



Model Curriculum

QP Name: Senior Sanitary Worker

QP Code: DWC/Q0107

QP Version: 1.0

NSQF Level: 3.5

Model Curriculum Version: 1.0

A-15, FIEE Complex, Okhla Industrial Area, Phase-II, New Delhi-110020



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Training Parameters

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|---|---|
| Sector | Domestic Workers Sector Skill Council |
| Sub-Sector | Household Services/ Housekeeping and Services |
| Occupation | Cleaning |
| Country | India |
| NSQF Level | 3.5 |
| Aligned to NCO/ISCO/ISIC Code | NCO-2015/9622 |
| Minimum Educational Qualification and Experience | 11th Grade Pass OR 10th grade pass and pursuing continuous schooling OR 10th Grade pass with 1 Years of relevant experience OR 8th Grade Pass with 3 Years of relevant experience OR Previous relevant Qualification of NSQF Level 3 with 1.5 Years of relevant experience OR Previous relevant Qualification of NSQF Level 2.5 with 3 Years of relevant experience |
| Pre-Requisite License or Training | Nil |
| Minimum Job Entry Age | 18 years |
| Last Reviewed On | 30th November 2023 |
| Next Review Date | 30th November 2026 |
| NSQC Approval Date | 30th November 2023 |
| QP Version | 1.0 |
| Model Curriculum Creation Date | 30th November 2023 |
| Model Curriculum Valid Up to Date | 30th November 2026 |
| Model Curriculum Version | 1.0 |
| Minimum Duration of the Course | 420 Hours, 0 Minutes |
| Maximum Duration of the Course | 510 Hours, 0 Minutes |

Program Overview

Training Outcomes

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

- Demonstrate a comprehensive understanding of basic sanitation principles and practices.,
- Implement monitoring systems to track and address sanitation issues promptly.,
- Develop strategies for minimizing waste and promoting environmentally friendly practices.

Compulsory Modules

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

| NOS and Module Details | Theory Duration | Practical Duration | On-the-Job Training Duration (Mandatory) | On-the-Job Training Duration (Recommended) | Total Duration |
|--|-----------------|--------------------|--|--|----------------|
| DWC/N1619: Implement Sanitary Measures NOS Version No. 1.0 NSQF Level 3.5 | 40:00 | 50:00 | 00:00 | 00:00 | 90:00 |
| Module 1: Introduction to Domestic Workers Sector and Senior Sanitary Worker | 07:00 | 03:00 | 00:00 | 00:00 | 10:00 |
| Module 2: Implement Sanitary Measures | 33:00 | 47:00 | 00:00 | 00:00 | 80:00 |
| DWC/N1617: Conduct Inspection and Assessment NOS Version No. 1.0 NSQF Level 3.5 | 24:00 | 66:00 | 00:00 | 00:00 | 90:00 |
| Module 3: Conduct Preparation and Planning for inspection and assessment | 08:00 | 20:00 | 00:00 | 00:00 | 28:00 |
| Module 4: Conduct the Inspection | 08:00 | 20:00 | 00:00 | 00:00 | 28:00 |
| Module 5: Carry out reporting and follow-up | 08:00 | 26:00 | 00:00 | 00:00 | 34:00 |

