



Skill India
कौशल भारत - कुशल भारत



Facilitator Guide



Sector
Domestic Workers

Sub-Sector
Caregiving (Non Clinical)

Occupation
Child Care (Non - Clinical)

Reference ID: DWC/Q0203, Version 2.0
NSQF level: 3

**Caregiver – Mother
and New born – Non
–Clinical (Household
& Care Homes)**



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Shri Narendra Modi
Prime Minister of India

“ Skilling is building a better India.
If we have to move India towards
development then Skill Development
should be our mission. ”



Acknowledgements

Domestic Workers Sector Skill Council (DWSSC) takes this opportunity to express its gratitude towards all the consortia members and stakeholders who played a significant role in the formation of this Sector Skill Council as it would not have been possible without their support.

The objective of this Sector Skill Council is to regularise and professionalise this sector so that its job roles may become aspirational job roles for the young generation and creation of this Facilitator Guide is a step towards this.

Domestic Workers Sector Skill Council would like to thank the team of Prayas JAC and International Labour Organisation (ILO), the torch bearer in this sector for their continuous support and guidance.

The DWSSC would like to thank Mr Amod K Kanth Chairman Domestic Workers Sector Skill Council, for his constant guidance, direction and support.

About this Guide

Welcome to the “Caregiver - Mother and New born - Non -Clinical (Household & Care Homes)” training programme. This Facilitator Guide will facilitate and train the trainees/participants in the skills necessary to be a “Caregiver - Mother and New born - Non -Clinical (Household & Care Homes)”, in the Domestic Workers Sector. Thus, this Facilitator Guide intends to prepare them with the relevant information and knowledge necessary for the job role.

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

1. DWC/N0216: Attend to the Basic Needs of Mother
2. DWC/N0218: Attend to the Basic Needs of Newborn/Infant
3. DWC/N9902: Maintain Service Standards and Communicate Effectively
4. DWC/N9903: Maintain Health, Hygiene and Safety Standards
5. DWC/N9901: Prepare Basic Food as per Dietary Requirements
6. DGT/VSQ/N0102: Employability Skills

Symbols Used



Ask



Explain



Elaborate



Notes



Objectives



Do



Demonstrate



Activity



Team Activity



Facilitation Notes



Practical



Say



Resources



Example



Summary



Role Play




Learning Outcomes

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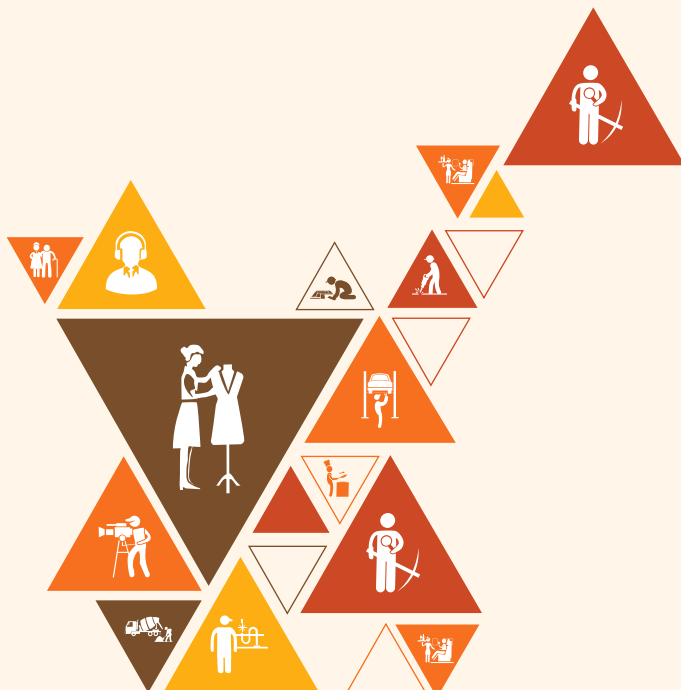


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1. Introduction to Domestic Workers and Role of Caregiver - Mother and New-born - Non-Clinical (Household & Care Homes)

Unit 1.1 -



DWC/N0216

Key Learning Outcomes



By the end of this module, the participants will be able to:

1. Identify the objectives of the program
2. Identify the role of the Domestic Workers Sector in India
3. Categories of domestic workers in India
4. Identify the reasons for the growth of the Domestic Workers Sector in India
5. Identify the emerging trends in Domestic Workers' Sectors in India
6. Discuss job roles and opportunities for Caregiver - Mothers and Newborn -Non-Clinical (Household & Care Homes) in Caregiving (Non-Clinical) sub-sector
7. Explain the scope of work for Domestic Workers and the Role of Caregiver - Mother and Newborn -Non-Clinical

Unit 1.1: Domestic Workers Sector In India

Unit Objectives

By the end of this unit, the participants will be able to:

1. Outline the objectives of the program
2. Discuss the domestic workers' sector in India
3. Narrate the size, constitution and significance of the domestic workers' section In India
4. Describe the laws related to domestic workers.
5. Categories domestic workers
6. Identify the growth drivers and emerging trends

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, overhead projector, laser pointer, computer/laptop with an internet connection, etc.

Note

This is the first session of the program. Introduce yourself, the program and its purpose in detail. Welcome the trainees cordially to the session. Explain that you will put them at ease by playing a game. This game is meant to break the ice between everyone and get the trainees interested in the class.

Say

Good Morning to everyone. Welcome to the ' Mothers and Newborn baby care program training program.'

Do

- Begin the day by welcoming all the participants to the training program and encouraging them for the training program.
- Thank all the participants for participating in this training program.
- Introduce yourself briefly to participants, your name and background, and your role in the training program
- Explain the rules of the game you will play as an "Ice Breaker".

Note



- Please ensure that while introducing yourself, you share at least one piece of personal information, such as your hobbies, likes, dislikes etc., with the participants. This will facilitate participation and exchange in many ways.
- Take a keen interest in understanding the needs and aspirations of the participants before actually conducting the training

Say



Before we start the training, let us spend some time knowing each other. Let us play a game which will help us to know each other better.

Each of us will stand at their place and tell their name, hometown, hobbies and special quality about themselves, starting with the 1st letter of their character. I will start with mine.

Activity



- Arrange the class in a semi-circle/circle.
- Say your name aloud and start playing the game with your name.
- Say, “Now, each of you shall continue with the game with your names till the last person in the circle/ semi-circle participates”.
- Listen to and watch the trainees while they play the game.
- Ask questions and clarify if you cannot understand or hear a trainee.

Remember to :

- Discourage any queries related to one’s financial status, gender orientation or religious bias during the game
- Try recognising each trainee by their name because it is not recommended for a trainer to ask the name of a trainee during every interaction

Activity	Duration	Resources used
Ice Breaker	60 minutes	NA

Say



Did you all enjoy this activity? I hope you all had a good time during this icebreaker session. Now we are all well acquainted with each other. This will help us go ahead with our training session.

Note



Discuss the domestic workers’ sector in India.

Say



Good morning and welcome to this “ Mother and Newborn baby caregiver” training program. Today we shall learn about the domestic workers’ sector in India.

Ask



Ask the participants the following questions:

- Who are domestic workers?
- What is the domestic workers’ sector size in India?

Write down the participants’ answers on a whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate



In this session, discuss the following points:

- Introduction and program overview
- Domestic workers sector in India
 - Size and significance
- Classification of the occupation
 - Household Services/Housekeeping and Services
 - Caregiving (Non-Clinical)
- Growth drivers and emerging trends
 - Growth drivers for the domestic workers’ sector
 - Reasons behind growth
 - Emerging trends

Say



Let us participate in an activity to understand this unit better.

Activity



- Conduct a group discussion on the salary/payment structure of domestic workers in urban India
- Ask the trainees to specify observable changes in the domestic worker sector in recent times
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the impact of globalisation on the domestic worker sector

Activity	Duration	Resources used
Group discussion	30 minutes	Participant Handbook, Pen, Writing Pad, Whiteboard, Markers, Laptop, Overhead Projector, Laser Pointer, Microphone (if required)

Say



Did you find this activity interesting? I hope you all enjoyed this session today. Now we are going to take part in another activity.

Activity



- In this activity, ask the trainees to write a small article on India's domestic workers' sector.
- The trainees must present their answers rich in information.
- You will take 30 minutes to evaluate the answers of the trainees.
- The group which can present their answers in the best way within 60 minutes will be awarded appreciation and accolades.

Activity	Duration	Resources used
Writing Activity	60 minutes	Participant Handbook, Pen, Writing Pad, Whiteboard, Markers, Laptop, Overhead Projector, Laser Pointer, etc.

Say



Did you find the activity interesting? I hope you all enjoyed the session thoroughly.

Do



- Ensure that all the trainees participate in the group discussion
- Ensure a friendly atmosphere during the group discussion
- Guide the trainees in identifying key points
- Jot down the crucial points on the whiteboard as the trainees speak.

Notes for Facilitation



- Encourage peer learning
- Answer all the doubts raised by the trainees in the class

Unit 1.2: Roles and Responsibilities of Caregiver - Mother and Newborn -Non-Clinical (Household & Care Homes)Counselling

Unit Objectives

By the end of this unit, the participants will be able to:

1. Describe the roles and responsibilities of the Caregiver - Mother and Newborn -Non-Clinical
2. Illustrate the career path for a Caregiver - Mother and Newborn -Non-Clinical (Household & Care Homes).

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, overhead projector, laser pointer, computer/laptop with an internet connection, etc.

Note

In this unit; we will be discussing the job roles and responsibilities of the Caregiver - Mother and Newborn -Non-Clinical.

Say

Good morning, and welcome back to this training program. Today we shall learn about the roles and responsibilities of the Caregiver - Mother and Newborn -Non-Clinical.

Ask

Ask the participants the following questions:

- What are the responsibilities of a caregiver?

Write down the participants' answers on a whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Job description and responsibilities
- Job Description
- Personal attributes
- Responsibilities

- Skills Needed.
- Career progression Chart

Say



Let's participate in an activity to explore more about it

Activity



- Divide the group into two teams.
- Call one representative from each group together.
- Command a student to tell a job role or responsibility of caregivers.
- The other trainee must tell whether the statement is true or false.
- You need to document the scores of two books.
- After completing the session, declare the winning team.

Activity	Duration	Resources used
True-False Activity	60 minutes	Whiteboard, Pen, pencil, Participant's handbook, etc.

Do



- Guide the trainees throughout the activity
- Ensure that all trainees participate in the activity.

Notes for Facilitation



- Ensure that all trainees participate in the activity.
- Encourage other trainees to answer problems and boost peer learning in the class.

