

## QUALIFICATIONS PACK - OCCUPATIONAL STANDARDS FOR ALLIED HEALTHCARE

### What are Occupational Standards(OS)?

- OS describe what individuals need to do, know and understand in order to carry out a particular job role or function
- OS are performance standards that individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding

#### Contact Us:

Healthcare Sector Skill Council  
711, 7th Floor,DLF  
Tower A, Jasola District  
Centre, New Delhi –  
110025, Ph : 011  
40505850  
Email ID :

info@healthcare-ssc.in



## Contents

1. Introduction and Contacts.....Page no.01
2. Qualifications Pack.....Page no.01
3. Glossary of Key Terms .....Page no.03
4. OS Units.....Page no.05
5. Assessment Criteria.....Page no.

## Introduction

### Qualifications Pack- Frontline Health Worker

**SECTOR:** HEALTHCARE

**SUB-SECTOR:** Allied Healthcare & Paramedics

**OCCUPATION:** Frontline Health Worker

**REFERENCE ID:** HSS/Q8601

**ALIGNED TO:** NCO-2004/NIL

Accredited Social Health Activist: Voluntary health worker engaged at village level in implementation and support of National health programmes

**Brief Job Description:** Individuals in this job provide support to Allied health workers engaged in National health programmes, act as health counsellors to local communities and provide healthcare services

**Personal Attributes:** The job requires individuals to be well embedded within local communities and be comfortable in interacting with all sections of the community. The individual should be comfortable with providing support to community members at odd hours and should be reassuring and accessible to all community members.

Job Details	Qualifications Pack Code	HSS/Q8601		
	Job Role	Frontline Health Worker		
	Credits (NSQF)	TBD	Version number	1.0
	Sector	Health	Drafted on	12/05/2013
	Sub-sector	Allied Health & Paramedics	Last reviewed on	22/05/2013
	Occupation	Frontline Health Worker	Next review date	10/12/2016
	NSQC Clearance on	18/05/2015		

Job Role	Frontline Health Worker
Role Description	Provide support to frontline workers involved in healthcare and healthcare related activities, act as health counsellors to local communities and provide healthcare services
NSQF level	3
Minimum Educational Qualifications*	Must have at least passed Class VIII and should be functionally literate. This may be relaxed only if no suitable person with this qualification is available. Not Applicable
Maximum Educational Qualifications*	Not Applicable
Training (Suggested but not mandatory)	Not Applicable
Minimum Job Entry Age	18 years
Experience	Not Applicable
Applicable National Occupational Standards (NOS)	<p><b>Compulsory:</b></p> <ol style="list-style-type: none"> <li>HSS/N8601: Assist the Village Health, Sanitation and Nutrition Committee</li> <li>HSS/N8602: Counsel women on contraception and prevention of common infections and reproductive tract infection (RTI) /Sexually transmitted infection (STI)</li> <li>HSS/N8603: Provide healthcare services to adolescents</li> <li>HSS/N8604: Counsel women on nutritional and health needs of young children</li> <li>HSS/N8605: Provide antenatal Counselling</li> <li>HSS/N8606: Provide postnatal Counselling</li> </ol>

	<p><b>7. HSS/N8607: Counsel women on new-born care and immunisation</b></p> <p><b>8. HSS/N8608: Counsel women on childlessness and abortion related issues</b></p> <p><b>9. HSS/N8609: Provide primary care and counselling for infectious diseases</b></p> <p><b>10. HSS/N8610: Provide primary medical care for minor ailments and first aid for minor injuries</b></p> <p><b>11. HSS/N8611: Undertake timely referrals and escort patients to a hospital where required</b></p> <p><b>12. HSS/N8612: Provide information on primary curative properties of common AYUSH medicines</b></p> <p><b>13. HSS/N8613: Promote construction of household toilets under Total Sanitation Campaign</b></p> <p><b>14. HSS/N8614: Make home visits</b></p> <p><b>15. HSS/N8615: Support the Anganwadi Worker</b></p> <p><b>16. HSS/N8616: Support the Auxiliary Nurse Midwife</b></p> <p><b>17. HSS/N8617: Support the Traditional Birth Attendant</b></p> <p><b>18. HSS/N8618: Support the Male Swasthya Karmi</b></p> <p><b>19. HSS/N8619: Maintain records and registration</b></p> <p><b>20. HSS/N8620: Inform Primary Health Centre of disease outbreaks</b></p> <p><b>21. HSS/N9601: Collate and communicate health information</b></p> <p><b>22. HSS/N9602: Ensure availability of medical and diagnostic supplies</b></p> <p><b>23. HSS/N9603: Act within the limits of your competence and authority</b></p> <p><b>24. HSS/N9606: Maintain a safe, healthy and secure environment</b></p> <p><b>25. HSS/N9609: Follow biomedical waste disposal protocols</b></p> <p><b>26. HSS/N9610: Follow infection control policies and procedures</b></p> <p>Optional N.A</p>
<b>Performance Criteria</b>	As described in the relevant OS units

