education and instructional practices
- PC11.** Create and maintain a prepared Montessori environment
- PC12.** Organize and manage classroom resources and supplies
- PC13.** Support teachers in maintaining an orderly and stimulating environment
- PC14.** Support teachers in implementing Montessori principles and methodologies
- PC15.** Organize parent-teacher conferences and other communication channels
- PC16.** Keep parents informed about school updates, policies, and student progress
- PC17.** Implement student assessment and evaluation processes

Managing Learning Environment for Montessori school

To be competent, the user/individual on the job must be able to:

- PC18.** Familiarize oneself with the Montessori materials and their specific uses.
- PC19.** Replace or repair materials as needed to ensure a complete and functional set.
- PC20.** Develop lesson plans that align with the Montessori curriculum and individual student needs.
- PC21.** Identify and provide appropriate Montessori materials for students' learning objectives.
- PC22.** Offer individual or small-group lessons based on students' readiness and interests.
- PC23.** Conduct regular observations of students' engagement, progress, and behavior.

- PC24.** Document observations and maintain records of individual student development.
- PC25.** Collaborate with other educators and parents to gather insights and different perspectives.
- PC26.** Establish clear expectations and guidelines for behavior and classroom routines.
- PC27.** Address behavioral issues promptly and communicate with parents as necessary.
- PC28.** Promote independence and self-directed learning by encouraging student choice and autonomy.
- PC29.** Identify and address the unique needs and abilities of individual students.
- PC30.** Collaborate with special education professionals or other specialists to meet diverse learning needs.
- PC31.** Modify lessons or materials to accommodate students with different learning styles or abilities.
- PC32.** Participate in team meetings, parent-teacher conferences, and school events.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** approaches to determine likes and dislikes of children by engaging them in conversation
- KU2.** age-specific activities for children which may help them to grow developmentally, emotionally, physically, and academically
- KU3.** importance of setting rules and regulations for children
- KU4.** techniques to create the environment conducive and comfortable
- KU5.** milestones in life of children
- KU6.** recent educational toys and games in the market
- KU7.** importance of introducing toys, games and activities in the upbringing of children
- KU8.** importance of organizing educational trips for children
- KU9.** various informative and educational places that can be beneficial for children

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** meet and greet others appropriately
- GS2.** communicate clearly and respectfully and avoid inappropriate language
- GS3.** build rapport with children, their family members and other people related to them such as their teachers
- GS4.** read, write and listen actively
- GS5.** prepare daily timetable for children
- GS6.** be attentive and responsive towards childrens needs and behaviours
- GS7.** analyze various requirements of the children
- GS8.** track and report progress of children
- GS9.** manage time effectively, be disciplined
- GS10.** prioritize various tasks and activities
- GS11.** make prompt and appropriate decisions



Qualification Pack



GS12. assess different situations and respond accordingly

GS13. take new initiatives that can be beneficial to childrens growth and development

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Managing Montessori school</i>	15	35	-	-
PC1. Develop and implement school policies and procedures	-	-	-	-
PC2. Handle admissions, enrollment, and student records	-	-	-	-
PC3. Manage staff recruitment, training, and evaluation	-	-	-	-
PC4. Oversee budgeting and financial management	-	-	-	-
PC5. Communicate with parents, addressing their concerns and providing updates	-	-	-	-
PC6. Coordinate with external stakeholders, such as educational authorities and suppliers	-	-	-	-
PC7. Ensure the Montessori curriculum is aligned with educational standards	-	-	-	-
PC8. Collaborate with teachers to develop lesson plans and learning materials	-	-	-	-
PC9. Conduct classroom observations to assess teaching methods and student engagement	-	-	-	-
PC10. Stay informed about developments in Montessori education and instructional practices	-	-	-	-
PC11. Create and maintain a prepared Montessori environment	-	-	-	-
PC12. Organize and manage classroom resources and supplies	-	-	-	-
PC13. Support teachers in maintaining an orderly and stimulating environment	-	-	-	-
PC14. Support teachers in implementing Montessori principles and methodologies	-	-	-	-
PC15. Organize parent-teacher conferences and other communication channels	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC16. Keep parents informed about school updates, policies, and student progress	-	-	-	-
PC17. Implement student assessment and evaluation processes	-	-	-	-
<i>Managing Learning Environment for Montessori school</i>	15	35	-	-
PC18. Familiarize oneself with the Montessori materials and their specific uses.	-	-	-	-
PC19. Replace or repair materials as needed to ensure a complete and functional set.	-	-	-	-
PC20. Develop lesson plans that align with the Montessori curriculum and individual student needs.	-	-	-	-
PC21. Identify and provide appropriate Montessori materials for students' learning objectives.	-	-	-	-
PC22. Offer individual or small-group lessons based on students' readiness and interests.	-	-	-	-
PC23. Conduct regular observations of students' engagement, progress, and behavior.	-	-	-	-
PC24. Document observations and maintain records of individual student development.	-	-	-	-
PC25. Collaborate with other educators and parents to gather insights and different perspectives.	-	-	-	-
PC26. Establish clear expectations and guidelines for behavior and classroom routines.	-	-	-	-
PC27. Address behavioral issues promptly and communicate with parents as necessary.	-	-	-	-
PC28. Promote independence and self-directed learning by encouraging student choice and autonomy.	-	-	-	-
PC29. Identify and address the unique needs and abilities of individual students.	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC30. Collaborate with special education professionals or other specialists to meet diverse learning needs.	-	-	-	-
PC31. Modify lessons or materials to accommodate students with different learning styles or abilities.	-	-	-	-
PC32. Participate in team meetings, parent-teacher conferences, and school events.	-	-	-	-
NOS Total	30	70	-	-