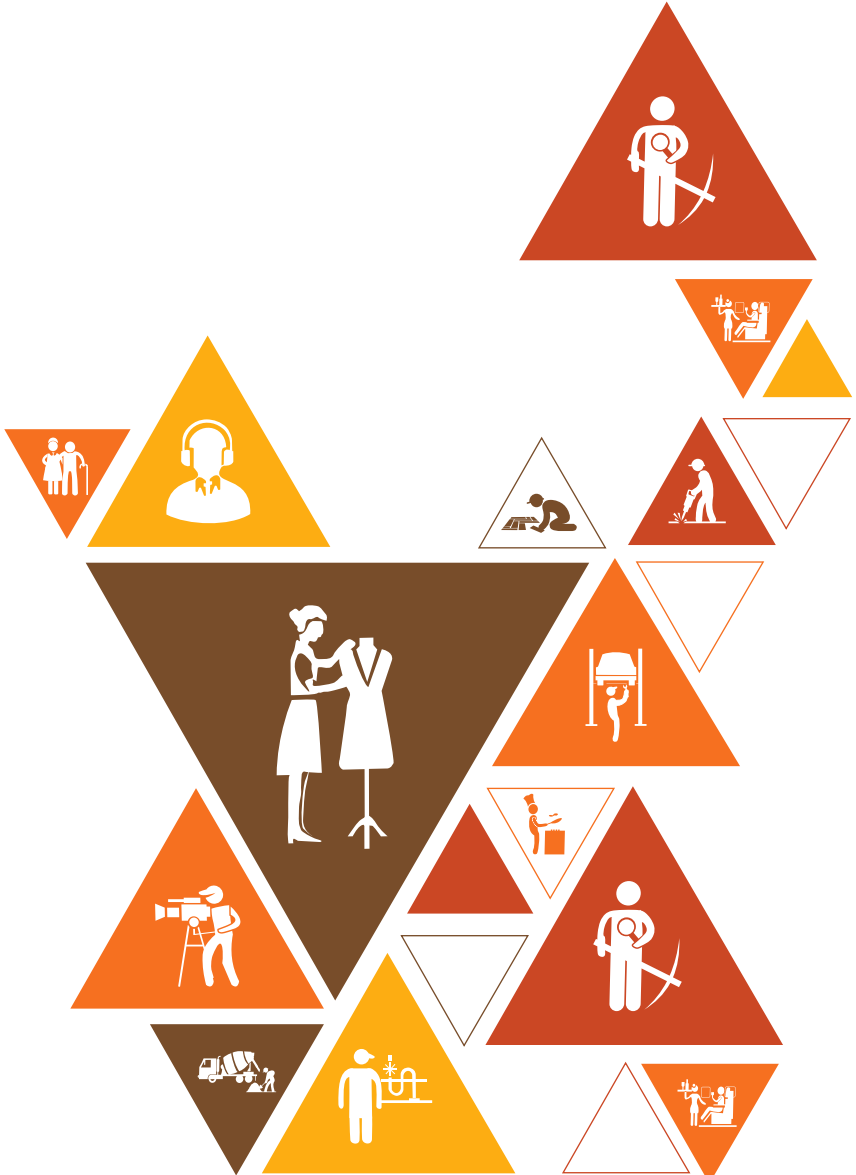
Answers to Exercises for PHB

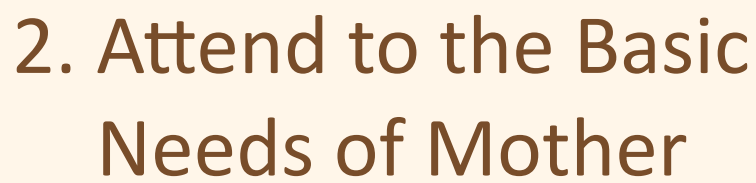
A. Answer the following questions by choosing the correct option:

1. a) 80-85%
2. b) Live-in-worker
3. b) Housekeeping
4. d) All of the above.
5. d) All of the above.

B. Answer the following questions briefly.

1. Refer Unit 1.1 : Domestic Workers Sector in India
Topic - 1.1.3 Domestic Workers Sector in India
2. Refer Unit 1.1 : Domestic Workers Sector in India
Topic- 1.1.4 Classification of the Occupation
3. Refer Unit 1.1: Domestic Workers Sector in India
Topic- 1.1.5 Growth Drivers and Emerging Trends
4. Refer Unit 1.2: Roles and Responsibilities of Caregiver - Mother and Newborn -Non-Clinical
Topic- 1.2.1 Job Description and Responsibilities
5. Refer Unit 1.2: Roles and Responsibilities of Caregiver - Mother and Newborn -Non-Clinical
Topic- 1.2.1 Job Description and Responsibilities





DWC/N0216

Key Learning Outcomes



By the end of this module, the participants will be able to:

1. Perform the steps to collect information regarding the pregnancy details of the expectant mother and complexities, if any
2. Explain the physical and emotional requirements of an expectant mother
3. Role play on how to assist a mother during pregnancy
4. Describe correct postures, positioning, and other activities to be performed by a new mother, both in case of normal as well as c-section delivery
5. Show how to give a massage to a new mother
6. State the significance of self-care during and after pregnancy
7. Apply proper practices to provide care to a new mother

Unit 2.1: Basic Needs of a Mother

Unit Objectives

1. Discuss the basics of pregnancy and its requirements, precautions to be taken during pregnancy and best practices to ensure a healthy delivery
2. Discuss the requirements and precautions for pregnancy
3. Describe correct postures, positioning, and other activities to be performed by a new mother
4. Show how to massage a new mother

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, overhead projector, laser pointer, computer/laptop with an internet connection, etc.

Note

In this unit; we will discuss the basic needs of mothers.

Say

Good morning and welcome back to this training program, “caregiver - mothers”. Today we shall learn about the basic Needs of a Mother.

Ask

Ask the participants the following questions:

- What does a baby caregiver do?
- What are the basic requirements during pregnancy?

Write down the participants’ answers on a whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Pregnancy
 - First trimester
 - Second Trimester
 - Third Trimester
- Requirements and Precautions During Pregnancy

- Best practice during pregnancy
- Activities to Avoid
- Physical and Emotional Requirements of a Pregnant Woman
 - Physical Changes
 - Emotional Changes
 - Guidance in Such a Situation
- Correct Postures, Positioning and Other Activities
- Correct Sitting Postures
- Workout in Trimester
 - First Trimester
 - Second trimester
 - Third Trimester
- Importance of Massage of a New Mother

Say



Let us participate in a group activity to explore the unit a little more.

Activity



- Ask trainees to bring comfortable clothes for yoga postures and a mat
- Divide all the participants into four groups
- Choose one person among the groups to volunteer
- Ask every trainee to perform at least two postures correctly.
- Ask those four volunteers to check them out.
- After finishing all the tasks, evaluate them with scores.

Activity	Duration	Resources used
Performing Yoga	90 minutes	Comfortable cloths for yoga and mats.

Do



- Guide the trainers to perform the activity properly
- Ensure that all the trainees have participated here.

Notes for Facilitation



- Help all the participants to perform
- Make everyone comfortable so that they can perform without any hesitation.

Unit 2.2: Health & Hygiene before and during Pregnancy

Unit Objectives

By the end of this unit, the participants will be able to:

1. Discuss the importance of maintaining hygiene before and after pregnancy
2. Explain the nutritional requirements of a pregnant and new mother
3. Describe the concept of post-partum depression and effective ways to deal with it
4. Conduct routine health check-ups of a mother like a temperature, BP, pulse, etc.
5. State the significance of self-care during and after pregnancy

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, overhead projector, laser pointer, computer/laptop with an internet connection, etc.

Note

In this unit; we will discuss Health & Hygiene before and during Pregnancy.

Say

Good morning and welcome back to the training program of Mothers and newborn caregivers. Today, we will learn more about Health & Hygiene before and during Pregnancy

Ask

Ask the participants the following questions:

- What is the importance of maintaining hygiene during pregnancy?
- What is postpartum Depression?

Write down the participants' answers on a whiteboard/flipchart. Take appropriate cues from the solutions and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Importance of Maintaining Hygiene Before and After Pregnancy
 - Taking care of Personal Hygiene
- Important Nutrients

- Key Nutrients
- Folate
- Postpartum Depression
 - Taking Care of Postpartum Depression
- Routine Health Check-Ups of a Mother
- Normal Vital signs in Pregnancy
 - The types of Target Markets
 - Importance of Target Markets
 - Benefits of Market Segmentation

Say

Let us participate in an activity to explore the unit a little more.

Activity

- Tell everyone to bring a copy and pen
- Ask them to write Normal Vital Signs in the Pregnancy chart
- After finishing the task, collect all copies and pass them on to random trainees for checking.
- After checking, distribute the copies to them and announce the high scorers.

Activity	Duration	Resources used
Random checking activity	60 minutes	Copy, Pen, Pencil

Say

I hope checking others' copies was fun for you. You can learn more by evaluating in this way.

Do

- Ensure that all the trainees participate in the group discussion
- Ensure a friendly atmosphere during the evaluating activity
- Guide the trainees in identifying key points
- Jot down the name of the high scorers.

Notes for Facilitation



- Encourage peer learning
- Answer all the doubts raised by the trainees in the class

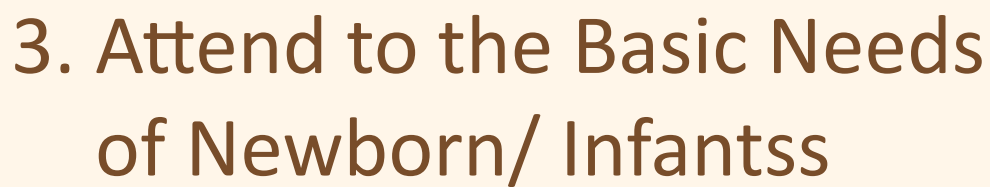
Answers to Exercises for PHB

A. Answer the following questions by choosing the correct option:

1. b) Forty weeks
2. b) Second Trimester
3. d) All of the above
4. b) 50%
5. a) Progesterone

B. Answer the following questions briefly.

1. Refer to UNIT 2.2: Health & Hygiene before and during Pregnancy
Topic: 2.2.4 Routine Health Check-Ups of a Mother
2. Refer to UNIT 2.2: Health & Hygiene before and during Pregnancy
Topic: 2.2.3 Postpartum Depression
3. Refer to UNIT 2.2: Health & Hygiene before and during Pregnancy
Topic: 2.2.1 Importance of Maintaining Hygiene Before and after Pregnancy
4. Refer to UNIT 2.1: Basic Needs of a Mother
Topic: 2.1.7 Importance of Massage of a New Mother
5. Refer to UNIT 2.1: Basic Needs of a Mother
Topic: 2.1.6 Workout in the First Trimester



DWC/N0218

Key Learning Outcomes



By the end of this module, the participants will be able to:

1. Show how to provide routine activity and care to newborn
2. Apply proper methods to provide care to a baby during illness
3. Show how to provide routine training and care to newborns/infants
4. Demonstrate how to change the baby's diapers at regular intervals or as required and clean the sensitive parts of the baby properly after the nappy change
5. Role play on how to inform mother and family in case of any immediate requirement
6. Apply proper methods to provide care to a baby during illness

Unit 3.1: Manage Stock of Supplies and Equipment

Unit Objectives

By the end of this unit, the participants will be able to:

1. State the significance of hygiene while handling and cleaning an infant
2. Discuss the nutritional requirement of an infant
3. Discuss the routine schedule of an infant, like feeding, napping time, etc.
4. State the significance of ensuring that there is a constant supply of diapers and other baby products
5. Explain the causes, symptoms and treatment of common illnesses among infants and procedures to put the infant at ease during illness

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, overhead projector, laser pointer, computer/laptop with an internet connection, etc.

Note

In this unit, we will learn about the basic needs of newborn babies.