Definitions

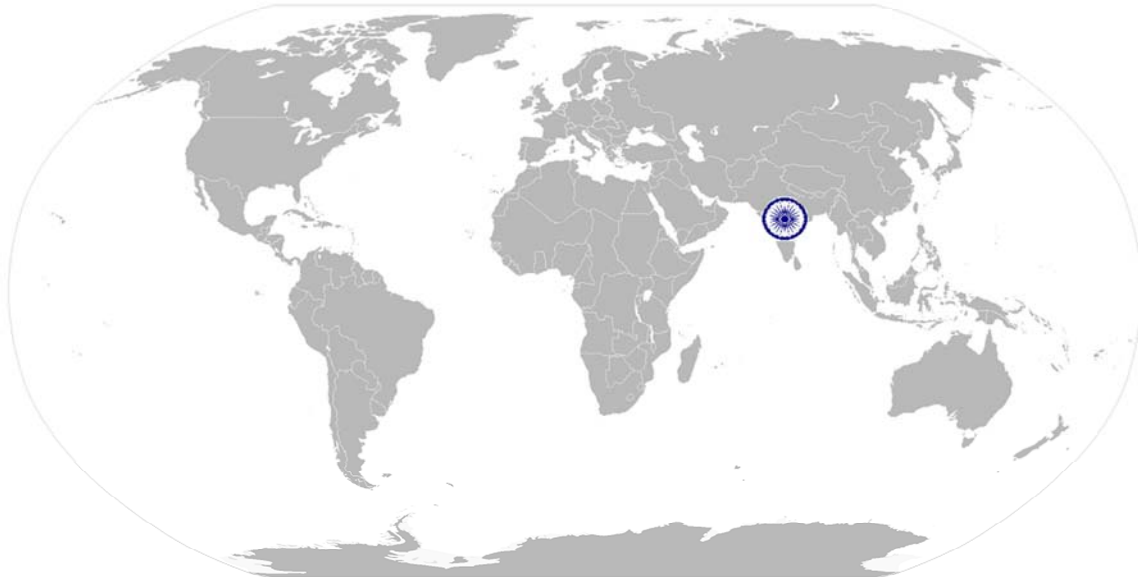
Keywords /Terms	Description
Anganwadi	A village level institution put in place to cater to the needs of children below the age of 5, pregnant women and new mothers.
Auxiliary nurse midwife	A trained allied health worker aligned to each village, entrusted with provision of the first level of primary health care and maternal and child health needs.
Core Skills/Generic Skills	Core Skills or Generic Skills are a group of skills that are essential to learning and working in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Dai	Traditional birth assistants in villages. These birth assistants may or may not be formally trained.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Function	Function is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of OS.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Knowledge and Understanding	Knowledge and Understanding are statements that together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
Multipurpose Health Worker	An allied health professional at village level entrusted with implementing the National Vector Borne Disease Control Programme through early diagnosis and treatment of vector borne diseases
National Occupational Standards (NOS)	NOS are Occupational Standards that apply uniquely in the Indian context.
Occupation	Occupation is a set of job roles, which perform similar/related set of functions in an industry.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Organisational Context	Organisational Context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Performance Criteria	Performance Criteria are statements that together specify the standard of performance required when carrying out a task.
Qualifications Pack Code	Qualifications Pack Code is a unique reference code that identifies a qualifications pack.
Qualifications Pack(QP)	Qualifications Pack comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.