National Occupational Standards (NOS) Parameters

NOS Code	DWC/N0233
NOS Name	Montessori school management related activities
Sector	Domestic Workers
Sub-Sector	Care Giving (Non Clinical)
Occupation	Child Care (Non - Clinical)
NSQF Level	4
Credits	2
Version	1.0
Next Review Date	NA

DWC/N0234: Montessori Methods and Activities

Description

This OS unit talks about implementing Montessori Methods and Activities

Scope

The scope covers the following :

- Montessori Methods and Activities
- Sensorial Activities and Practical Life Exercises
- Developing Language
- Educate on Geography and Culture
- Develop Mathematical skills
- Music and Action Songs and rhymes

Elements and Performance Criteria

Montessori Methods and Activities

To be competent, the user/individual on the job must be able to:

- PC1.** Provide an overview of Dr. Maria Montessori's life, background, and contributions to education
- PC2.** Introduce the key methods used in Montessori education, such as hands-on learning, individualized instruction, and the use of specialized materials.
- PC3.** Explain the role of the Montessori teacher as a guide and facilitator rather than a traditional instructor.
- PC4.** apply numeracy skills to develop the child's mathematical mind

Sensorial Activities and Practical Life Exercises

To be competent, the user/individual on the job must be able to:

- PC5.** Provide examples of Montessori activities across different curriculum areas, including practical life, sensorial, language, mathematics, and cultural studies
- PC6.** Explain the purpose and benefits of sensorial activities in developing the child's senses and perception.
- PC7.** Describe various sensorial materials, such as the pink tower, color tablets, and geometric solids, and how they aid in sensory exploration.
- PC8.** Discuss the importance of practical life exercises in developing life skills, independence, and concentration.
- PC9.** Provide examples of practical life activities, such as pouring, buttoning, and sweeping, that promote fine and gross motor skills.

Developing Language

To be competent, the user/individual on the job must be able to:

- PC10.** Discuss the Montessori approach to language development, including oral language, vocabulary, reading, and writing.
- PC11.** Explain the use of language materials, such as sandpaper letters, moveable alphabets, and language objects.

PC12. Describe language activities, such as phonetic awareness exercises, reading comprehension, and storytelling.

PC13. Highlight the importance of fostering a language-rich environment and encouraging communication and literacy skills.

Educate on Geography and Culture

To be competent, the user/individual on the job must be able to:

PC14. Introduce the Montessori approach to geography and cultural studies.

PC15. Discuss the use of maps, globes, and other materials to explore continents, countries, and cultures.

PC16. Explain the concept of cultural diversity and encourage respect and understanding for different traditions and customs.

PC17. Provide examples of cultural activities, such as food tasting, art projects, and celebrations, to promote global awareness.

Develop Elementary Mathematical skills

To be competent, the user/individual on the job must be able to:

PC18. Explain the Montessori method of introducing mathematical concepts through hands-on materials.

PC19. Discuss the use of number rods, golden beads, and other manipulatives to teach counting, operations, and place value.

PC20. Describe activities that promote mathematical thinking, problem-solving, and logical reasoning.

PC21. Emphasize the progression from concrete to abstract understanding of mathematical concepts.

Music , Action Songs and rhymes

To be competent, the user/individual on the job must be able to:

PC22. Discuss the importance of music and movement in early childhood development.

PC23. Introduce Montessori-inspired songs, rhymes, and finger plays that promote language development, coordination, and rhythm.

PC24. Explain the use of musical instruments and movement activities to enhance creativity, self-expression, and spatial awareness.

PC25. Highlight the integration of music and movement across other curriculum areas, such as cultural studies and language development.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. social environment in the workplace.

KU2. telephone etiquettes and communication with visitors

KU3. the system, processes, timetable and performance expectations of the employer

KU4. the overall safety, sanitation, working and condition of the house

KU5. personal and workplace hygiene

KU6. how to prioritize work and do time management

KU7. The Montessori Method of teaching

KU8. The Child Psychology

- KU9.** basics of communication and active listening
- KU10.** Sensorial Education
- KU11.** Arithmetic and Geometry Education
- KU12.** Language Education (English)
- KU13.** Cultural Education including (A)Botany, (B)Zoology (C)Geography and Knowledge about the environment and the world
- KU14.** A)stories, B) Rhymes & Songs,C) Drawing, Painting and Craft work
- KU15.** ones rights and duties with respect to the workplace and safety
- KU16.** treatment and behaviour expected from employer in a household
- KU17.** importance of confidentiality at work and workplace integrity
- KU18.** how to maintain high standard/ good working environment
- KU19.** cultural acclimatisation: how to adjust oneself according to the workplace/ working environment
- KU20.** gender inclusive communication and gender empathy
- KU21.** gender differences and gender diversity
- KU22.** gender, PwD and age sensitivity and their specific requirements
- KU23.** fundamentals of sexual harassment of children at the workplace (prevention, prohibition and redressal) act 2013
- KU24.** different types of disabilities/ life conditions leading to physical developmental behavioural intellectual and sensory impairment and sensitivity to each one
- KU25.** rudimentary knowledge of statutory rights, privileges, schemes and benefits available for PwD

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** communicate (read, write and speak) in the language being used to in the workplace
- GS2.** discuss task lists, schedules, and work-load of the household with co- workers (if any)
- GS3.** use knowledge of numeracy
- GS4.** make decisions pertaining to the concerned area of work
- GS5.** perform assigned tasks efficiently based on the priority set by the employer
- GS6.** manage relationships with employers
- GS7.** follow basic work ethics such as punctuality, discipline, and regularity
- GS8.** take decisions pertaining to the concerned area of work
- GS9.** utilise existing resources economically
- GS10.** organise the items in all parts of the house
- GS11.** plan out the given/ available tasks
- GS12.** respond to emergency situations/ incidents as per process
- GS13.** use inclusive, gender sensitive language
- GS14.** adjust communication styles to reflect gender sensitivity