Say

Good morning and welcome to this “Mothers and newborn caregivers” training program. Today we shall learn about the Basic Needs of newborns/ Infants.

Ask

Ask the participants the following questions:

- What are the best napping times for an infant?
- Tell me some common illnesses of an infant.

Write down the participants’ answers on a whiteboard/flipchart. Take appropriate cues from the solutions and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Importance of Washing and Sanitising the Hands before Handling Baby
 - Importance of hygiene while handling and cleaning an infant

- Nutritional Requirements of an Infant
 - Meal Planning
 - Born to Four Months
 - Four to six months
- Routine Schedule of an Infant, Feeding, Napping Time
 - Ensuring the daily required feeds are taken by the infant and helping the baby burp after every feed
 - How to make them burp?
- Hygiene of Baby
 - Diaper changing
- Importance of Having Diapers in Stocks
- Common Illness Among Infants
 - Colic
 - Cold and Flu
 - Ear Infections
 - Bacterial Conjunctivitis
- Emergency procedures such as First Aid and CPR

Say



Let us participate in a group activity to explore the unit a little more.

Activity



- Arrange some baby-looking dolls and diapers
- Divide the people into two teams, one is for diapers and the other one is for CPR.
- Call one person from each team and ask them to participate in any one task between CPR and changing diapers.
- Make sure everyone performs at least one activity.

Activity	Duration	Resources used
CPR and Diaper changing activity	90 minutes	A doll, diapers, first aid kit etc

Do



- Ensure that all the trainees participate in the activity
- Help the trainees to understand the need for the activity

Notes for Facilitation



- Encourage teamwork and active participation
- Answer all the doubts raised by the trainees in the class

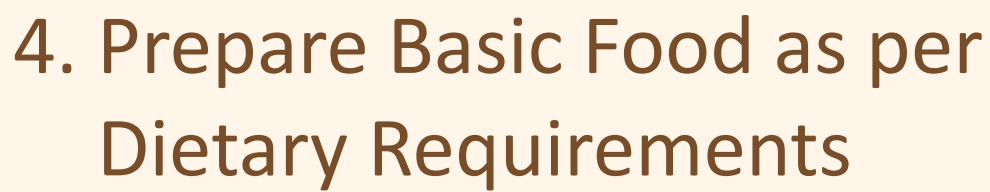
Answers to Exercises for PHB

A. Answer the following questions by choosing the correct option:

1. a) Mouth-to-mouth breathing
2. b) The heart pumps blood to the lungs and other parts of the body
3. d) All of the above
4. b) 20%
5. c) Macronutrients

B. Answer the following questions briefly.

1. Refer to UNIT 3.1: Manage Stock of Supplies and Equipment
Topic : 3.1.3 Routine Schedule of an Infant, Feeding, Napping Time
2. Refer to UNIT 3.1: Manage Stock of Supplies and Equipment
Topic : 3.1.5 Importance of Having Diapers in Stocks
3. Refer to UNIT 3.1: Manage Stock of Supplies and Equipment
Topic : 3.1.1 Importance of Washing and Sanitising the Hands before Handling the Baby
4. Refer to UNIT 3.1: Manage Stock of Supplies and Equipment
Topic: 3.1.2 Nutritional Requirements of an Infant
5. Refer to UNIT 3.1: Manage Stock of Supplies and Equipment
Topic: 3.1.6 Common Illness Among Infants

[illegible]

DWC/N9901

Key Learning Outcomes



By the end of this module, the participants will be able to:

1. Apply proper methods to carry out pre-cooking activities for mothers/infants/toddler
2. Show how to prepare basic meals for mother/infant/toddle

Unit 4.1: Preparing Food as per Dietary Requirements

Unit Objectives

By the end of this unit, the participants will be able to:

1. Discuss types of meals suitable for mother/infant/toddler, the dietary requirement of the child and quantity and quality of meals as per need
2. Discuss various types of vegetarian/non-vegetarian foods, types of fruits, vegetables, lentils, herbs, spices, and dairy and their uses
3. Apply proper methods to ensure that the ingredients and raw materials needed to prepare the food are available
4. Employ appropriate methods to check and verify the freshness and quality of the ingredients, vegetables, fruits, etc.
5. Discuss various types of hot and cold beverages and preparation techniques

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, overhead projector, laser pointer, computer/laptop with an internet connection, etc.

Note

In this unit, we will discuss about preparing Food as per Dietary Requirements

Say

Good morning and welcome back to this training program, “Mothers and Newborn caregivers”. Today we shall learn about the preparing Food as per Dietary Requirements.

Ask

Ask the participants the following questions:

- What is nutrition?
- Tell me two sources of carbohydrate?

Write down the trainees’ answers on the whiteboard/flipchart. Draw appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Types of Meals Suitable for Mother/infant/toddler
 - Checking of the Nutritional Value
 - Need for Nutrition
 - Good Nutrition
- Types of Nutrition
 - Carbohydrates
 - Vitamins and Minerals
 - Fats
 - Proteins
 - Fibre
 - Water
- Spices
 - Pepper
 - Cinnamon
 - Turmeric
- Garlic
- Parsley
- Basil
- Nutmeg
- Cumin Seeds
- Mint Leaves
- Ginger
- Storing Food to Retain Nutritional Values
- Healthy Cooking Tips for Food Preparation
- Various Types of Hot and Cold Beverages and Preparation Techniques
 - Infused Water
 - Seltzer
 - Herbal Tea
 - Almond Milk
 - Fruit Juice
 - Vegetable Juice

Say

Let us participate in a group activity to explore the unit a little more.

Activity

- Display the pictures of different spices on the projectors or screen
- Ask the trainees randomly to identify spices
- Pass the answer if he/she can not answer them well.
- After finishing it, wrap up the session by highlighting key terms.

Activity	Duration	Resources used
See and identify objects	30 minutes	Participant Handbook, Pen, Notebook, Laptop/Computer, Overhead projector/screen, Whiteboard, Marker, etc

Do

- Download different pictures of spices
- Ensure the activity meets the learning objective
- Display the below pictures in the class. You can include other pictures as well

Notes for Facilitation

- Encourage trainees to participate in this activity
- Answer all their doubts raised by the trainees in the class
- Encourage the trainees to answer the questions from the handbook

Unit 4.2: Health and Fitness Plan

Unit Objectives

By the end of this unit, the participants will be able to:

1. Prepare a health and fitness chart in line with the nutritional requirements
2. Explain the significance of preparing food as per the health and fitness chart
3. List the precautionary health measures to be taken while preparing food

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, overhead projector, laser pointer, computer/laptop with an internet connection, etc.

Note

In this unit, we will discuss about health and Fitness Plan.

Say

Good morning and welcome back to this training program, “Mothers and newborn caregivers”. Today we will discuss about health and Fitness Plan.

Ask

Ask the participants the following questions:

- How will you choose healthy food?

Write down the trainees’ answers on the whiteboard/flipchart. Draw appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Health and Fitness Plan
 - Target Groups
 - Climate Factors
 - Health and Fitness Progress Report
- Significance of Preparing Food as per the Health and Fitness Chart
- Precautionary Health Measures to be Taken while Preparing Food

Say

Let us participate in an activity to explore the unit a little more.

Activity

- Select random trainees and ask them about the recipes of meals and beverages.
- If he/ she can not answer the question, pass it to someone else.
- Appreciate those trainees who do well in this activity.

Activity	Duration	Resources used
Random questioning activity	30 minutes	Whiteboard, Laptop, pen, copy etc.

Do

- Share your inputs and insight to encourage the trainees to add to their talk.
- Ensure that all trainees participate in the class

Notes for Facilitation

- Ensure that all the trainees answer every question listed in the participant handbook
- Encourage peer learning in the class.

Answers to Exercises for PHB

A. Answer the following questions by choosing the correct option:

1. b) Vata dosha
2. c) Grishma
3. b) Kapha
4. a) Bones
5. a) Nuts and Seeds

B. Answer the following questions briefly.

1. Refer to unit 6.1: Preparing Food as per Dietary Requirements
Topic: 6.1.3 Types of Nutrition
2. UNIT 3.1: Manage Stock of Supplies and Equipment
3.1.6 Common Illness Among Infants
3. Refer to unit 6.1: Preparing Food as per Dietary Requirements
Topic: 6.1.3 Types of Nutrition
4. Refer to UNIT 6.2: Health and Fitness Plan
Topic : 6.2.3 Precautionary Health Measures to be Taken while Preparing Food
5. The question is from Ayurveda



Key Learning Outcomes



By the end of this module, the participants will be able to:

1. Demonstrate proper gestures to greet visitors.
2. Explain the importance of listening attentively and responding tactfully and politely.
3. State professional and ethical conduct.
4. Demonstrate interpersonal skills for the required job role.
5. Describe the importance of hygiene and cleanliness for the benefit of the employer as well as oneself.
6. Discuss the procedure and standards of effective communication at the workplace.
7. Define cultural acclimatisation, gender and PwD sensitivity.

Unit 5.1: Maintenance of Behavioural Standards

Unit Objectives

By the end of this unit, the participants will be able to:

1. Discuss the procedure and standards of effective communication at the workplace
2. Explain time management strategies and methods for effective work
3. Discuss about the core values to be followed at the workplace
4. Explain cultural acclimatisation, gender and age sensitivity and PwD sensitivity

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, overhead projector, laser pointer, computer/laptop with an internet connection, etc.

Note

In this unit, we will discuss about delivering post-counselling support.

Say

Good morning and welcome back to this training program, “Mother and newborn caregivers”. Today we will discuss how to maintenance of behavioural standards

Ask

Ask the participants the following questions:

- Why communication is important in work place?
- What are gestures?

Write down the trainees’ answers on the whiteboard/flipchart. Draw appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Communication at the workplace
 - Types of communication
 - Listening and speaking skills
 - Barriers to active listening

- Handling Common communication barriers
- Interpersonal skills required at workplace
- Writing skills
- Significance of time management
 - Manage calendar and meetings
 - Share a calendar
 - Leave some empty calendar space
 - Do not overlap timelines
 - Block time for emails
 - Be alert for traffic/weather
 - Keep to time plan
- Core values
- Diversity at workplace
 - Acclimatisation
 - Gender sensitivity
 - PwD sensitivity

Say

Let us participate in an activity to explore the unit a little more.

Activity

- Divide the trainees into two teams.
- Call random two people from each group.
- Whisper a movie name to a trainee and the other person needs to guess it.
- After wrapping up the activity, declare the winner.

Activity	Duration	Resources used
Dumb Charades	60 minutes	Paper, pen, pencil.

Do

- Conduct a doubt clarification session if needed.
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation



- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants.
 - Ensure that the activity outcome meets the learning objectives

Unit 5.2: Maintenance of Hygiene

Unit Objectives

By the end of this unit, the participants will be able to:

1. List the steps to maintain personal hygiene
2. State the importance of maintaining hygiene at the workplace

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, overhead projector, laser pointer, computer/laptop with an internet connection, etc.

Note

In this unit we will discuss about maintenance of personal hygiene.

Say

Good morning and welcome back to this training program, “mothers and newborn caregivers”. Today we will discuss about personal hygiene.

Ask

Ask the participants the following questions:

- Elaborate the importance of maintaining personal hygiene.
- Tell me some practices of personal hygiene.