| | | | | | |
|---|---------------|---------------|--------------|--------------|---------------|
| DWC/N1618: Provide Training and Education NOS Version No. 1.0 NSQF Level 3.5 | 42:00 | 78:00 | 00:00 | 00:00 | 120:00 |
| Module 6: Assess Training Needs | 12:00 | 20:00 | 00:00 | 00:00 | 32:00 |
| Module 7: Develop Training Programs | 15:00 | 28:00 | 00:00 | 00:00 | 43:00 |
| Module 8: Deliver Training and Monitor Progress | 15:00 | 30:00 | 00:00 | 00:00 | 45:00 |
| DWC/N9902: Maintain service standards and communicate effectively NOS Version No. 5.0 NSQF Level 4 | 12:00 | 18:00 | 00:00 | 00:00 | 30:00 |
| Module 9: Maintain service standards and communicate effectively | 12:00 | 18:00 | 00:00 | 00:00 | 30:00 |
| DWC/N9903: Maintain health, hygiene and safety standards NOS Version No. 4.0 NSQF Level 4 | 12:00 | 18:00 | 00:00 | 00:00 | 30:00 |
| Module 10: Clean and Secure Working Environment | 12:00 | 18:00 | 00:00 | 00:00 | 30:00 |
| DGT/VSQ/N0102 – Employability skills NOS Version No. 1.0 NSQF Level 3 | 20:00 | 40:00 | 00:00 | 00:00 | 60:00 |
| Module 11: Employability skills | 20:00 | 40:00 | 00:00 | 00:00 | 60:00 |
| Total Duration | 150:00 | 270:00 | 00:00 | 90:00 | 420:00 |

Module Details

Module 1: Introduction to Domestic Workers Sector and Senior Sanitary Worker

Mapped to Bridge Module

Terminal Outcomes:

- State the vision and objectives of Domestic Workers Sector
- Describe the background and Domestic Workers Sector in India
- Explain the attributes, role and responsibilities of the Senior Sanitary Worker

| Duration: 07:00 | Duration: 03:00 |
|---|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Explain the objectives of the program on the Senior Sanitary Worker • Discuss objectives of the Domestic Workers Sector. • Explain the categorization of domestic workers in India. • Discuss about the emerging trends and reasons for growth of the domestic workers sector in India. • Discuss the draft national policy and existing statutory provisions for Domestic Workers in India • Describe the required attributes for a Senior Sanitary Worker • Explain the role and responsibilities of Senior Sanitary Worker | <ul style="list-style-type: none"> • Draw a table classifying the occupations available in Domestic Workers Sector • Prepare the list of responsibilities of the Senior Sanitary Worker |
| Classroom Aids: | |
| PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery. | |
| Tools, Equipment and Other Requirements | |
| N/A | |

Module 2: Implement Sanitary Measures

Mapped to DWC/N1619, v.1

Terminal Outcomes:

- Discuss about various tasks that a Senior Sanitary Worker should perform while inspecting the facility
- Train the employees and provide feedback

| Duration:33:00 | Duration:47:00 |
|--|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Discuss the importance of conducting regular inspections to ensure compliance with sanitation regulations and guidelines. • Develop understanding and knowledge of hygiene and sanitation requirements in the workplace • Describe hygiene and sanitation procedures and protocols • Explain the need to inspect waste disposal areas to ensure cleanliness • Elaborate the need of adequate ventilation to prevent the buildup of harmful gases and pollutants • Discuss the importance of proper water supply and drainage • Discuss the need of documentation, such as cleaning schedules and pest control reports, to ensure that proper procedures are being followed • Discuss the need of providing guidance and education to facility staff on proper sanitation and hygiene practices can help improve their compliance with regulations and standards. • Explain the use of regular inspections of the workplace • List the importance of keeping records of employee training and performance and ensure that all employees have received the necessary training | <ul style="list-style-type: none"> • Monitor and maintain hygiene and sanitation standards in the workplace • Identify and report any hygiene and sanitation issues or concerns like signs of pest infestation, such as droppings, nests, or dead insects • Carry out proper storage and handling of food to prevent contamination and spoilage • Conduct inspection of floors, walls and related equipments • Demonstrate disposing of waste safely and efficiently, using sealed containers. • Prepare a system for monitoring air quality and ensuring that ventilation systems are functioning properly. • Perform tasks to monitoring water quality and ensuring that pipes and drains are free of blockages and other hazards • Show how to record cleaning schedules, pest control reports, and other relevant information. • Conduct training sessions by using posters and signs • Conduct regular checks of equipment and processes to identify areas that need |