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Montessori Methods and Activities</i>	5	16	-	-
PC1. Provide an overview of Dr. Maria Montessori's life, background, and contributions to education	-	-	-	-
PC2. Introduce the key methods used in Montessori education, such as hands-on learning, individualized instruction, and the use of specialized materials.	-	-	-	-
PC3. Explain the role of the Montessori teacher as a guide and facilitator rather than a traditional instructor.	-	-	-	-
PC4. apply numeracy skills to develop the child's mathematical mind	-	-	-	-
<i>Sensorial Activities and Practical Life Exercises</i>	5	16	-	-
PC5. Provide examples of Montessori activities across different curriculum areas, including practical life, sensorial, language, mathematics, and cultural studies	-	-	-	-
PC6. Explain the purpose and benefits of sensorial activities in developing the child's senses and perception.	-	-	-	-
PC7. Describe various sensorial materials, such as the pink tower, color tablets, and geometric solids, and how they aid in sensory exploration.	-	-	-	-
PC8. Discuss the importance of practical life exercises in developing life skills, independence, and concentration.	-	-	-	-
PC9. Provide examples of practical life activities, such as pouring, buttoning, and sweeping, that promote fine and gross motor skills.	-	-	-	-
<i>Developing Language</i>	4	15	-	-
PC10. Discuss the Montessori approach to language development, including oral language, vocabulary, reading, and writing.	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. Explain the use of language materials, such as sandpaper letters, moveable alphabets, and language objects.	-	-	-	-
PC12. Describe language activities, such as phonetic awareness exercises, reading comprehension, and storytelling.	-	-	-	-
PC13. Highlight the importance of fostering a language-rich environment and encouraging communication and literacy skills.	-	-	-	-
<i>Educate on Geography and Culture</i>	4	15	-	-
PC14. Introduce the Montessori approach to geography and cultural studies.	-	-	-	-
PC15. Discuss the use of maps, globes, and other materials to explore continents, countries, and cultures.	-	-	-	-
PC16. Explain the concept of cultural diversity and encourage respect and understanding for different traditions and customs.	-	-	-	-
PC17. Provide examples of cultural activities, such as food tasting, art projects, and celebrations, to promote global awareness.	-	-	-	-
<i>Develop Elementary Mathematical skills</i>	5	15	-	-
PC18. Explain the Montessori method of introducing mathematical concepts through hands-on materials.	-	-	-	-
PC19. Discuss the use of number rods, golden beads, and other manipulatives to teach counting, operations, and place value.	-	-	-	-
PC20. Describe activities that promote mathematical thinking, problem-solving, and logical reasoning.	-	-	-	-
PC21. Emphasize the progression from concrete to abstract understanding of mathematical concepts.	-	-	-	-
<i>Music , Action Songs and rhymes</i>	5	15	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC22. Discuss the importance of music and movement in early childhood development.	-	-	-	-
PC23. Introduce Montessori-inspired songs, rhymes, and finger plays that promote language development, coordination, and rhythm.	-	-	-	-
PC24. Explain the use of musical instruments and movement activities to enhance creativity, self-expression, and spatial awareness.	-	-	-	-
PC25. Highlight the integration of music and movement across other curriculum areas, such as cultural studies and language development.	-	-	-	-
NOS Total	28	92	-	-

National Occupational Standards (NOS) Parameters

NOS Code	DWC/N0234
NOS Name	Montessori Methods and Activities
Sector	Domestic Workers
Sub-Sector	Caregiver
Occupation	Child Care (Non - Clinical)
NSQF Level	4
Credits	3
Version	1.0
Next Review Date	NA

DWC/N0235: Fulfil Classroom Activities

Description

This OS unit talks about performing various administration, documentation and marketing related tasks of the estate

Scope

The scope covers the following :

- Circle time and Story Telling
- Drama and Role Playing
- Art and Craft
- Games/Play
- PE and Outdoor Games

Elements and Performance Criteria

Circle time and Story Telling

To be competent, the user/individual on the job must be able to:

- PC1.** align circle time and storytelling activities with the educational objectives of the Montessori curriculum.
- PC2.** create a lively and interactive circle time experience for the children.
- PC3.** use age-appropriate language, maintain a consistent speaking pace, and use a variety of tones and expressions to capture the children's attention and convey the message effectively.
- PC4.** Demonstrate an understanding of child development principles and adapt the circle time activities to suit the developmental needs and abilities of the children.
- PC5.** use appropriate themes, topics, and activities that align with the age and interests of the children.
- PC6.** Narrate stories in an engaging and captivating manner.
- PC7.** use expressive gestures, facial expressions, and intonation to bring the story to life.
- PC8.** Ensure children's participation by asking questions, inviting predictions, and facilitating discussions related to the story.
- PC9.** Maintain a well-managed and organized circle time environment.
- PC10.** Modify circle time activities and stories based on individual or group preferences, accommodate children with diverse learning styles or special needs, and be open to incorporating new ideas or feedback from colleagues, parents, or students.
- PC11.** assess children's engagement, participation, and learning during circle time and storytelling activities.
- PC12.** Demonstrate a commitment to professional growth and stay updated with current best practices and research in circle time and storytelling.

Drama and Role Playing

To be competent, the user/individual on the job must be able to:

- PC13.** Utilize drama and role-playing activities to enhance students' communication and social skills.
- PC14.** Evaluate students' ability to think creatively and use their imagination during dramatic activities.
- PC15.** Assess students' communication skills, including verbal and non-verbal expression, clarity of speech, and body language.
- PC16.** Observe how well students work together in group role-playing activities.
- PC17.** Evaluate students' comprehension and interpretation of characters, plots, and themes in dramatic performances.
- PC18.** Assess students' flexibility and ability to adapt to different roles, situations, and scenarios.
- PC19.** Observe students' level of engagement and enthusiasm during drama and role-playing activities.
- PC20.** Encourage students to reflect on their own performances and provide self-assessment.
- PC21.** Evaluate students' ability to connect emotionally with the characters they portray and the audience.
- PC22.** Assess students' understanding and respect for different cultures, traditions, and perspectives when engaging in role-playing activities.
- PC23.** Observe students' level of confidence in their acting abilities and their willingness to take risks.