Write down the trainees’ answers on the whiteboard/flipchart. Draw appropriate cues from the answers and start teaching the lesson

Elaborate

In this session, we will discuss the following points:

- Personal Hygiene
- Hygiene Practices at the Workplace
 - Guidelines to Maintain Personal Hygiene
 - Aspects of Personal Grooming
 - Importance of Maintaining Hygiene at the Workplace
 - Workplace Hygiene Practices

Say 

Let us participate in an activity to explore the unit a little more.

Activity 

- Arrange some pictures of hygiene practices
- Choose the trainees randomly and show them the pictures
- Ask them to tell about the practice elaborately.
- Wrap up activity providing more practical knowledge

Activity	Duration	Resources used
Identify and Elaborate activity	45 minutes	Laptop, whiteboard, pen, paper etc

Do 

- Conduct a doubt clarification session if needed.
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation 

- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants.
- Ensure that the activity outcome meets the learning objectives

Unit 5.3: Professionalism at the Workplace

Unit Objectives

By the end of this unit, the participants will be able to:

1. Discuss about ethical behaviour at the workplace
2. Discuss about the importance of confidentiality at the workplace
3. Explain the procedure for reporting to the concerned person

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, overhead projector, laser pointer, computer/laptop with an internet connection, etc.

Note

In this unit, we will discuss Professionalism in the Workplace.

Say

Good morning and welcome back to this training program, “ Mothers and newborn caregivers”. Today we will discuss Professionalism in the workplace.

Ask

Ask the participants the following questions:

- Tell me some ethical practices in the work place
- How do you practice workplace etiquette?

Write down the trainees’ answers on the whiteboard/flipchart. Draw appropriate cues from the answers and start teaching the lesson

Elaborate

In this session, we will discuss the following points:

- Ethical Conduct at Workplace
 - Positive Attitude and Punctuality at Work
 - Punctuality
 - Workplace Etiquette
 - Confidentiality
- Reporting Structure

Say

Let us participate in an activity to explore the unit a little more.

Activity

- Ask the trainees to bring chart paper, pen and pencils.
- Ask everyone to jot down at least five etiquette practices in the paper
- After finishing the task, evaluate them.
- Before wrapping the whole activity, answer all the doubts.

Activity	Duration	Resources used
Chart paper activity	45 minutes	Chart papers, pen, pencils, rules etc.

Do

- Guide the trainees throughout the activity
- Ensure that all trainees participate in the activity.

Notes for Facilitation

- Answer all the queries/doubts raised by the trainees in the class
- Encourage other trainees to answer problems and boost peer learning in the class

Answers to Exercises for PHB

A. Answer the following questions by choosing the correct option:

1. a) Communication
2. d) None of the above
3. d) All of the above
4. c) Grooming
5. a) anti-bacterial

B. Answer the following questions briefly.

1. Refer to UNIT 5.1: Maintenance of Behavioural Standards
Topic: 5.1.3 Diversity at Workplace
2. Refer to UNIT 5.1: Maintenance of Behavioural Standards
Topic: 5.1.2 Significance of Time Management
3. Refer to UNIT 5.1: Maintenance of Behavioural Standards
Topic : Barriers to Active Listening
4. Refer to UNIT 5.3: Professionalism at the Workplace
Topic : 5.3.1 Ethical Conduct at Workplace
5. Refer to UNIT 5.2: Maintenance of Hygiene
Topic : 5.2.2 Hygiene Practices at the Workplace



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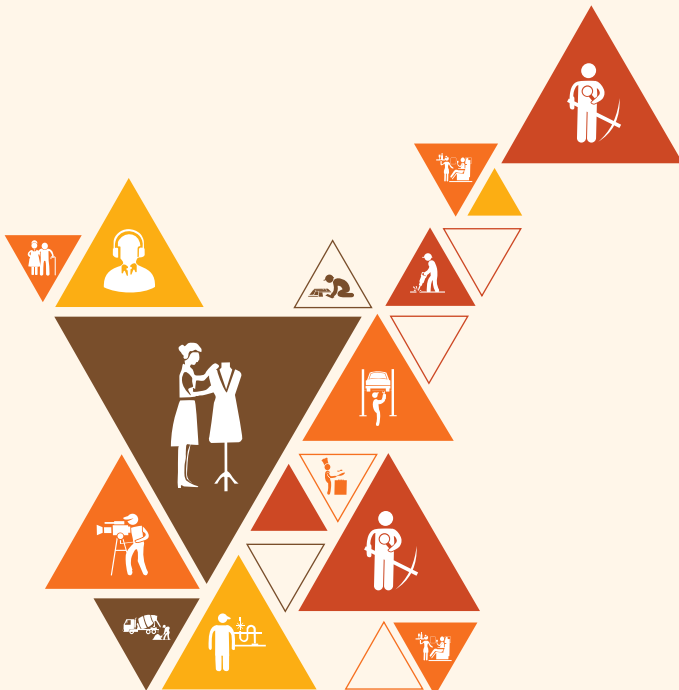


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6. Maintain Health, Hygiene and Safety Standardss

Unit 6.1 -



DWC/N9903

Key Learning Outcomes



By the end of this module, the participants will be able to:

1. Demonstrate ways to maintain a safe and secure environment at work.
2. Demonstrate ways to handle emergencies.
3. Identify opportunities for improving the health, safety, and security of the concerned person
4. Explain the ways of conservation of energy and material while performing daily activities.
5. State the importance of practising environment-friendly methods of working.
6. Explain the methods to manage waste at the workplace

Unit 6.1: Safety and Security at Workplace

Unit Objectives

By the end of this unit, the participants will be able to:

1. Discuss about the importance of maintaining health and safety at the workplace
2. Discuss the common safety breaches and unsafe acts/conditions and ways to prevent them
3. Explain the basic emergency procedures
4. Elaborate on basic fire safety awareness
5. Demonstrate first aid activities
6. Demonstrate Cardiopulmonary Resuscitation (CPR)
7. List the helpline numbers

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, overhead projector, laser pointer, computer/laptop with an internet connection, etc.

Note

In this unit, we will discuss about monitoring work responsibilities.

Say

Good morning and welcome back to this training program, “Mothers and Newborn caregivers”. Today we shall learn about Safety and Security at Workplace

Ask

Ask the participants the following questions:

- Tell me about some safety rules.
- What are the types of fire distinguisher

Write down the participants’ answers on a whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Safety Hazards
 - Types of Safety Hazards

- Rules while using Equipment
- Handling Suspicious Mails
- Handling Emergencies
 - Basic Emergencies
 - Safety Equipment and Fire Prevention/Suppression
 - Principle of Extinction
 - Classification of Fire and Fire Extinguishers/Extinguishants
 - Commonly Used Fire Extinguishers
 - Types of Fire Extinguishers
 - Appropriate Fire Emergency Procedures
 - Emergency Procedures
 - Evacuation Procedures
- Fire Evacuation Steps
- Rescue Techniques during Fire Hazard
- First Aid
- What to Include?
- Golden Rules of First Aid
- CPR Technique
- Emergency Contact Number

Say



Let us participate in an activity to explore the unit a little more.

Activity



- Choose random trainees from the class
- Elaborate him/her an emergency situation and ask what should be the right task in those situations
- Also, ask him/her about the tools that should be used in those situation
- Try to involve more trainees in this activities
- Wrap up the activity with doubt clearing sessions from them

Activity	Duration	Resources used
Role play activity	90 minutes	White boards, pen, copy etc

Do



- Guide the trainees throughout the activity
- Ensure that all trainees participate in the activity.

Notes for Facilitation



- Answer all the queries/doubts raised by the trainees in the class
- Encourage other trainees to answer problems and boost peer learning in the class

Unit 6.2: Material and Energy Conservation

Unit Objectives

By the end of this unit, the participants will be able to:

1. Elaborate about greening and its focus areas.
2. Discuss about conservation of material and energy in the household.
3. Explain how to reduce greenhouse gas emissions.
4. Discuss about waste management.
5. Explain ways to clean garbage bins and keep the area clean.
6. Elaborate on the techniques of waste reduction and disposal

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, overhead projector, laser pointer, computer/laptop with an internet connection, etc.

Note

In this unit, we will discuss about Material and Energy Conservation.

Say

Good morning and welcome back to this training program, “Mother and newborn caregivers”. Today we shall learn about Material and Energy Conservation.

Ask

Ask the participants the following questions:

- Why we should conserve the energy?
- What are the Green House Gas?

Write down the participants’ answers on a whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Greening
- Energy and Material Conservation

- Reduction of Green House Gas Emission
- Safe Handling of Waste

Say

Let us participate in an activity to explore the unit a little more.

Activity

- Arrange a group discussion among the trainees about the way outs to conserve energy at home.
- Make comfortable every trainees so that they can also participate
- Clear the doubts if anyone has.
- Wrap up the activity with a positive note.

Activity	Duration	Resources used
Group Discussion activity	30 minutes	Participant Handbook, Pen, Writing Pad, Whiteboard, Markers, Laptop, Overhead Projector, Microphone (if required), etc

Do

- Ensure that all the trainees participate in the activity
- Help the trainees to understand the need for the activity

Notes for Facilitation

- Encourage teamwork and active participation
- Answer all the doubts raised by the trainees in the class

Answers to Exercises for PHB

A. Answer the following questions by choosing the correct option:

1. a) Hazard
2. d) All of the above
3. b) Class A
4. Seems two options can be the answer
5. a) First aid

B. Answer the following questions briefly.

1. Refer to UNIT 6.1: Safety and Security at Workplace
Topic: 6.1.2 Handling Emergencies
2. Refer to UNIT 6.1: Safety and Security at Workplace
Topic: 6.1.2 Handling Emergencies
3. Refer to UNIT 6.1: Safety and Security at Workplace
Topic: Topic: 6.1.2 Handling Emergencies
4. Refer to UNIT 6.2: Material and Energy Conservation
Topic: 6.2.1 Greening
5. Refer to UNIT 6.2: Material and Energy Conservation
Topic: 6.2.2 Energy and Material Conservation



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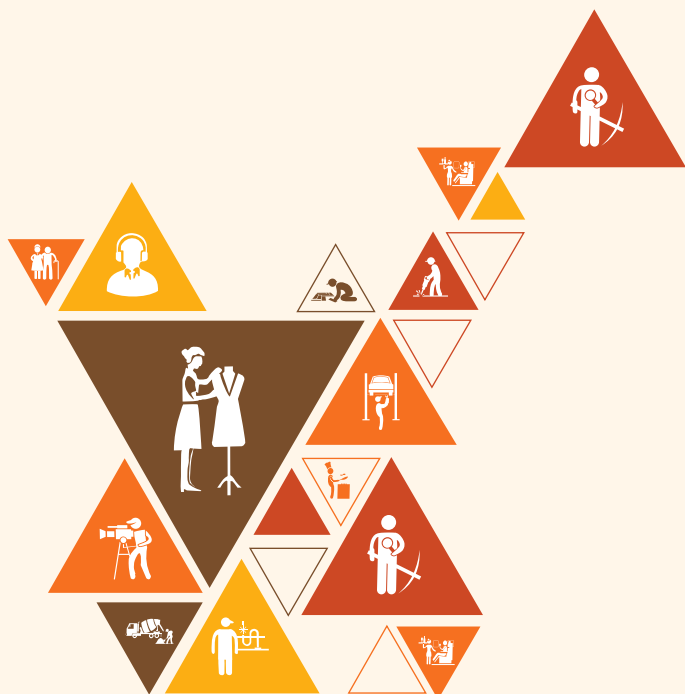


8. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria

Annexure III: List of QR Codes Used in PHB



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Baby Caregiver (Non-Clinical)		
Qualification Pack Name & Ref. ID	DWC/Q0202, V1.0		
Version No.	1.0	Version Update Date	2.0
Pre-requisites to Training (if any)	NA		
Training Outcomes	<p>At the end of the program, the learner should have acquired the listed knowledge and skills.</p> <ul style="list-style-type: none"> • Feed babies and toddlers • Attend to other basic needs of babies and toddlers • Engage with babies for their holistic development • Prepare basic food as per dietary requirements. • Display standards of hygiene and work etiquette • Maintain a clean and secure working environment 		

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
1	Introduction to Domestic Workers and Role of Caregiver - Mother and Newborn - Non-Clinical (Household & Care Homes)	Introduction to the Job role	<ul style="list-style-type: none"> • Discuss the Skill India Mission's objectives and benefits and describe the Domestic Worker Sector's scope and sub-sectors. • Break down the emerging trends and reasons for the growth of the domestic worker's sector in India and discuss job roles and opportunities for Caregivers - Mothers and Newborn –Non-Clinical (Household & Care Homes) in Caregiving (Non-Clinical) sub-sector • Elaborate on the basic terminology used in Domestic Workers' sector 	DWC/N0205 KA1,KA2,- KA3	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion	Laptop with software like MS Office and internet, White-board, Marker, Projector	6 Theory (6:00) Practical (0:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
2.	Attend to the Basic Needs of Mother	Provide the basics of Pregnancy	<ul style="list-style-type: none">Discuss the basics of Pregnancy and its requirements, precautions to be taken during Pregnancy, and best practices to ensure a healthy deliveryIllustrate how to perform steps to collect information regarding the pregnancy details of the expectant mother and complexities, if any.	DWC/N0216 PC1,KU1, KU2,KU3	Whiteboard, Marker, Projector screen, PowerPoint Presentation, Laptop with charger, Participant Handbook, and Related Standard Operating Procedures, 2.1 Laptop External Speakers	Pregnancy report, healthy and nutritious meals, medicines, etc	8 Theory (4:00) Practical (4:00)
			<ul style="list-style-type: none">Discuss the basics of Pregnancy and its requirements, precautions to be taken during Pregnancy, and best practices to ensure a healthy delivery.Demonstrate how to perform steps to collect information regarding the pregnancy details of the expectant mother and complexities, if any	DWC/N0216 PC1, KU1, KU2,KU3			8 Theory (4:00) Practical (4:00)
		Special care and support for the new mothers	<ul style="list-style-type: none">Explain the physical and emotional requirements of an expectant mother.Dramatise how to resolve the concerns and questions of the expectant mother and provide physical support to the expectant mother in daily chores	DWC/N0216 KU4,PC3			8 Theory (4:00) Practical (4:00)
							8 Theory (4:00) Practical (4:00)
		Parenting basics and Health check-ups	<ul style="list-style-type: none">State the significance of providing information and guidance regarding high-quality, culturally sensitive health education to promote healthy, helpful family life, and positive parentingDemonstrate how to conduct routine health check-ups of a mother like a temperature, BP, pulse, etc.	DWC/N0216 KU5, PC16			8 Theory (4:00) Practical (4:00)
							8 Theory (4:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Under-standing of nutrients and medi-cations	<ul style="list-style-type: none"> Explain the importance of ensuring that the expectant mother takes prescribed meals and medication on time Demonstrate how to conduct routine health check-ups of a mother like a temperature, BP, pulse, etc. 	DWC/N0216 PC10, KU5			8 Theory (4:00) Practical (4:00)
		Tasks during emergency	<ul style="list-style-type: none"> Discuss various types of emergencies and ways to deal with them during a pregnancy Apply proper methods to maintain a record of the daily observations and identify problems, if any 	DWC/N0216 KU8, PC6			8 Theory (4:00) Practical (4:00)
		Awareness of correct postures and basic hygiene	<ul style="list-style-type: none"> Describe correct postures, positioning, and other activities to be performed by a new mother, both in case of normal as well as c-section delivery. Exhibit the role play on how to counsel the pregnant woman on prenatal self-care, including nutrition, hygiene, breastfeeding, and danger signs in Pregnancy and childbirth 	DWC/N0216 KU7, KU6, PC7			8 Theory (4:00) Practical (4:00)
		Emotional support during Pregnancy	<ul style="list-style-type: none"> Explain the methods of cleaning the space around the mother to create a calm and safe environment, like picking up discarded items, dusting surfaces, etc. Dramatise how to provide companionship to the expectant mother if she feels emotionally low and support to pack the hospital bag 	DWC/N0216 PC17, PC8, KU9			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Importance of exercise after Pregnancy	<ul style="list-style-type: none"> Explain the importance of maintaining hygiene and overall health during and after Pregnancy and the nutritional requirements of a pregnant and a new mother Role play on how to assist the pregnant woman with personal care, health, and hygiene and doing regular exercise as recommended by a medical professional 	DWC/N0216 KU15,			8 Theory (4:00) Practical (4:00)
		Understanding of infant care	<ul style="list-style-type: none"> Explain the importance of maintaining hygiene and overall health during and after Pregnancy and the nutritional requirements of a pregnant and a new mother Dramatise how to guide the new mother on all aspects of recovery and infant care, like breastfeeding, massaging, bathing, picking up in a lap, etc. 	DWC/N0216 KU15, PC16, KU11			8 Theory (4:00) Practical (4:00)
		Breast-feeding and genital wounds care	<ul style="list-style-type: none"> State the significance of self-care during and after Pregnancy, including breast and genital wound care, dressing and clothing of pregnant and lactating mothers. Role play on how to assist the new mother with positioning for breastfeeding the child and in genital wound care as instructed by the doctor 	DWC/N0216 KU16, PC16			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Post-partum depression and massage details	<ul style="list-style-type: none"> Describe the concept of postpartum depression and effective ways to deal with it 	DWC/N0216 PC24,KU14,			8 Theory (2:00) Practical (6:00)
			<ul style="list-style-type: none"> Explain the importance of ensuring a message to the new mother is sent as soon as possible and can continue for up to 2 - 3 months. It can be avoided for those with surgery Show how to give massage to new mothers in the Classroom 	DWC/N0216 PC18			6 Theory (2:00) Practical (4:00)
3.	Attend to the Basic Needs of Newborn/ Infant	Basics of washing hands and hygiene	<ul style="list-style-type: none"> Explain the importance of washing and sanitising the hands before handling the baby State the significance of hygiene while handling and cleaning an infant 	DWC/N0218 PC1, KU1	Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector screen, Power Point Presentation Laptop with charger, Participant Handbook and Related Standard Operating Procedures, 2.1 Laptop External Speakers.	Required baby bed, Massage oil, bath-tub, baby towel, diaper, Sanitize first aid kit, etc.	8 Theory (4:00) Practical (4:00)
		Bathing Essentials	<ul style="list-style-type: none"> Show how to massage, bathe, dry, and wrap the baby immediately after bath as per standard techniques. Show how to arrange water at the appropriate temperature (and other bathing equipment and supplies for the baby) 	DWC/N0218 PC4, PC5,PC3			8 Theory (4:00) Practical (4:00)
		Napping time and diaper change	<ul style="list-style-type: none"> Discuss the routine schedule of an infant, feeding, napping time, etc. Demonstrate how to change the diapers of the baby at regular intervals or as required and clean the sensitive parts of the baby properly after a nappy change 	DWC/N0218 KU6, PC6,PC7			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Feed and burps	<ul style="list-style-type: none"> State the significance of ensuring the daily required feeds are taken by the infant and help the baby burp after every feed Demonstrate how to change the diapers of the baby at regular intervals or as required and clean the sensitive parts of the baby properly after a nappy change 	DWC/N0218 PC8,PC9, PC7			8 Theory (4:00) Practical (4:00)
		Cleaning and sterilising	<ul style="list-style-type: none"> Explain the methods to clean up any messes made by the infant, especially after meals, and clean and sterilise the baby's utensils and products regularly Prepare a sample record of the infant's daily activities for reporting to the parents 	DWC/N0218 PC14,PC15, PC16			8 Theory (4:00) Practical (4:00)
		Diaper supply and parents' communication	<ul style="list-style-type: none"> State the significance of ensuring that there is a constant supply of diapers and other baby products Role play on how to communicate with parents or guardians regarding infants' progress or problems and observe and report any significant behavioural patterns to the parents 	DWC/N0218 PC15, PC16			8 Theory (4:00) Practical (4:00)
		A safe and healthy environment for growth	<ul style="list-style-type: none"> Describe the methods of maintaining a safe and healthy environment in the home and monitor growth milestones and health of the newborn/ infant 	DWC/N0218 PC17, PC18			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Calming down the infants	<ul style="list-style-type: none"> Show how to ease the agitated infant 	DWC/N0218 PC13			8 Theory (4:00) Practical (4:00)
							8 Theory (4:00) Practical (4:00)
		Making beds for baby	<ul style="list-style-type: none"> Describe the methods of maintaining a safe and healthy environment in the home and monitor growth milestones and health of the newborn/ infant Demonstrate how to make a bed for the baby and put the baby to bed in the effective ways 	DWC/N0218 PC17,P-C18,PC14			8 Theory (4:00) Practical (4:00)
		Avoiding social media and continuous monitoring	<ul style="list-style-type: none"> Explain the importance of avoiding the use of social Demonstrate how to monitor and check the baby regularly and report the baby's physical signs of illness, if any 	DWC/N0218 PC20, PC21, PC22			8 Theory (4:00) Practical (4:00)
		Treat-ment of common illness	<ul style="list-style-type: none"> Explain the causes, symptoms, and treatment of common illnesses among infants and procedures to put the infant at ease during illness 	DWC/N0218 KU11			8 Theory (4:00) Practical (4:00)
		Medical assistance	<ul style="list-style-type: none"> Role play on how to inform mother and family in case of any immediate requirement, assist them in seeking medical assistance and administer prescribed medication if the need arises 	DWC/N0218 PC23, PC24			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		First Aid and CPR	<ul style="list-style-type: none"> Describe emergency procedures such as First Aid and CPR 	DWC/N0218 PC25			8 Theory (4:00) Practical (4:00)
							8 Theory (4:00) Practical (4:00)
4.	Attend to the Basic Needs of Newborn/ Infant	The bathing procedure for a baby	<ul style="list-style-type: none"> washing and sanitising the hands before handling the baby. Massage the newborn as per standard techniques. Arrange water at the appropriate temperature (100 – 105 degrees Fahrenheit and other bathing equipment and supplies for the baby. Bathe the newborn appropriately, using proper methods to hold the baby. dry and wrap the baby immediately after the bath 	DWC/N0218 PC1,PC2,P-C3,PC4,PC5	Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector screen, Power Point Presentation Laptop with charger, Participant Handbook and Related Standard Operating Procedures, 2.1 Laptop External Speakers.	Required baby bed, Massage oil, bath-tub, baby towel, diaper, Sanitize first aid kit, etc.	8 Theory (4:00) Practical (4:00)
		Changing diapers and helping baby to burp	<ul style="list-style-type: none"> change diapers of the baby at regular intervals or as required. Demonstrate how to clean the sensitive parts of the baby properly after the nappy change. Teach how to ensure the daily required feeds are taken by the infant and help the baby burp after every dinner. Modify the concept of how to clean up any messes made by the infant, especially after meals 	DWC/N0218 PC6,PC7,P-C8,PC9, PC10			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Cleaning and sterilisation of baby products	<ul style="list-style-type: none"> Demonstrate the process of cleaning and sterilising baby utensils and products regularly. Explain how to keep an accurate record of the infant's daily activities for reporting to the parents 	DWC/N0218 PC11,PC12			8 Theory (4:00) Practical (4:00)
		Calming process for baby	<ul style="list-style-type: none"> Dramatise how to rock and verbally comfort the infant when they are agitated and make a bed for the baby and put the baby to bed 	DWC/N0218 PC13,PC14			8 Theory (4:00) Practical (4:00)
		Diaper supply and communication with parents	<ul style="list-style-type: none"> Prepare the process to ensure a constant supply of diapers and other baby products. Teach how to Communicate with parents or guardians regarding infants' progress or problem. Mention the points to observe and report any significant behavioural patterns to the parents 	DWC/N0218 PC15,P-C16,PC 17			8 Theory (4:00) Practical (4:00)
		Providing a healthy environment at home	<ul style="list-style-type: none"> Show how to maintain a safe and healthy environment in the home and monitor growth milestones and health of the newborn/ infant. Develop the idea of avoiding the use of social media 	DWC/N0218 PC18,P-C19,PC20			8 Theory (4:00) Practical (4:00)
		Monitoring baby and tasks during emergency	<ul style="list-style-type: none"> Infer the process of monitoring the baby regularly and check and report the baby's physical signs of illness, if any Explain how to assist the mother and family in seeking medical assistance 	DWC/N0218 PC21,P-C22,PC23			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> Evaluate how to administer prescribed medication if the need arises and inform mother and family in case of any immediate requirement Formulate how to perform emergency procedures such as First Aid and CPR in the event of an emergency and the importance of hygiene while handling an infant 	DWC/N0218 PC24,P-C25,KU1			8 Theory (4:00) Practical (4:00)