| | |
|--|---|
| | <p>improvement</p> <ul style="list-style-type: none"> • Demonstrate how to perform various tasks related to sanitation, such as hand washing, cleaning equipment and surfaces, and disposing of waste. • Provide hands-on training to employees, allowing them to practice the techniques they have learned and providing feedback as needed. • Conduct regular inspections of the workplace to ensure that sanitation standards are being met |
| <p>Classroom Aids:</p> | |
| <p>PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery.</p> | |
| <p>Tools, Equipment and Other Requirements:</p> | |
| <p>Different Carpentry equipment such as (hammer, chisel, screwdriver, various types of nails and others), Different Plumbing equipment such as (various types of wrenches, pliers, pipe cutters, plungers, hand auger etc.), Different equipment used to fix electrical issues (such as pliers, nut and screwdrivers, wire strippers, power saws, power drills, hammer etc.), Various equipment for landscaping and decorative jobs such as (spade, pruning shears), PPE (such as eyewear, gloves, boots etc.), and other necessary items</p> | |

Module 3: Conduct Preparation and Planning for inspection and assessment.

Mapped to DWC/N1617, v.1

Terminal Outcomes:

- How to plan and prepare for inspection and assessment

| Duration: 08:00 | Duration: 20:00 |
|---|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Describe the importance of gathering relevant information before conducting an inspection. • Identify various sources of information about the area or facility to be inspected, such as historical data, blueprints, or regulatory guidelines. • Explain how to assess the potential risks and hazards associated with the inspection site. • Recognize the relevance of understanding the facility's operations, purpose, and layout before an inspection. • Define the purpose and benefits of creating a checklist or inspection plan. • List the key components that should be included in an inspection checklist, such as critical areas, inspection criteria, and safety considerations. • Explain how to adapt a checklist or inspection plan to different types of inspections (e.g., safety, quality, regulatory compliance). • Describe the importance of prioritizing items in the checklist based on risk and significance. • Explain the significance of having the right tools and equipment for inspections. • Identify common tools and equipment used in inspections across various industries. | <ul style="list-style-type: none"> • Conduct research and gather information about the specific area or facility they are assigned to inspect. • Analyze gathered data to identify potential safety concerns, compliance issues, or areas of focus for the inspection. • Demonstrate effective communication skills to request and obtain relevant information from facility personnel. • Document the gathered information in a clear and organized manner for future reference during inspections. • Develop an effective inspection checklist or plan for a specific area or facility. • Tailor the checklist to address the unique characteristics and requirements of the inspection. • Assemble and organize the necessary tools and equipment required for a specific inspection. • Perform equipment checks, calibration, and maintenance tasks as needed. • Identify potential issues with tools or equipment and take appropriate corrective actions. • Plan and coordinate inspection schedules that minimize disruptions to the facility's regular |

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|--|---|
| <ul style="list-style-type: none"> • Describe the importance of maintaining and calibrating inspection equipment. • Identify factors to consider when scheduling inspections, including facility operating hours, peak production times, and resource availability. • Describe strategies for communicating and coordinating inspection schedules with relevant stakeholders. | <p>activities.</p> <ul style="list-style-type: none"> • Communicate effectively with facility personnel to ensure awareness and cooperation during inspections. • Adjust inspection schedules when necessary to accommodate unexpected events or operational changes. • Demonstrate adaptability in responding to scheduling challenges while maintaining inspection quality and safety. |
| <p>Classroom Aids:</p> | |
| <p>PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery.</p> | |
| <p>Tools, Equipment and Other Requirements:</p> | |
| <p>Different Carpentry equipment such as (hammer, chisel, screwdriver, various types of nails and others), Different Plumbing equipment such as (various types of wrenches, pliers, pipe cutters, plungers, hand auger etc.), Different equipment used to fix electrical issues (such as pliers, nut and screwdrivers, wire strippers, power saws, power drills, hammer etc.), Various equipment for landscaping and decorative jobs such as (spade, pruning shears), PPE (such as eyewear, gloves, boots etc.), and other necessary items</p> | |

Module 4: Conduct the Inspection

Mapped to *DWC/N1617, v.1*

Terminal Outcomes:

- Demonstrate ways to handle and respond to complaints at work.
- Collaborating with other departments

| Duration: 08:00 | Duration: 20:00 |
|--|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Explain the importance of a systematic approach to inspections. • Discuss how to create and use inspection checklists tailored to specific environments or industries. • Gain knowledge of industry standards and regulations relevant to the inspection. • Elaborate the concept of critical control points in maintaining hygiene and safety. • Familiarize oneself with common sources of contamination in various settings. • Discuss about relevant sanitation guidelines and best practices. • Describe the importance of personal hygiene in preventing the spread of diseases. • Define the role of personal protective equipment (PPE) in infection control. • Familiarize oneself with proper hand washing techniques and hygiene protocols. • List various measurement tools and instruments used in inspections. • Explain the significance of temperature control in food safety. • Discuss about the importance of thorough documentation in inspections. | <ul style="list-style-type: none"> • Develop the ability to follow a structured inspection process. • Demonstrate proficiency in using inspection checklists to ensure comprehensive coverage. • Apply critical thinking skills to identify and prioritize inspection areas based on risk and relevance. • Develop the ability to identify high-risk areas and surfaces for contamination. • Demonstrate practical skills in conducting detailed inspections of critical areas. • Apply knowledge of contamination sources to make recommendations for improvement. • Develop observational skills to assess personal hygiene practices of staff or residents. • Demonstrate the ability to provide feedback and guidance on adherence to hygiene protocols. • Follow and use knowledge of PPE and handwashing to ensure compliance. • Show proficiency in using tools like thermometers, pH meters, or swab tests. • Demonstrate the ability to measure and record temperature, cleanliness, and other relevant factors. • Apply knowledge of measurement tools to ensure compliance with |

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| | <p>standards.</p> <ul style="list-style-type: none"> • Demonstrate the ability to identify and report violations, deficiencies, and areas of concern. • Demonstrate the ability to take clear and informative photographs. |
| <p>Classroom Aids:</p> | |
| <p>PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, telephone connection, landline phone, and other required stationery.</p> | |
| <p>Tools, Equipment and Other Requirements</p> | |
| <p>Cleaners, Broom, Wiper, PPE, Ladder, Carpets, Ropes, Gas Stove, Gas Cylinder, Matchsticks, Fire Extinguishers, Water, Hose Pipe, Different Colour Dustbins As Per Waste Categorisation, Different Types Of Waste, Water, Household gadgets and appliances, Coal, Wood, Matchstick, First Aid Kit, Garbage Bags, Etc.</p> | |

Module 5: Carry out reporting and follow-up

Mapped to DWC/N1617, v.1

Terminal Outcomes:

- Demonstrate ways to collaborating with stakeholders

| Duration: 08:00 | Duration: 26:00 |
|---|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • List the components of a comprehensive inspection report. • Identify key findings and observations during an inspection. • Explain the importance of sharing inspection findings with relevant stakeholders. • Identify the various stakeholders involved in sanitation inspections. • Explain the concept of collaborative problem-solving. • Discuss sanitation deficiencies and their potential consequences. • Discuss the need for ongoing monitoring of sanitation standards. • Describe the importance of record-keeping in sanitation management. • Comprehend legal and regulatory requirements related to record maintenance. | <ul style="list-style-type: none"> • Demonstrate the ability to document findings and observations in a systematic manner. • Compile inspection data into a coherent and organized report. • Apply appropriate terminology and technical language in the report. • Show how to determine which stakeholders need to receive inspection reports. • Communicate findings and observations effectively to stakeholders. • Demonstrate skills to collaborate with facility management, staff, or relevant parties to identify solutions. • Conduct follow-up inspections to assess the effectiveness of corrective measures. • Document findings during follow-up inspections. • Document all inspections, reports, and follow-up actions accurately. • Demonstrate compliance with relevant record-keeping regulations and policies. |
| Classroom Aids: | |
| PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, telephone connection, landline phone, and other required stationery. | |
| Tools, Equipment and Other Requirements | |



Cleaners, Broom, Wiper, PPE, Ladder, Carpets, Ropes, Gas Stove, Gas Cylinder, Matchsticks, Fire Extinguishers, Water, Hose Pipe, Different Colour Dustbins As Per Waste Categorisation, Different Types Of Waste, Water, Household gadgets and appliances, Coal, Wood, Matchstick, First Aid Kit, Garbage Bags, Etc.