Art and Craft

To be competent, the user/individual on the job must be able to:

- PC24.** Incorporate art and craft activities into the curriculum to encourage creativity and fine motor skills development.
- PC25.** Provide opportunities for students to work with different art media, such as paints, clay, and recycled materials.
- PC26.** Provide a diverse range of art and craft activities to engage children with different interests and abilities.
- PC27.** Encourage children to express their individuality and think creatively during art and craft activities.
- PC28.** Assess their ability to generate unique ideas, use materials innovatively, and explore different artistic techniques.
- PC29.** Evaluate children's progress in developing fine motor skills through art and craft activities.
- PC30.** Observe their ability to handle tools like paintbrushes, scissors, glue, and pencils with increasing control and precision.
- PC31.** Assess the extent to which children are able to express themselves through their artwork. Observe their use of colors, shapes, lines, and textures to convey emotions, ideas, and narratives.

Games/Play PE and Outdoor Games

To be competent, the user/individual on the job must be able to:

- PC32.** Introduce various games and play activities to promote teamwork, problem-solving, and physical activity.
- PC33.** Encourage students to engage in cooperative games, board games, and outdoor games.

Physical Education and Outdoor Games

To be competent, the user/individual on the job must be able to:

- PC34.** Introduce students to physical education and outdoor games that promote gross motor skills, physical fitness, and teamwork.
- PC35.** Provide a diverse range of art and craft activities to engage children with different interests and abilities. Include activities such as drawing, painting, collage making, clay modeling, weaving, and more.
- PC36.** Provide a diverse range of art and craft activities to engage children with different interests and abilities.
- PC37.** Develop lesson plans that incorporate age-appropriate activities such as running, jumping, ball games, and other outdoor sports.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** social environment in the workplace.
- KU2.** telephone etiquettes and communication with visitors
- KU3.** the system, processes, timetable and performance expectations of the employer
- KU4.** the overall safety, sanitation, working and condition of the house
- KU5.** personal and workplace hygiene
- KU6.** how to prioritize work and do time management
- KU7.** basics of communication and active listening
- KU8.** ones rights and duties with respect to the workplace and safety
- KU9.** treatment and behaviour expected from employer in a household
- KU10.** importance of confidentiality at work and workplace integrity
- KU11.** how to maintain high standard/ good working environment
- KU12.** cultural acclimatisation: how to adjust oneself according to the workplace/ working environment
- KU13.** gender inclusive communication and gender empathy
- KU14.** gender differences and gender diversity
- KU15.** gender PwD and age sensitivity and their specific requirements
- KU16.** fundamentals of sexual harassment of women at the workplace (prevention, prohibition and redressal) act 2013
- KU17.** different types types of disabilities/ life conditions leading to physical, developmental, behavioural, intellectual and sensory impairment and sensitivity to each one
- KU18.** rudimentary knowledge of statutory rights privileges, schemes and benefits available for PwD
- KU19.** emergency procedures, responses/ important numbers

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** communicate (read, write and speak) in the language being used to in the workplace
- GS2.** meet and greet others appropriately



Qualification Pack



- GS3.** build rapport with various stakeholders
- GS4.** Artistic Expression
- GS5.** Problem-Solving Skills
- GS6.** Attention to Detail