		Baby Massage Techniques	<ul style="list-style-type: none"> Dramatise the infant massaging techniques and how to bathe and dress the baby. Describe the significance of cleaning the infant 	DWC/N0218 KU2, KU3, KU4			8 Theory (4:00) Practical (4:00)
		Nap ad food habits for the baby	<ul style="list-style-type: none"> Interpret an infant's nutritional requirement and show an infant's routine schedule, like feeding, napping time, etc. Explain the method to clean the area for the infant 	DWC/N0218 KU5,KU6, KU7			8 Theory (4:00) Practical (4:00)
		Cooling down process	<ul style="list-style-type: none"> Develop the idea of how to ease the agitated infant and effective ways to put the baby to sleep 	DWC/N0218 KU8,KU9			8 Theory (4:00) Practical (4:00)
		Common illness causes and symptoms	<ul style="list-style-type: none"> Illustrate standard behavioural patterns among infants and causes, symptoms, and treatment of common illnesses among infants 	DWC/N0218 KU10,KU11			8 Theory (4:00) Practical (4:00)
		Taking care of the baby during illness	<ul style="list-style-type: none"> Elaborate procedures to put the infant at ease during illness and first-aid procedures 	DWC/N0218 KU12,KU13			8 Theory (4:00) Practical (4:00)
		Main-taining doctor's prescription	<ul style="list-style-type: none"> Teach how to read and write the instructions received by the doctor 	DWC/N0218 GS1			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Communication with the baby's family	<ul style="list-style-type: none"> Justify the process of communicating effectively with the mother and family members 	DWC/N0218 GS2			8 Theory (4:00) Practical (4:00)
		Decision making	<ul style="list-style-type: none"> Generate the idea of making decisions concerning the relevant area of work 	DWC/N0218 GS3			8 Theory (4:00) Practical (4:00)
5.	Maintain Service Standards and Communicate Effectively	Communication with the baby's family	<ul style="list-style-type: none"> Evaluate how to greet the residents promptly and appropriately following the procedure. Interact with all residents politely and professionally. Show how to make requirements clear by asking appropriate questions and responding effectively to residents' dissatisfactions and complaints Show how to create and maintain an effective but impersonal relationship with residents and notify residents in advance of any issues or problems, as well as any developments that may affect them Summarise how to seek feedback from the residents and incorporate them to improve their experience and avoid arguing with the residents. 	DWC/N9902 PC1, PC2, PC3, PC4, PC5, PC, PC7, PC8	Whiteboard and marker or blackboard and chalk, duster, laptop or desktop computer and projector, flipcharts, participant handbook	Sample feedback form, Sample report format to report health and other issues, etc	7 Theory (3:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Workplace etiquettes	<ul style="list-style-type: none"> • Prepare the process to report workplace issues to the residents/ employers immediately and ensure appropriate personal behaviour and conduct considering gender and follow good manners in the household/ workplace to maintain hygiene and sanitation, such as while coughing, not spitting, belching, etc. • Show the process of recognising, acknowledging and overcoming inherent biases regarding disabilities and carry out tasks in a timely and disciplined manner, report to work on time, and behave appropriately when communicating with coworkers and others. • Describe how to keep proper attire and a presentable demeanour and maintain personal hygiene and respect the privacy of others at the workplace • Tell how to provide services and maintain the quality of facilities to cater to the specific needs of every individual across all gender and age groups as per standards. • Assist people with disabilities when necessary 	DWC/N9902 PC9, PC 10, PC11, PC12, PC13, PC14, PC 15, PC 16, PC17, PC 18, PC 19, PC 20, PC 21.			7 Theory (3:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Professionalism at Work-place	<ul style="list-style-type: none"> Explain how to identify and reports workplace harassment and discrimination based on gender, disability, caste, religion, colour, sexual orientation, and culture and maintain social distance in social situations/at work; inform the employer of any personal health issues related to injury or infectious diseases. Describe the process of communication fundamentals and active listening., professional behavioural etiquette., gender-sensitive workplace service practises and quality of service standards. Summarise how to maintain personal hygiene by positively giving and receiving feedback and gender-specific requirements, the specific needs of different age groups of residents, and gender-specific etiquette and Demonstrate how to behave with persons with specific needs 	DWC/N9902 PC22, KU1,KU2,KU3,KU4 ,KU5,KU6,KU7,KU8,KU9 ,Ku10			8 Theory (3:00) Practical (5:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Communication and ethics with employers	<ul style="list-style-type: none"> Illustrate how to communicate (read, write, and speak) in the language used at work and discuss the tasks list, schedules, and workload (if any) with residents. Show how to manage relationships with employers, adhere to basic work ethics such as punctuality, discipline, and consistency and make decisions concerning the relevant area of work 	DWC/N9902 GS1, GS2, GS3, GS4, GS5			8 Theory (3:00) Practical (5:00)
5.	Maintain Health, Hygiene and Safety Standards	Professional Greetings	<ul style="list-style-type: none"> Explain how to greet the residents promptly and appropriately, follow the procedure and interact with all residents politely and professionally. Summarise how to clarify requirements by asking appropriate questions and responding effectively to residents' dissatisfactions and complaints. Describe the notion of creating and maintaining an effective but impersonal relationship with residents 	DWC/N9902 PC1,PC2,P-C3,PC4,PC5	White board and marker or blackboard and chalk, duster, laptop or desktop computer and projector, flipcharts, participant handbook	Cleaners, Broom, Wiper, PPE, Ladder, Different Colour Dustbins As Per Waste Categorisation, Different Types Of Waste, Water, Household gadgets and appliances, Coal, Wood, Matchstick, First Aid Kit, Garbage Bags, Etc	4 Theory (2:00) Practical (2:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Basic etiquettes	<ul style="list-style-type: none"> Teach how to notify residents in advance of any issues or problems and any developments that may affect them, seek feedback from the residents, and incorporate them to improve their experience. Demonstrate how to avoid arguing with the residents, report workplace issues to the residents/employers immediately, and ensure appropriate personal behaviour and conduct, considering gender. Classify how to follow good manners in the household/ workplace to maintain hygiene and sanitation, such as while coughing, not spitting, belching, etc. 	DWC/N9902 PC6,PC7,P-C8,PC9,P-C10,PC11			4 Theory (2:00) Practical (2:00)
		Professional communication	<ul style="list-style-type: none"> Develop the understanding of recognising, acknowledgement and overcoming inherent biases regarding disabilities and Carry out tasks promptly and consistently report to work on time. Illustrate how to behave appropriately when communicating with coworkers and others and keep proper attire and a presentable demeanour 	DWC/N9902 PC12,P-C13,PC14,P-C15,PC16			4 Theory (2:00) Practical (2:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Basic hygiene and liberal thinking	<ul style="list-style-type: none"> Define the process of maintaining personal hygiene, respecting the privacy of others at the workplace, providing services, and maintaining the quality of facilities to cater to the specific needs of every individual across all gender and age groups as per standards. Give examples of assisting people with disabilities when necessary to follow gender and age-sensitive service practices at all times and identifies and report workplace harassment and discrimination based on gender, disability, caste, religion, colour, sexual orientation, and culture 	DWC/N9902 PC17,P-C18,PC19,P-C20,PC21,PC22			4 Theory (2:00) Practical (2:00)
		Maintaining social distancing and gender study	<ul style="list-style-type: none"> Explain how to maintain social distance in social situations/at work and inform the employer of any personal health issues related to injury or infectious diseases. Break down the concept of communication fundamentals and active listening, and professional behavioural etiquette. Describe the gender-sensitive workplace service practises, quality of service standards and how to maintain personal hygiene. 	DWC/N9902 PC23, PC24, KU1, KU2, KU3, KU4, KU5			4 Theory (2:00) Practical (2:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Asking for feedback and other needs	<ul style="list-style-type: none"> Provide an outline of the procedure of positively giving and receiving feedback and gender-specific requirements. Mention the specific needs of different age groups of residents, age and gender-specific etiquette. Interpret how to behave with persons with specific needs 	DWC/N9902 KU6, KU7, KU8, KU9, KU10			4 Theory (2:00) Practical (2:00)
		Professional communication	<ul style="list-style-type: none"> Describe how to communicate (read, write, and speak) in the language used at work and discuss the tasks list, schedules, and workload (if any) with residents' 	DWC/N9902 GS1,GS2			3 Theory (1:00) Practical (2:00)
		Maintaining relationship with employer	<ul style="list-style-type: none"> Define how to manage relationships with employers and adhere to basic work ethics such as punctuality, discipline, and consistency. Make decisions concerning the relevant area of work 	DWC/N9902 GS3, GS4, GS5			3 Theory (1:00) Practical (2:00)
6.	Prepare Basic Food as per Dietary Requirements	Shopping for food and preparation in Kitchen	<ul style="list-style-type: none"> Demonstrate daily communication with residents/employers regarding dietary requirements, create a feeding plan based on the conversation, and check the availability of all ingredients per the standard nutritional requirements. Interpret how to organise, measure, and clean the ingredients for the food that will be cooked and prepare ingredients for cooking by washing, cutting, and peeling things like vegetables and fruits. 	DWC/N9901 PC1,P-C2,PC3,P-C4,PC5,P-C6,PC7,P-C8,PC9,P-C10,PC11	White board and marker or blackboard and chalk, duster, laptop or desktop computer and projector, flipcharts, participant handbook	Sample feeding plan, Ingredients, vegetables, fruits, raw material etc. for preparing food, Various beverages like tea, coffee, juice, shakes, and smoothies etc.	6 Theory (4:00) Practical (2:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> Provide the idea of shopping or ordering groceries and supplies; wash the kitchen surfaces, utensils, and meal preparation area; ensure that the ingredients and raw materials needed to prepare the food are available; check and verify the ingredients' purity and freshness. Describe how to arrange the tools and equipment needed to prepare the food and perform basic preparation tasks, such as combining or chopping items, as directed 				
		Preparing nutritious meal and avoiding junks	<ul style="list-style-type: none"> Demonstrate the process to use prescribed vegetables and other food items; prepare basic food items for the meal preparation following provided basic meal diet chart. Show how to prepare meals for mother/ infant/toddler, such as breakfast, lunch, dinner, etc., as required PC16. Cook meals for the mother/infant/ toddler using minimally processed foods, whole grains, fresh fruits, vegetables, and proteins to verify the food's uniformity in flavour, colour, taste, and quality, as per the requirement. 	DWC/N9901 PC12,P-C13,P-C14,PC15, PC16,P-C17,PC18,P-C19,PC20			6 Theory (4:00) Practical (2:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> Explain how to make dietary adjustments based on the specific needs, prepare a variety of drinks, such as tea, coffee, juice, shakes, and smoothies, using proper tools and equipment and serve the prepared meal to the mother/ feed the infant/toddler 				
		Dish washing and freshness checking	<ul style="list-style-type: none"> Illustrate the procedure to order ingredients and supplies, clean the kitchen, wash dishes and utensils, and various types of vegetarian/non-vegetarian foods, fruits, vegetables, lentils, herbs, spices, dairy, and their uses. Show the methods to check the freshness and quality of vegetables, fruits, etc.. ways to prepare ingredients for cooking various food items. Generate the idea of the procedure to prepare a balanced diet as per instructions and process to perform basic preparatory work like mixing or grinding spices/ingredients, wrapping food items, etc. 	DWC/N9901 KU1, KU2, KU3, KU4, KU5, KU6, KU7			6 Theory (4:00) Practical (2:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Waste management	<ul style="list-style-type: none"> Explain the food preparation techniques such as chopping, slicing, dicing, shredding, portioning, washing, rinsing, etc. and types of hot and cold beverages and preparation techniques. Infer the waste management and how to avoid wastage of vegetables, ingredients, cooking oil, gas, etc., and maintain the nutritional value of items during and after cooking. Show the Types of meals suitable for mother/infant/toddler. The dietary requirement of the child and quantity and quality of dinners as per need 	DWC/N9901 KU8, KU9, KU10, KU11, KU12, KU13, KU14			6 Theory (4:00) Practical (2:00)
		Diet chart preparation	<ul style="list-style-type: none"> Show the process of reading the diet chart provided and note down instructions given by residents. Narrate the process of communicating effectively with residents and others and Report any issues at the workplace 	DWC/N9901 GS1, GS2, GS3, GS4			6 Theory (4:00) Practical (2:00)
Total Duration							Theory: 160:00 Practical: 170:00
OJT (On Job Training)							120:00
Employability Skills (DGT/VSQ/N0102)							60:00
Total							Theory + Practical OJT + ES 510:00