Module 6: Assess Training Needs

Mapped to DWC/N1618, v.1

Terminal Outcomes:

- Demonstrate ways to assess the training needs

| Duration: 12:00 | Duration: 20:00 |
|---|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Discuss the importance of sanitation and hygiene in maintaining health and preventing the spread of diseases. • Discuss the cultural and contextual factors that may influence sanitation and hygiene preferences and practices. • Explain different methods and tools for assessing knowledge and skill levels related to sanitation. • Explain about common mistakes and misconceptions related to sanitation and hygiene. • Recognize the potential risks and consequences of improper sanitation and hygiene practices. • Discuss effective methods for communicating the importance of improvement areas to individuals or staff. | <ul style="list-style-type: none"> • Demonstrate the ability to conduct interviews or surveys to assess sanitation and hygiene needs. • Develop a checklist or assessment tool to systematically identify sanitation and hygiene issues. • Create a plan to address specific sanitation and hygiene needs based on the gathered information. • Conduct pre-assessments to gauge the existing knowledge and skills related to sanitation and hygiene. • Use appropriate assessment tools, such as quizzes or practical demonstrations, to evaluate competency levels. • Provide feedback to individuals or staff based on assessment findings. • Develop tailored training programs or materials to address identified improvement areas. • Implement hands-on training sessions to improve practical skills, such as demonstrating proper hand washing or safe food handling. • Monitor progress and provide ongoing support to ensure individuals or staff adopt improved sanitation and hygiene practices. |
| Classroom Aids: | |
| PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, telephone connection, landline phone, and other required stationery. | |
| Tools, Equipment and Other Requirements | |



Cleaners, Broom, Wiper, PPE, Ladder, Carpets, Ropes, Gas Stove, Gas Cylinder, Matchsticks, Fire Extinguishers, Water, Hose Pipe, Different Colour Dustbins As Per Waste Categorisation, Different Types Of Waste, Water, Household gadgets and appliances, Coal, Wood, Matchstick, First Aid Kit, Garbage Bags, Etc.

Module 7: Develop Training Programs

Mapped to DWC/N1618, v.1

Terminal Outcomes:

- Demonstrate ways to handle and respond to complaints at work.
- Collaborating with other departments

| Duration: 15:00 | Duration: 28:00 |
|---|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Discuss the importance of tailoring training programs to specific sanitation and hygiene needs. • Describe how to conduct needs assessments to determine the sanitation and hygiene gaps in a particular environment. • Explain the principles of effective communication in training materials. • Describe how to structure training modules logically and sequentially. • Elaborate the benefits of hands-on learning in sanitation and hygiene training. • Elaborate different types of practical demonstrations and exercises suitable for various topics. | <ul style="list-style-type: none"> • Develop a training program that targets specific sanitation and hygiene issues in a given community or workplace. • Create training materials, including presentations, handouts, and visual aids, that are tailored to the identified needs. • Conduct surveys and assessments to gather data on sanitation and hygiene practices in a real-world context. • Create training modules that follow a logical flow and are easy for participants to follow. • Develop engaging presentations with clear visuals and minimal jargon. • Write concise guidelines and instructions for various sanitation and hygiene procedures. • Incorporate feedback from test audiences to improve the clarity and user-friendliness of training materials. • Develop hands-on exercises that align with the training program's objectives. • Conduct practical demonstrations of sanitation and hygiene practices, ensuring participant engagement. • Develop strategies for monitoring and maintaining compliance with evolving regulations. • Collaborate with local authorities or experts to ensure accurate interpretation and implementation of regulations. |

- Incorporate real-life scenarios and examples that emphasize the importance of adhering to local sanitation guidelines in training programs.