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Circle time and Story Telling</i>	12	30	-	-
PC1. align circle time and storytelling activities with the educational objectives of the Montessori curriculum.	-	-	-	-
PC2. create a lively and interactive circle time experience for the children.	-	-	-	-
PC3. use age-appropriate language, maintain a consistent speaking pace, and use a variety of tones and expressions to capture the children's attention and convey the message effectively.	-	-	-	-
PC4. Demonstrate an understanding of child development principles and adapt the circle time activities to suit the developmental needs and abilities of the children.	-	-	-	-
PC5. use appropriate themes, topics, and activities that align with the age and interests of the children.	-	-	-	-
PC6. Narrate stories in an engaging and captivating manner.	-	-	-	-
PC7. use expressive gestures, facial expressions, and intonation to bring the story to life.	-	-	-	-
PC8. Ensure children's participation by asking questions, inviting predictions, and facilitating discussions related to the story.	-	-	-	-
PC9. Maintain a well-managed and organized circle time environment.	-	-	-	-
PC10. Modify circle time activities and stories based on individual or group preferences, accommodate children with diverse learning styles or special needs, and be open to incorporating new ideas or feedback from colleagues, parents, or students.	-	-	-	-
PC11. assess children's engagement, participation, and learning during circle time and storytelling activities.	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. Demonstrate a commitment to professional growth and stay updated with current best practices and research in circle time and storytelling.	-	-	-	-
<i>Drama and Role Playing</i>	10	24	-	-
PC13. Utilize drama and role-playing activities to enhance students' communication and social skills.	-	-	-	-
PC14. Evaluate students' ability to think creatively and use their imagination during dramatic activities.	-	-	-	-
PC15. Assess students' communication skills, including verbal and non-verbal expression, clarity of speech, and body language.	-	-	-	-
PC16. Observe how well students work together in group role-playing activities.	-	-	-	-
PC17. Evaluate students' comprehension and interpretation of characters, plots, and themes in dramatic performances.	-	-	-	-
PC18. Assess students' flexibility and ability to adapt to different roles, situations, and scenarios.	-	-	-	-
PC19. Observe students' level of engagement and enthusiasm during drama and role-playing activities.	-	-	-	-
PC20. Encourage students to reflect on their own performances and provide self-assessment.	-	-	-	-
PC21. Evaluate students' ability to connect emotionally with the characters they portray and the audience.	-	-	-	-
PC22. Assess students' understanding and respect for different cultures, traditions, and perspectives when engaging in role-playing activities.	-	-	-	-
PC23. Observe students' level of confidence in their acting abilities and their willingness to take risks.	-	-	-	-
<i>Art and Craft</i>	10	20	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC24. Incorporate art and craft activities into the curriculum to encourage creativity and fine motor skills development.	-	-	-	-
PC25. Provide opportunities for students to work with different art media, such as paints, clay, and recycled materials.	-	-	-	-
PC26. Provide a diverse range of art and craft activities to engage children with different interests and abilities.	-	-	-	-
PC27. Encourage children to express their individuality and think creatively during art and craft activities.	-	-	-	-
PC28. Assess their ability to generate unique ideas, use materials innovatively, and explore different artistic techniques.	-	-	-	-
PC29. Evaluate children's progress in developing fine motor skills through art and craft activities.	-	-	-	-
PC30. Observe their ability to handle tools like paintbrushes, scissors, glue, and pencils with increasing control and precision.	-	-	-	-
PC31. Assess the extent to which children are able to express themselves through their artwork. Observe their use of colors, shapes, lines, and textures to convey emotions, ideas, and narratives.	-	-	-	-
<i>Games/Play PE and Outdoor Games</i>	6	12	-	-
PC32. Introduce various games and play activities to promote teamwork, problem-solving, and physical activity.	-	-	-	-
PC33. Encourage students to engage in cooperative games, board games, and outdoor games.	-	-	-	-
<i>Physical Education and Outdoor Games</i>	4	12	-	-
PC34. Introduce students to physical education and outdoor games that promote gross motor skills, physical fitness, and teamwork.	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC35. Provide a diverse range of art and craft activities to engage children with different interests and abilities. Include activities such as drawing, painting, collage making, clay modeling, weaving, and more.	-	-	-	-
PC36. Provide a diverse range of art and craft activities to engage children with different interests and abilities.	-	-	-	-
PC37. Develop lesson plans that incorporate age-appropriate activities such as running, jumping, ball games, and other outdoor sports.	-	-	-	-
NOS Total	42	98	-	-

National Occupational Standards (NOS) Parameters

NOS Code	DWC/N0235
NOS Name	Fulfil Classroom Activities
Sector	Domestic Workers
Sub-Sector	Caregiver
Occupation	Child Care (Non - Clinical)
NSQF Level	4
Credits	3
Version	1.0
Next Review Date	NA

DGT/VSQ/N0102: Employability Skills (60 Hours)

Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

Elements and Performance Criteria

Introduction to Employability Skills

To be competent, the user/individual on the job must be able to:

- PC1.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

Constitutional values - Citizenship

To be competent, the user/individual on the job must be able to:

- PC3.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC4.** follow environmentally sustainable practices

Becoming a Professional in the 21st Century

To be competent, the user/individual on the job must be able to:

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

Basic English Skills

To be competent, the user/individual on the job must be able to:

- PC7.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC8.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC9.** write short messages, notes, letters, e-mails etc. in English

Career Development & Goal Setting

To be competent, the user/individual on the job must be able to:

- PC10.** understand the difference between job and career
- PC11.** prepare a career development plan with short- and long-term goals, based on aptitude

Communication Skills

To be competent, the user/individual on the job must be able to:

- PC12.** follow verbal and non-verbal communication etiquette and active listening techniques in various settings
- PC13.** work collaboratively with others in a team

Diversity & Inclusion

To be competent, the user/individual on the job must be able to:

- PC14.** communicate and behave appropriately with all genders and PwD
- PC15.** escalate any issues related to sexual harassment at workplace according to POSH Act

Financial and Legal Literacy

To be competent, the user/individual on the job must be able to:

- PC16.** select financial institutions, products and services as per requirement
- PC17.** carry out offline and online financial transactions, safely and securely
- PC18.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC19.** identify relevant rights and laws and use legal aids to fight against legal exploitation

Essential Digital Skills

To be competent, the user/individual on the job must be able to:

- PC20.** operate digital devices and carry out basic internet operations securely and safely
- PC21.** use e- mail and social media platforms and virtual collaboration tools to work effectively
- PC22.** use basic features of word processor, spreadsheets, and presentations

Entrepreneurship

To be competent, the user/individual on the job must be able to:

- PC23.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC24.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC25.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

Customer Service

To be competent, the user/individual on the job must be able to:

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.
- PC28.** follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

To be competent, the user/individual on the job must be able to:

- PC29.** create a professional Curriculum vitae (Résumé)
- PC30.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively
- PC31.** apply to identified job openings using offline /online methods as per requirement
- PC32.** answer questions politely, with clarity and confidence, during recruitment and selection
- PC33.** identify apprenticeship opportunities and register for it as per guidelines and requirements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** need for employability skills and different learning and employability related portals
- KU2.** various constitutional and personal values
- KU3.** different environmentally sustainable practices and their importance
- KU4.** Twenty first (21st) century skills and their importance
- KU5.** how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up
- KU6.** importance of career development and setting long- and short-term goals
- KU7.** about effective communication
- KU8.** POSH Act
- KU9.** Gender sensitivity and inclusivity
- KU10.** different types of financial institutes, products, and services
- KU11.** how to compute income and expenditure
- KU12.** importance of maintaining safety and security in offline and online financial transactions
- KU13.** different legal rights and laws
- KU14.** different types of digital devices and the procedure to operate them safely and securely
- KU15.** how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.
- KU16.** how to identify business opportunities
- KU17.** types and needs of customers
- KU18.** how to apply for a job and prepare for an interview
- KU19.** apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read and write different types of documents/instructions/correspondence
- GS2.** communicate effectively using appropriate language in formal and informal settings
- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode