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Assistant Home Manager (Household & Small Establishment)	
Job Role	Assistant Home Manager (Household & Small Establishment)
Qualification Pack	DWC/Q104, version 1.0
Sector Skill Council	Domestic Workers Sector Skill Council

S. No.	Guidelines for Assessment
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 centre (as per assessment criteria below).
5	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training centre 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.

Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
DWC/N0216: Attend to the basic needs of mother	PC1. collect information regarding the pregnancy details of the expectant mother and complexities if any	-	-
	PC2. provide information and guidance regarding high quality, culturally sensitive health education to promote healthy, helpful family life, and positive parenting	-	-
	PC3. resolve the concerns and questions of the expectant mother	-	-
	PC4. provide physical support to the expectant mother in daily chores	-	-
	PC5. make routine observations like temperature, pulse, blood pressure, breathing, etc.	-	-
	PC6. maintain record of the daily observations and identify problems, if any	-	-
	PC7. counsel the pregnant woman on prenatal self-care including nutrition, hygiene, breastfeeding, and danger signs in pregnancy and childbirth	-	-
	PC8. provide companionship to the expectant mother if she feels emotionally low	-	-
	PC9. assist the pregnant woman with personal care, health, and hygiene	-	-

	PC10. make sure the expectant mother takes prescribed meals and medication on time	-	-
	PC11. assist mother in doing regular exercise as recommended by a medical professional	-	-
	PC12. act quickly and responsibly in case of emergency	-	-
	PC13. provide support to the expectant mother to pack the hospital bag	-	-
	PC14. update maternal diary with LMP (Last Month	-	-
	Period), EDD, any issues, weight gain, and doctor's contact	-	-
	PC15. assist the mother with positioning in the bed, lifting, bending, etc. post-delivery	-	-
	PC16. provide guidance to the new mother on all aspects of recovery and infant care, like breastfeeding, massaging, bathing, picking up in lap, etc.	-	-
	PC17. clean the space around the mother to create a calm and safe environment like picking up discarded items, dusting surfaces, etc.	-	-
	PC18. ensure the mother gets healthy and nutritious meals as suggested by the doctor	-	-
	PC19. assist the new mother with positioning for breastfeeding the child	-	-
	PC20. help in dealing with common problems such as breast enlargement, inverted / Cract nipples, encourage breast feeding instead of formula feed, etc.	-	-
	PC21. assist in genital wound care as instructed by the doctor	-	-
	PC22. make sure the mother takes all medication, as directed	-	-
	PC23. advise mother to take proper rest and care of themselves as they recover from labor and birt0068	-	-
	PC24. identify signs of postpartum depression and provide support	-	-
	PC25. ensure to give massage to new mother as soon as possible and can continue up to 2 - 3 months and can be avoided for those with surgery	-	-
	NOS Total	40	40
DWC/N0218: Attend to the basic needs of newborn/infant	PC1. wash and sanitize the hands before handling the baby	-	-
	PC2. massage the new-born as per standard techniques	-	-
	PC3. arrange water at the appropriate temperature (100 – 105 degree Fahrenheit and other bathing equipment and supplies for the baby	-	-
	PC4. bathe the new-born appropriately, using proper methods to hold the baby	-	-
	PC5. dry and wrap the baby immediately after bath	-	-
	PC6. change the diapers of the baby at regular intervals or as required	-	-
	PC7. clean the sensitive parts of the baby properly after nappy change	-	-
	PC8. ensure the daily required feeds are taken by the infant	-	-
	PC9. help the baby burp after every feed	-	-
	PC10. clean up any messes made by the infant especially after meals	-	-
	PC11. clean and sterilize baby's utensils and products on a regular basis	-	-
	PC12. keep an accurate record of the infant's daily activities for reporting to the parents	-	-
	PC13. rock and verbally comfort the infant when they are agitated	-	-
	PC14. make bed for the baby and put the baby to bed	-	-
	PC15. ensure that there is a constant supply of diapers and other baby products	-	-
	PC16. communicate with parents or guardians regarding infants' progress or problems	-	-
	PC17. observe and report any significant behavioral patterns to the parents	-	-

	PC18. maintain a safe and healthy environment in the home	-	-
	PC19. monitor growth milestones and health of the newborn/infant	-	-
	PC20. avoid use of social media	-	-
	PC21. monitor baby on regular basis	-	-
	PC22. check and report the baby's physical signs of illness, if any	-	-
	PC23. assist mother and family in seeking medical assistance	-	-
	PC24. administer prescribed medication if the need arises inform mother and family in case of any immediate requirement	-	-
	PC25. perform emergency procedures such as First Aid and CPR in the event of an emergency	-	-
	NOS Total	40	40
DWC/N9902: Maintain service standards and communicate effectively	PC1. greet the residents promptly and appropriately in accordance with the procedure	-	-
	PC2. interact with all residents in a polite and professional manner	-	-
	PC3. make requirements clear by asking appropriate questions	-	-
	PC4. respond effectively to residents' dissatisfactions and complaints	-	-
	PC5. create and maintain an effective but impersonal relationship with residents	-	-
	PC6. notify residents in advance of any issues or problems, as well as any developments that may affect them	-	-
	PC7. seek feedback from the residents and incorporate them to improve their experience	-	-
	PC8. avoid arguing with the residents	-	-
	PC9. report any workplace issues to the residents/employers immediately	-	-
	PC10. ensure appropriate personal behaviour and conduct taking gender into consideration	-	-
	PC11. follow good manners in household/ workplace with a view to maintaining hygiene and sanitation, such as while coughing, not spitting, belching, etc.	-	-
	PC12. recognise, acknowledge and overcome inherent biases regarding disabilities	-	-
	PC13. carry out tasks in a timely and disciplined manner	-	-
	PC14. report to work on time	-	-
	PC15. behave appropriately when communicating with coworkers and others	-	-
	PC16. keep proper attire and a presentable demeanour	-	-
	PC17. maintain personal hygiene	-	-
	PC18. respect privacy of others at the workplace	-	-
	PC19. 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	-	-
	PC20. assist people with disabilities when necessary	-	-
	PC21. follow gender and age-sensitive service practices at all times	-	-
	PC22. identifies and reports workplace harassment and discrimination based on gender, disability, caste, religion, colour, sexual orientation, and culture	-	-
	PC23. maintain social distance in social situations/at work	-	-
	PC24. inform the employer of any personal health issues related to injury or infectious diseases	-	-
	NOS Total	40	40





DWC/N9903: Maintain health, hygiene and safety standards	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	-	-
	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	-	-
	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
DWC/N9901: Prepare basic food as per dietary requirements	PC1. communicate daily with residents/employers regarding dietary requirements	-	-
	PC2. create a feeding plan based on the conversation	-	-
	PC3. check the availability of all ingredients as per the regular dietary requirements	-	-
	PC4. shop or order groceries and supplies, if required	-	-
	PC5. wash the kitchen surfaces, utensils, and meal preparation area	-	-
	PC6. ensure that the ingredients and raw materials needed to prepare the food are available	-	-
	PC7. check and verify the ingredients' purity and freshness	-	-