Classroom Aids:

PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, telephone connection, landline phone, and other required stationery.

Tools, Equipment and Other Requirements

Cleaners, Broom, Wiper, PPE, Ladder, Carpets, Ropes, Gas Stove, Gas Cylinder, Matchsticks, Fire Extinguishers, Water, Hose Pipe, Different Colour Dustbins As Per Waste Categorisation, Different Types Of Waste, Water, Household gadgets and appliances, Coal, Wood, Matchstick, First Aid Kit, Garbage Bags, Etc.

Module 8: Carry out reporting and follow-up

Mapped to DWC/N1618, v.1

Terminal Outcomes:

- Discuss the importance of reporting and follow up.

| Duration: 15:00 | Duration: 30:00 |
|---|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Explain the principles of effective training design. • Elaborate different learning styles and preferences. • Discuss the importance of creating a safe and inclusive environment for questions and clarification. • Elaborate the role of active listening in responding to inquiries. • Explain the role of feedback in improving performance. • Discuss the role of adaptability in training programs. • Discuss the need to ensure the confidentiality and security of training-related data. | <ul style="list-style-type: none"> • Develop training materials and resources appropriate for the target audience. • Demonstrate effective communication skills while delivering training sessions. • Demonstrate the ability to explain the importance of hygiene in a relatable manner. • Adapt communication strategies to accommodate different cultural backgrounds and language barriers. • Create an environment that encourages questions and open dialogue. • Develop assessment tools and methods to monitor individual or staff progress. • Regularly collect and analyze data to assess performance. • Provide constructive feedback to individuals based on their performance. • Identify areas for improvement and adjustment in the training program and provide guidance and resources for individuals to improve their performance. • Identify deficiencies or misunderstandings in individuals' performance. • Offer additional training or support to address specific needs. • Create and maintain accurate training schedules and progress records. • Use technology and software tools for efficient record-keeping. |
| Classroom Aids: | |

PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, telephone connection, landline phone, and other required stationery.

Tools, Equipment and Other Requirements

Cleaners, Broom, Wiper, PPE, Ladder, Carpets, Ropes, Gas Stove, Gas Cylinder, Matchsticks, Fire Extinguishers, Water, Hose Pipe, Different Colour Dustbins As Per Waste Categorisation, Different Types Of Waste, Water, Household gadgets and appliances, Coal, Wood, Matchstick, First Aid Kit, Garbage Bags, Etc.

Module 9: Maintain Service Standards and Communicate Effectively

Mapped to DWC/N9902, v.5

Terminal Outcomes:

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

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

| | |
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| | <ul style="list-style-type: none">• Role play on how to inform the employer of any personal health issues related to injury or infectious diseases |
| Classroom Aids: | |
| PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, telephone connection, landline phone, and other required stationery. | |
| Tools, Equipment and Other Requirements | |
| Telephone, mobile, notepad, pen, other necessary items. | |

Module 10: Maintain Health, Hygiene and Safety Standards

Mapped to *DWC/N9903, v.4*

Terminal Outcomes:

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

| Duration: 12:00 | Duration: 18:00 |
|---|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Discuss the reporting and handling safety-related issues and process for maintaining hygienic standards at work • State the significance of housekeeping in maintaining a secure and safe workplace • Explain the purpose and usage of wearing appropriate PPE like hair net, protective aprons, footwear, respirators, masks, etc. at work place • Describe the importance of maintaining personal hygiene by brushing teeth frequently, bathing daily, dressing well, eating healthfully, etc. and avoiding consumption of tobacco, paan, alcohol, smoking cigarettes, etc. at the workplace • Explain the importance of following guidelines and safety protocol while using and handling electrical household gadgets and following basic first aid procedure appropriately • Describe the methods of recognizing workplace risks and promptly inform anybody who should know about them • Discuss various emergency circumstances and methods to handle them • Explain the importance of placing medicines and hazardous chemicals away and keeping sharp objects out of reach of child • State the importance of preventive regular health check-up and healthy living • Explain the methods of managing wastages like food, water, etc., as directed as well as disposing of sanitary and other hazardous wastes appropriately • Describe the conservation methods for | <ul style="list-style-type: none"> • Show how to wash and sanitize hands at regular intervals with hand soap and alcohol-based sanitizers and dishes and other items in accordance with the set requirements • Demonstrate how to sanitize all tools, equipment, and appliances with touch points on a regular basis and use proper environmentally friendly solutions or cleaning chemicals to keep the home or workplace free of germs, insects, and bugs • Apply proper methods to ensure that the garbage cans are frequently cleared in accordance with the timetable for cleanliness and maintenance and place trash in designated bins or the proper trash container • Employ appropriate ways to adhere to safety protocols when using materials, tools, and equipment • Role play on how to report to various emergency circumstances and health issues with prompt response and reporting • Apply appropriate methods to identify and separate hazardous, recyclable, and non-recyclable waste at the workplace • Show how to recycle waste wherever applicable and discard PPEs in plastic bags that are sealed and labeled "infectious waste" • Apply proper eco-friendly methods at work to reduce pollution of the air, water, and earth |

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| materials, natural resources, and energy at work | |
| Classroom Aids: | |
| PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, telephone connection, landline phone, and other required stationery. | |
| Tools, Equipment and Other Requirements | |
| Cleaners, Broom, Wiper, PPE, Ladder, Carpets, Ropes, Gas Stove, Gas Cylinder, Matchsticks, Fire Extinguishers, Water, Hose Pipe, Different Colour Dustbins As Per Waste Categorisation, Different Types Of Waste, Water, Household gadgets and appliances, Coal, Wood, Matchstick, First Aid Kit, Garbage Bags, Etc. | |

Module 11: Employability skills

Mapped to DGT/VSQ/N0102, v.1

Terminal Outcomes:

- Discuss the Employability Skills required for jobs in various industries
- Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen
- Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan

| Duration: 20:00 | Duration: 40:00 |
|---|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Discuss the Employability Skills required for jobs in various industries • List different learning and employability related GOI and private portals and their usage • Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen • Discuss importance of relevant 21st century skills. • Describe the benefits of continuous learning. • Explain the importance of active listening for effective communication • Discuss the significance of working collaboratively with others in a team • Discuss the significance of escalating sexual harassment issues as per POSH act. • List the common components of salary and compute income, expenditure, taxes, investments etc. • Discuss the legal rights, laws, and aids • Describe the role of digital technology in today's life • Discuss the significance of displaying responsible online behaviour while browsing, using various social media | <ul style="list-style-type: none"> • Practice different environmentally sustainable practices. • Exhibit 21st century skills like Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life. • Demonstrate to use basic English sentences for everyday conversation in different contexts, in person and over the telephone • Read and interpret text written in basic English • Write a short note/paragraph / letter/e -mail using basic English • Create a career development plan with well-defined short- and long-term goals • Communicate effectively using verbal and nonverbal communication etiquette. • Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD • Outline the importance of selecting the right financial institution, product, and service • Demonstrate how to carry out offline and online financial transactions, safely and securely |

| | |
|---|--|
| <p>platforms, e-mails, etc., safely and securely</p> <ul style="list-style-type: none"> • Explain the types of entrepreneurship and enterprises • Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan • Describe the 4Ps of Marketing- Product, Price, Place and Promotion and apply them as per requirement • Detail the significance of analyzing different types and needs of customers • Explain the significance of identifying customer needs and responding to them in a professional manner. • Discuss the significance of maintaining hygiene and dressing appropriately • Explain the significance of maintaining hygiene and confidence during an interview • List the steps for searching and registering for apprenticeship opportunities | <ul style="list-style-type: none"> • Operate digital devices and use the associated applications and features, safely and securely • Create sample word documents, excel sheets and presentations using basic features • Utilize virtual collaboration tools to work effectively • Devise a sample business plan, for the selected business opportunity • Create a professional Curriculum Vitae (CV) • Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively • Perform a mock interview |
| <p>Classroom Aids:</p> | |
| <p>PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, telephone connection, landline phone, and other required stationery.</p> | |
| <p>Tools, Equipment and Other Requirements</p> | |
| <p>Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed) (all software should either be latest version or one/two version below), Scanner cum Printer</p> | |