Qualification Pack



- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	1	1	-	-
PC1. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values - Citizenship</i>	1	1	-	-
PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
PC4. follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	2	4	-	-
PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC6. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
<i>Basic English Skills</i>	2	3	-	-
PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. understand the difference between job and career	-	-	-	-
PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	2	2	-	-
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC13. work collaboratively with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	2	-	-
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3	-	-
PC16. select financial institutions, products and services as per requirement	-	-	-	-
PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	3	4	-	-
PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-
<i>Entrepreneurship</i>	2	3	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	1	2	-	-
PC26. identify different types of customers	-	-	-	-
PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
PC28. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	2	3	-	-
PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC31. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
NOS Total	20	30	-	-

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0102
NOS Name	Employability Skills (60 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	4
Credits	2
Version	1.0
Last Reviewed Date	NA
Next Review Date	25/08/2025
NSQC Clearance Date	25/08/2022

DWC/N0228: Professional development

Description

This unit is about communicating effectively with people at different levels at workplace and different stakeholders along with ensuring sensitivity towards all genders, elderly and Persons with Disability.

Scope

The scope covers the following :

- The scope covers the following:
- Role of Montessori Teacher
- Interpersonal and Communication skills
- Information and communication technology
- Time and Stress management

Elements and Performance Criteria

Professional development

To be competent, the user/individual on the job must be able to:

- PC1.** Gain a comprehensive understanding of the Montessori philosophy, principles, and methodology, including the role of the teacher as a facilitator and guide in the learning process.
- PC2.** Develop skills in observing and assessing students' needs, interests, and learning styles, and using this information to provide individualized instruction and guidance.
- PC3.** Set up and maintain a Montessori classroom environment that is organized, inviting, and conducive to independent exploration and learning.
- PC4.** Present Montessori materials to students
- PC5.** Promote independence and self-discipline by providing opportunities for choice, problem-solving, and decision-making within the Montessori framework.
- PC6.** Nurture social and emotional development among students
- PC7.** Explain the basic concepts, terminology, and functions of information and communication technology, including hardware, software, networks, and digital tools.
- PC8.** Develop an understanding of time management concepts, including goal setting, prioritization, delegation, and effective scheduling.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** various mediums of communicating with others
- KU2.** importance of maintaining proper body language while communicating
- KU3.** greeting style and use of greetings in accordance with the timing of the day and occasion
- KU4.** the difference between positive and negative feedback
- KU5.** the difference between hearing and listening

- KU6.** active listening techniques
- KU7.** ways to maintain transparency and clarity while communicating at workplace
- KU8.** mediums and limit of sharing information with others
- KU9.**
 - the guidelines laid on Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act
- KU10.** the types of possible disabilities among people with disability (PWD)
- KU11.** the challenges faced by PWD and elderly
- KU12.** importance of displaying empathy towards PWD and elderly
- KU13.** the right way to use the laws, acts, and provisions defined for PwD by the statutory bodies
- KU14.**
 - the importance of awareness for gender sensitization and prevention of sexual harassment
 - (POSH) act

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** communicate (read, write and speak) effectively
- GS2.** use knowledge of numeracy
- GS3.** make decisions pertaining to the concerned area of work
- GS4.** Perform assigned task efficiently based on the priority set by the employer
- GS5.** Maintain healthy relationships
- GS6.** follow basic work ethics such as punctuality, discipline, and regularity
- GS7.** take decisions pertaining to the concerned area of work
- GS8.** utilise the existing resources economically
- GS9.** plan out the given/ available tasks
- GS10.** respond to emergency situations/ incidents as per process
- GS11.** use inclusive, gender sensitive language
- GS12.** adjust communication styles to reflect gender sensitivity

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Professional development</i>	15	35	-	-
PC1. Gain a comprehensive understanding of the Montessori philosophy, principles, and methodology, including the role of the teacher as a facilitator and guide in the learning process.	-	-	-	-
PC2. Develop skills in observing and assessing students' needs, interests, and learning styles, and using this information to provide individualized instruction and guidance.	-	-	-	-
PC3. Set up and maintain a Montessori classroom environment that is organized, inviting, and conducive to independent exploration and learning.	-	-	-	-
PC4. Present Montessori materials to students	-	-	-	-
PC5. Promote independence and self-discipline by providing opportunities for choice, problem-solving, and decision-making within the Montessori framework.	-	-	-	-
PC6. Nurture social and emotional development among students	-	-	-	-
PC7. Explain the basic concepts, terminology, and functions of information and communication technology, including hardware, software, networks, and digital tools.	-	-	-	-
PC8. Develop an understanding of time management concepts, including goal setting, prioritization, delegation, and effective scheduling.	-	-	-	-
NOS Total	15	35	-	-

National Occupational Standards (NOS) Parameters

NOS Code	DWC/N0228
NOS Name	Professional development
Sector	Domestic Workers
Sub-Sector	Care Giving (Non Clinical)
Occupation	Child Care (Non - Clinical), Child Care (Non - Clinical)
NSQF Level	4
Credits	1
Version	1.0
Next Review Date	NA

DWC/N9909: Health, Safety and Nutrition

Description

This OS is about Health, Safety and Nutrition of students in a Montessori facility

Scope

The scope covers the following :

- Follow Health, Safety and Nutrition

Elements and Performance Criteria

Follow Health, Safety and Nutrition

To be competent, the user/individual on the job must be able to:

- PC1.** Gain knowledge of various personal hygiene practices, including handwashing, dental care, bathing, hair care, nail care, and proper use of personal protective equipment (PPE).
- PC2.** Discuss cultural differences in personal hygiene practices, respecting and adapting to diverse cultural norms while maintaining health and cleanliness.
- PC3.** Recognize the benefits of establishing and maintaining a routine for overall health, productivity, and well-being.
- PC4.** Gain knowledge of various healthy habits, such as regular physical activity, sufficient sleep, stress management techniques, and maintaining a work-life balance.
- PC5.** Implement and teach stress management techniques, such as mindfulness, deep breathing exercises, or engaging in hobbies and activities that promote relaxation and stress reduction.
- PC6.** Adopt the development of a healthy work-life balance, ensuring adequate time for personal activities, leisure, and social interactions.
- PC7.** Develop an understanding of the role of nutrition in maintaining overall health and preventing diet-related diseases.
- PC8.** Promote portion control and mindful eating practices, teaching individuals to listen to their bodies' hunger
- PC9.** Incorporate regular exercise and physical activity into daily routines, such as stretching, aerobic exercises, strength training, or other activities based on individual preferences and abilities.
- PC10.** Practice and promote good sleep hygiene habits, including establishing a consistent sleep schedule, creating a sleep-friendly environment, and practicing relaxation techniques before bedtime.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** knowledge of various personal hygiene practices, including handwashing, dental care, bathing, hair care, nail care, and proper use of personal protective equipment (PPE).
- KU2.** importance of personal hygiene

- KU3.** cultural differences in personal hygiene practices, respecting and adapting to diverse cultural norms while maintaining health and cleanliness.
- KU4.** Menu planning
- KU5.** Food preparation and cooking skills

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** communicate (read, write and speak) effectively
- GS2.** use knowledge of numeracy
- GS3.** make decisions pertaining to the concerned area of work
- GS4.** Perform assigned task efficiently based on the priority set by the employer
- GS5.** Maintain healthy relationships
- GS6.** follow basic work ethics such as punctuality, discipline, and regularity
- GS7.** take decisions pertaining to the concerned area of work
- GS8.** utilise the existing resources economically
- GS9.** plan out the given/ available tasks
- GS10.** respond to emergency situations/ incidents as per process

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Follow Health, Safety and Nutrition</i>	15	35	-	-
PC1. Gain knowledge of various personal hygiene practices, including handwashing, dental care, bathing, hair care, nail care, and proper use of personal protective equipment (PPE).	-	-	-	-
PC2. Discuss cultural differences in personal hygiene practices, respecting and adapting to diverse cultural norms while maintaining health and cleanliness.	-	-	-	-
PC3. Recognize the benefits of establishing and maintaining a routine for overall health, productivity, and well-being.	-	-	-	-
PC4. Gain knowledge of various healthy habits, such as regular physical activity, sufficient sleep, stress management techniques, and maintaining a work-life balance.	-	-	-	-
PC5. Implement and teach stress management techniques, such as mindfulness, deep breathing exercises, or engaging in hobbies and activities that promote relaxation and stress reduction.	-	-	-	-
PC6. Adopt the development of a healthy work-life balance, ensuring adequate time for personal activities, leisure, and social interactions.	-	-	-	-
PC7. Develop an understanding of the role of nutrition in maintaining overall health and preventing diet-related diseases.	-	-	-	-
PC8. Promote portion control and mindful eating practices, teaching individuals to listen to their bodies' hunger	-	-	-	-
PC9. Incorporate regular exercise and physical activity into daily routines, such as stretching, aerobic exercises, strength training, or other activities based on individual preferences and abilities.	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. Practice and promote good sleep hygiene habits, including establishing a consistent sleep schedule, creating a sleep-friendly environment, and practicing relaxation techniques before bedtime.	-	-	-	-
NOS Total	15	35	-	-

National Occupational Standards (NOS) Parameters

NOS Code	DWC/N9909
NOS Name	Health, Safety and Nutrition
Sector	Domestic Workers
Sub-Sector	Caregiver
Occupation	Generic
NSQF Level	4
Credits	1
Version	1.0
Next Review Date	NA

DWC/N9903: Maintain health, hygiene and safety standards

Description

This unit is about the following personal and workplace hygiene, following workplace practices to promote wellbeing and managing waste at workplace.

Scope

The scope covers the following :

- Follow personal and workplace hygiene
- Follow workplace practices to promote wellbeing
- Manage waste at workplace

Elements and Performance Criteria

Follow personal and workplace hygiene

To be competent, the user/individual on the job must be able to:

- PC1.** wash and sanitize hands at regular intervals with hand soap and alcohol-based sanitizers
- PC2.** keep the home or workplace free of germs, insects, and bugs by utilizing the proper environmentally friendly solutions or cleaning chemicals
- PC3.** wash the dishes and other items in accordance with the set requirements
- PC4.** sanitize all tools, equipment, and appliances with touch points on a regular basis
- PC5.** make sure that the garbage cans are frequently cleared in accordance with the timetable for cleanliness and maintenance
- PC6.** place trash in designated bins or the proper trash container
- PC7.** wear appropriate PPE like hair net, protective aprons, footwear, respirators, masks, etc. at work
- PC8.** maintain personal hygiene by brushing teeth frequently, bathing daily, dressing well, eating healthfully, etc.
- PC9.** avoid consumption of tobacco, paan, alcohol, smoking cigarettes, etc. at the workplace

Follow workplace practices to promote wellbeing

To be competent, the user/individual on the job must be able to:

- PC10.** adhere to safety protocols when using materials, tools, and equipment
- PC11.** follow guidelines and safety protocol while using electrical household gadgets
- PC12.** follow first aid instructions appropriately
- PC13.** recognize workplace risks and promptly inform anybody who should know about them
- PC14.** report to various emergency circumstances with prompt response and reporting
- PC15.** attend regular health check-ups
- PC16.** place medicines and hazardous chemicals away
- PC17.** keep sharp objects out of reach of child