	PC8. organize, measure, and clean the ingredients for the food that will be cooked	-	-
	PC9. prepare ingredients for cooking by washing, cutting, and peeling things like vegetables and fruits	-	-
	PC10. arrange the tools and equipment needed to prepare the food	-	-
	PC11. perform basic preparation tasks, such as combining or chopping items, as directed	-	-
	PC12. use prescribed vegetables and other food items	-	-
	PC13. prepare basic food items for the meal preparation	-	-
	PC14. follow provided basic meal diet chart	-	-
	PC15. prepare meals for mother/infant/toddler such as breakfast, lunch, dinner, etc. as required	-	-
	PC16. cook meals for the mother/infant/toddler using minimally processed foods, whole grains, fresh fruits, vegetables, and proteins, as directed	-	-
	PC17. verify the food's uniformity in flavour, colour, taste, and quality, as per the requirement	-	-
	PC18. make dietary adjustments based on the specific needs	-	-
	PC19. prepare a variety of drinks, such as tea, coffee, juice, shakes, and smoothies, using proper tools and equipment	-	-
	PC20. serve the prepared meal to the mother/ feed the infant/toddler	-	-
	NOS Total	40	40
DGT/VSQ/N0102: Employability Skills (60 Hours)	PC1. identify employability skills required for jobs in various industries	-	-
	PC2. identify and explore learning and employability portals	-	-
	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	-	-
	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	-	-
	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	-	-
	PC10. understand the difference between job and career	-	-
	PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-
	PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-
	PC13. work collaboratively with others in a team	-	-
	PC14. communicate and behave appropriately with all genders and PwD	-	-
	PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-

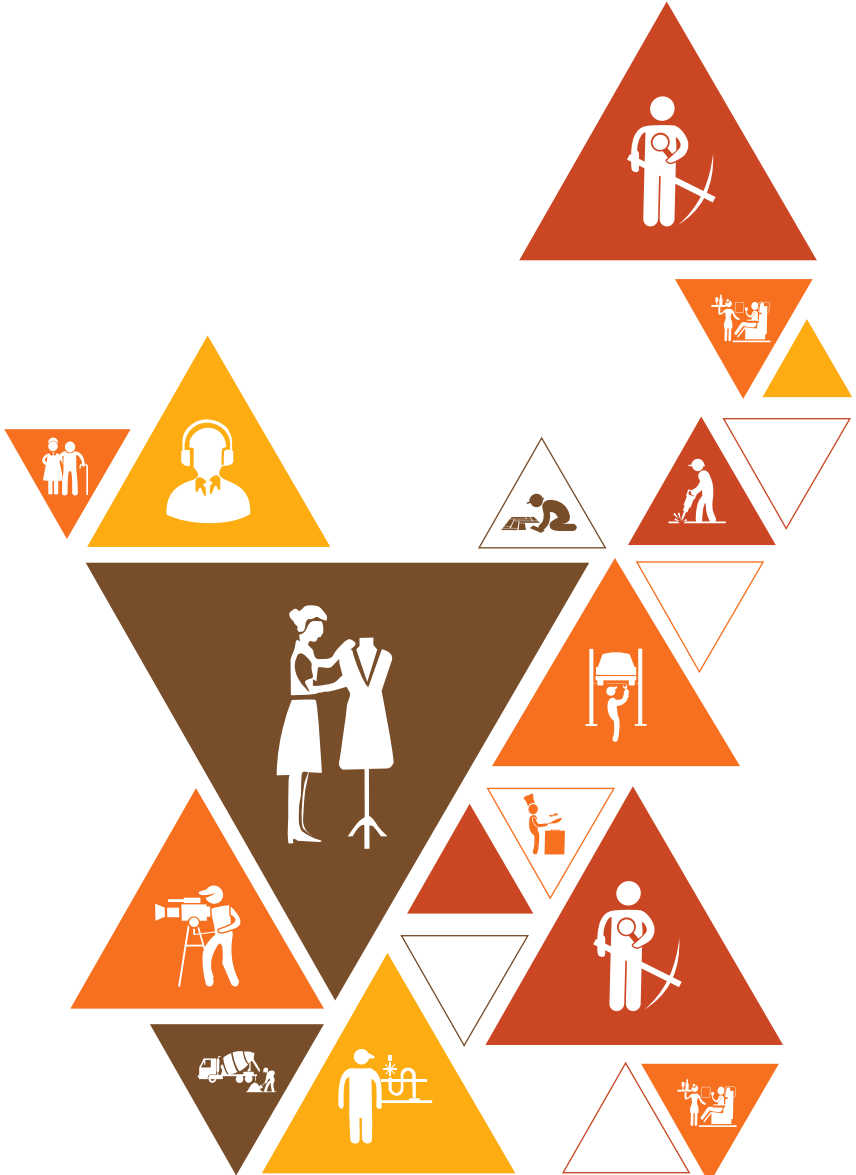
	PC16. select financial institutions, products and services as per requirement	-	-
	PC17. carry out offline and online financial transactions, safely and securely	-	-
	PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-
	PC19. identify relevant rights and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

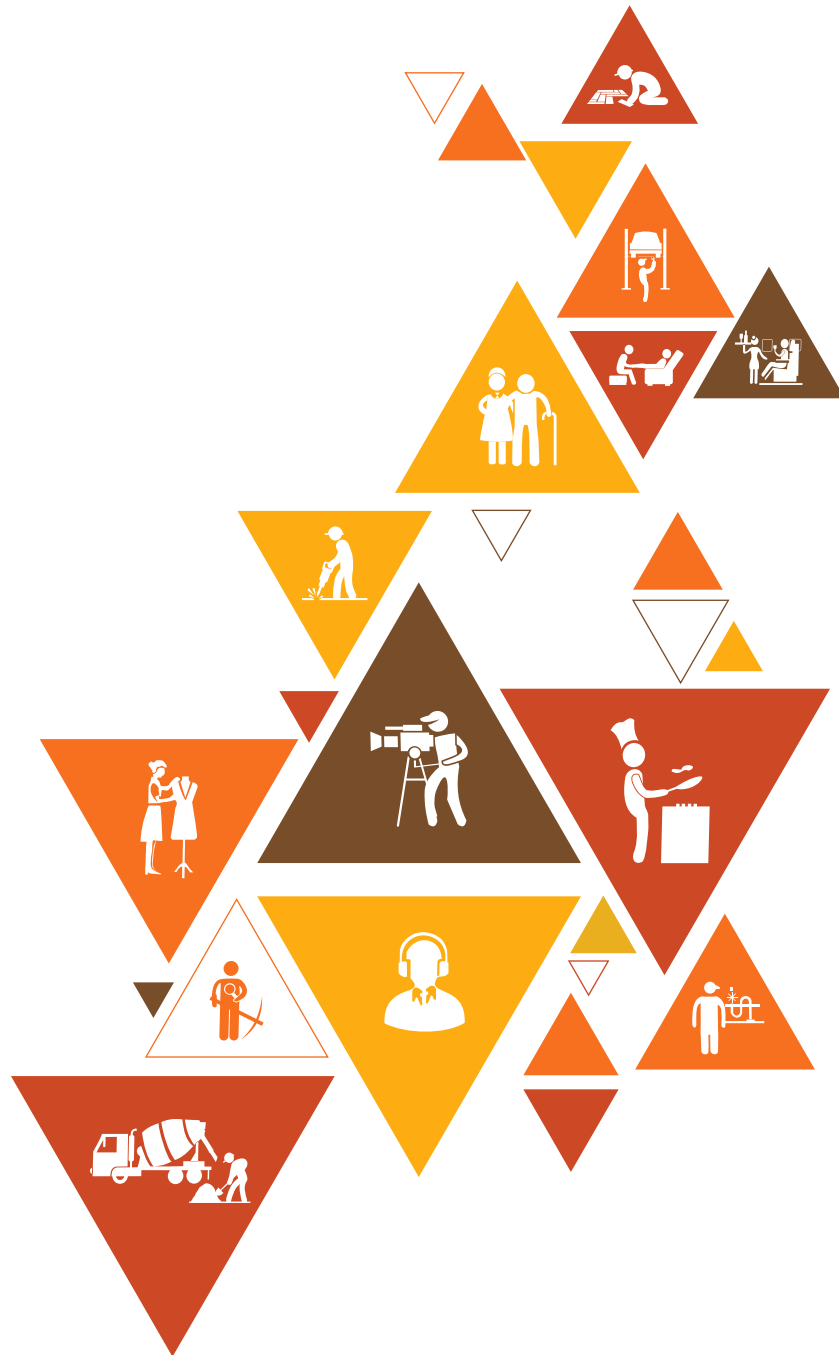
Annexure III

List of QR Codes Used in PHB

Module No.	Unit No.	Topic Name	Page No. in PHB	Link for QR Code (s)	QR code (s)
Module 1: Role and Responsibilities of Assistant Home Manager	UNIT 1.1: Do-mestic Workers Sec-tor in India	Domestic Work-ers Sec-tor in India	12	https://youtu.be/sGDg8bjzWig	 Domestic Work-ers Sector in India
Module 2: Manag-ing Responsibil-ities, Rights and Inter-actions with Others	UNIT 2.2: Im-portance of Hy-giene Practices and Proper Waste Disposal	Importance of Following Hy-giene Practic-es	42	https://youtu.be/oWh-6daGaq6c	 Importance of Following Hy-giene Practices
Module 3: Manage Re-sources and Fi-nances	UNIT 3.1: Maintain Hygiene and Overall Health During and After Pregnancy	Home Equip-ment and Other Supplies Need-ed for House-hold Services	65	https://youtu.be/TOmXfwFu-B2I	 Home Equip-ment and Other Supplies Need-ed for House-hold Services
Module 4: Nur-ture Good Health and Fitness	UNIT 4.1: Food and Nutrition	Components of Food and Nutri-tional Values	92	https://youtu.be/5zgDbG_nPsg	 Components of Food and Nutri-tional Values

Module No.	Unit No.	Topic Name	Page No. in PHB	Link for QR Code (s)	QR code (s)
		Human Physi-ology Sys-tem and Role of Food	92	https://youtu.be/mQ22Sa9X-Tm0	 Human Physi-ology System and Role of Food
Module 5: Enable Personal De-velop-ment and Growth	UNIT 5.1: Work-ing with Com-puters	Introduction to Computer	118	https://youtu.be/-AP1nNK3bRs	 Introduction to Computer
Module 6: Provide Care and Manage Related Activities	UNIT 6.1: Achieve Cus-tomer Satis-fac-tion via Team Work	Main Com-po-nents of a Computer	118	https://youtu.be/A1LwJRYiaho	 Main Com-ponents of a Computer
Module 7: Cultivate Traditional Values and Norms	UNIT 7.1: Indian Traditional, Cul-tural and Family Values	Teamwork	153	https://youtu.be/lK3oqU-2WNY0	 Indian Tradition-al Values
		Gender Sen-si-tisation at Workplace	153	https://www.youtube.com/watch?v=MpPJ4Rr-5SQ	 Languages Spo-ken in India
Module 6: Main-tain Health, Hy-giene and Safety Standards	UNIT 6.1: Safe-ty and Security at Workplace	Working in a Clean, Safe and Secure Environ-ment	221	https://www.youtube.com/watch?v=2Q810SfKASc	 Safety Hazards







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Address: Domestic Workers Sector Skill Council (DWSSC)
A-15, 1st Floor, FIEE Complex, Okhla Industrial Area, Phase-II,
New Delhi-110020
Email: info@dwsscindia.in
Web: www.dwsscindia.in
Phone: +91 011-42831823

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