Annexure

Trainer Requirements

| Trainer Prerequisites | | | | | | |
|-----------------------------------|----------------|------------------------------|----------------|--------------------------------|----------------|---------|
| Minimum Educational Qualification | Specialization | Relevant Industry Experience | | Training/Assessment Experience | | Remarks |
| | | Years | Specialization | Years | Specialization | |
| 12 th Grade | Any field | 4 | | 2 | | |
| Graduate | Any field | 2 | | 1 | | |

| Trainer Certification | |
|--|---|
| Domain Certification | Platform Certification |
| Certified in ToT for Job Role: Senior Sanitary Worker mapped to QP: “DWC/Q0107, v 1.0”. Minimum accepted score is 70%. | Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “MEP/Q2601, v2.0. Minimum accepted score is 80%. |

Assessors Requirements

| Assessor Prerequisites | | | | | | |
|-----------------------------------|----------------|------------------------------|----------------|--------------------------------|----------------|---------|
| Minimum Educational Qualification | Specialization | Relevant Industry Experience | | Training/Assessment Experience | | Remarks |
| | | Years | Specialization | Years | Specialization | |
| 12 th Grade | Any field | 4 | | 2 | | |
| Graduate | Any field | 2 | | 1 | | |

| Assessor Certification | |
|--|---|
| Domain Certification | Platform Certification |
| Certified in ToA for Job Role: Senior Sanitary Worker mapped to QP: "DWC/Q0107, v 1.0". Minimum accepted score is 80%. | Recommended that the Assessor is certified for the Job Role: "Assessor", mapped to the Qualification Pack: "MEP/Q2701, v2.0. Minimum accepted score is 80%. |

Assessment strategy

1. Assessment System Overview:
 - Batches assigned to the assessment agencies for conducting the assessment on SDSM/SIP or email
 - Assessment agencies send the assessment confirmation to VTP/TC looping SSC
 - Assessment agency deploys the ToA certified Assessor for executing the assessment
 - SSC monitors the assessment process & records
2. Testing Environment:
 - Confirm that the centre is available at the same address as mentioned on SDMS or SIP
 - Check the duration of the training.
 - Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
 - If the batch size is more than 30, then there should be 2 Assessors.
 - Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
 - Check the mode of assessment—Online (Tablet/Computer) or Offline (OMR/PP).
 - Confirm adequate number of Tablets available to execute the Assessment smoothly.
 - Check the availability of the Lab Equipment for the particular Job Role.
3. Assessment Quality Assurance levels / Framework:
 - Question papers created by the Subject Matter Experts (SME)
 - Question papers created by the SME verified by the other Subject Matter Experts
 - Questions are mapped with NOS and PC
 - Question papers are prepared considering that level 1 to 3 are for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
 - Assessor must be ToA certified & trainer must be ToT Certified
 - Assessment agency must follow the assessment guidelines to conduct the assessment
4. Types of evidence or evidence-gathering protocol:
 - Time-stamped & geo-tagged reporting of the assessor from assessment location
 - Centre photographs with signboards and scheme specific branding
 - Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
 - Time-stamped & geo-tagged assessment (Theory + Viva + Practical) photographs & videos
5. Method of verification or validation:
 - Surprise visit to the assessment location
 - Random audit of the batch
 - Random audit of any candidate
6. Method for assessment documentation, archiving, and access
 - Hard copies of the documents are stored
 - Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage
 - Soft copies of the documents & photographs of the assessment are stored in the Hard Drives

References

Glossary

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

Acronyms and Abbreviations

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