Manage waste at workplace

To be competent, the user/individual on the job must be able to:

- PC18.** identify and separate hazardous, recyclable, and non-recyclable waste at the workplace

- PC19.** manage wastages like food, water, etc., as directed
- PC20.** dispose of sanitary and other hazardous wastes appropriately
- PC21.** recycle waste wherever applicable
- PC22.** discard PPEs in plastic bags that are sealed and labeled "infectious waste"
- PC23.** conserve materials, natural resources, and energy at work
- PC24.** use eco-friendly methods at work to reduce pollution of the air, water, and earth

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** reporting and handling safety-related issues
- KU2.** process for maintaining hygienic standards at work
- KU3.** process on personal hygiene
- KU4.** the significance of housekeeping in maintaining a secure and safe workplace
- KU5.** chemical solutions used for cleaning
- KU6.** various emergency circumstances and how they are handled
- KU7.** importance of preventive health check-up and healthy living
- KU8.** procedure to report health issues
- KU9.** instructions for operating and handling equipment as per standard
- KU10.** purpose and usage of PPE
- KU11.** basic first-aid procedures
- KU12.** methods of the waste management
- KU13.** resource conservation methods

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** note down instructions given by residents
- GS2.** communicate effectively with residents and others
- GS3.** report any issues at the workplace
- GS4.** analyze the impact of not adhering to the health and safety procedures

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Follow personal and workplace hygiene</i>	15	15	-	8
PC1. wash and sanitize hands at regular intervals with hand soap and alcohol-based sanitizers	-	-	-	-
PC2. keep the home or workplace free of germs, insects, and bugs by utilizing the proper environmentally friendly solutions or cleaning chemicals	-	-	-	-
PC3. wash the dishes and other items in accordance with the set requirements	-	-	-	-
PC4. sanitize all tools, equipment, and appliances with touch points on a regular basis	-	-	-	-
PC5. make sure that the garbage cans are frequently cleared in accordance with the timetable for cleanliness and maintenance	-	-	-	-
PC6. place trash in designated bins or the proper trash container	-	-	-	-
PC7. wear appropriate PPE like hair net, protective aprons, footwear, respirators, masks, etc. at work	-	-	-	-
PC8. maintain personal hygiene by brushing teeth frequently, bathing daily, dressing well, eating healthfully, etc.	-	-	-	-
PC9. avoid consumption of tobacco, paan, alcohol, smoking cigarettes, etc. at the workplace	-	-	-	-
<i>Follow workplace practices to promote wellbeing</i>	15	15	-	6
PC10. adhere to safety protocols when using materials, tools, and equipment	-	-	-	-
PC11. follow guidelines and safety protocol while using electrical household gadgets	-	-	-	-
PC12. follow first aid instructions appropriately	-	-	-	-
PC13. recognize workplace risks and promptly inform anybody who should know about them	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC14. report to various emergency circumstances with prompt response and reporting	-	-	-	-
PC15. attend regular health check-ups	-	-	-	-
PC16. place medicines and hazardous chemicals away	-	-	-	-
PC17. keep sharp objects out of reach of child	-	-	-	-
<i>Manage waste at workplace</i>	10	10	-	6
PC18. identify and separate hazardous, recyclable, and non-recyclable waste at the workplace	-	-	-	-
PC19. manage wastages like food, water, etc., as directed	-	-	-	-
PC20. dispose of sanitary and other hazardous wastes appropriately	-	-	-	-
PC21. recycle waste wherever applicable	-	-	-	-
PC22. discard PPEs in plastic bags that are sealed and labeled "infectious waste"	-	-	-	-
PC23. conserve materials, natural resources, and energy at work	-	-	-	-
PC24. use eco-friendly methods at work to reduce pollution of the air, water, and earth	-	-	-	-
NOS Total	40	40	-	20

National Occupational Standards (NOS) Parameters

NOS Code	DWC/N9903
NOS Name	Maintain health, hygiene and safety standards
Sector	Domestic Workers
Sub-Sector	Generic
Occupation	Generic
NSQF Level	4
Credits	1
Version	4.0
Last Reviewed Date	NA
Next Review Date	25/03/2024
NSQC Clearance Date	25/03/2021

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down the proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on the knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for the theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
6. To pass the Qualification Pack assessment, every trainee should score a minimum of 70% of % aggregate marks to successfully clear the assessment.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Minimum Aggregate Passing % at QP Level : 70

(**Please note:** Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
DWC/N0233.Montessori school management related activities	30	70	0	0	100	20
DWC/N0234.Montessori Methods and Activities	28	92	0	0	120	20
DWC/N0235.Fulfil Classroom Activities	42	98	0	0	140	20
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
DWC/N0228.Professional development	15	35	0	0	50	10
DWC/N9909.Health, Safety and Nutrition	15	35	0	0	50	10
DWC/N9903.Maintain health, hygiene and safety standards	40	40	-	20	100	10
Total	190	400	-	20	610	100

Acronyms

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training
PPE	Personal protective equipment
PwD	Persons with disabilities

Glossary

Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.

Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.
Green Jobs	Green jobs are decent jobs that contribute to preserve or restore the environment, be they in traditional sectors such as manufacturing and construction, or in new, emerging green sectors such as renewable energy and energy efficiency.
PwD sensitivity	Green jobs are decent jobs that contribute to preserve or restore the environment, be they in traditional sectors such as manufacturing and construction, or in new, emerging green sectors such as renewable energy and energy efficiency. PwD sensitivity and inclusion covers 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.
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 personal attitudes and beliefs and questioning the realities they know.
Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
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Knowledge and Understanding	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
Organisational context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
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<p>Electives</p>	<p>Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.</p>
<p>Options</p>	<p>Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.</p>