Scope	Scope is the set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on the quality of performance required.
Sector	Sector is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-functions	Sub-functions are sub-activities essential to fulfil the achieving the objectives of the function.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Technical Knowledge	Technical Knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Unit Code	Unit Code is a unique identifier for an OS unit, which can be denoted with 'N'.
Unit Title	Unit Title gives a clear overall statement about what the incumbent should be able to do.
Vertical	Vertical may exist within a sub-sector representing different domain areas or the client industries served by the industry.
Village Health Plan	A plan prioritising health and sanitation needs of the village created by the Village Health, Sanitation and Nutrition Committee. This plan is implemented by VHSNC with funds set aside specifically for the purpose
<b>Keywords /Terms</b>	<b>Description</b>
AIDS	Acquired Immune Deficiency Syndrome
ANM	Auxiliary Nurse Midwife
ARI	Acute Respiratory Infection
ART	Anti-retroviral therapy
ASHA	Accredited Social Health Activist
AWW	Anganwadi Worker
BPL	Below the Poverty Line
HIV	Human Immuno-deficiency Virus
IUD	Intra-Uterine Device
MPW	Multipurpose Health Worker (Male) (also called Swasthya Karmi)
MTP	Medical Termination of Pregnancy
NSV	No-Scalpel Vasectomy
ORS	Oral Rehydration Solution
VHSNC	Village Health, Sanitation and Nutrition Committee

HSS/N8601 Assist the village health, sanitation and nutrition committee (VHSNC)

---

# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of a Frontline Health Worker to assist the Village Health, Sanitation and Nutrition Committee in developing a health plan for the village.



## HSS/N8601 Assist the village health, sanitation and nutrition committee (VHSNC)

National Occupational Standard

<b>Unit Code</b>	HSS/N8601
<b>Unit Title (Task)</b>	Assist the village health, sanitation and nutrition committee (VHSNC)
<b>Description</b>	This OS unit is about creating a Village Health Plan in conjunction with various stakeholders.
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Organising VHSNC monthly meetings</li> <li>Developing the Village Health Plan</li> <li>Ensuring participation of all relevant stakeholders and communities</li> <li>Implementing the Village Health Plan</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
	To be competent, the user/individual on the job must be able to: PC1. Ensure participation of all relevant stakeholders and communities in the village Health plan PC2. Prepare for the Village Health Plan by observing and prioritising health, nutrition and sanitation needs of the community PC3. Contribute effectively to the implementation of the Village Health Plan by observing and reviewing all incidence of diseases covered under national health programmes, all the programmes under NRHM, ICDS and TSC; maternal and child deaths and other health indicators for the village PC4. Ensure participation of VHSNC members in the Village health nutrition day PC5. Contribute to the Village Health Plan by undertaking the Household Health Survey of the village PC6. Support the VHSNC in utilisation of the untied Fund for the VHSNC and the sub-centre as per the Village Health Plan PC7. Support the VHSNC in submitting the Utilisation Certificates for the untied Fund
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. The vision and mission of the National Rural Health Mission KA2. Tasks and support expected from ASHAs under the national health plans KA3. The importance of the village health plan and its objectives KA4. Role of ASHA in supporting village health planning KA5. The health infrastructure available to the local community (the Primary/ Sub health centre, First referral unit, District hospital etc.) KA6. The role and responsibility of the Village Health, Sanitation and Nutrition Committee KA7. The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA

**HSS/N8601 Assist the village health, sanitation and nutrition committee (VHSNC)**

<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Essentials of nutrition, sanitation and environment for the village:</p> <ol style="list-style-type: none"> <li>a. Water safety at home</li> <li>b. Determinants of diseases like malaria, tuberculosis, vector borne diseases, leprosy etc.</li> <li>c. Nutritional requirements</li> <li>d. Sanitary latrines</li> <li>e. How to protect water sources in village</li> <li>f. Importance of Smokeless Chulah</li> <li>g. Health hazards presented by rodents</li> <li>h. Disposal of waste and stagnant water</li> </ol> <p>KB2. Social determinants of nutrition and health and prevalence in the local community</p> <p>KB3. How to conduct the household health survey with the ANM and AWW</p> <p>KB4. How to identify key health, nutrition and sanitation risks in the village</p> <p>KB5. How to incorporate risks into the Village Health Plan</p> <p>KB6. The importance of incorporating representatives of all community members in the Village Health Plan</p> <p>KB7. How to motivate representatives from all population groups (all castes, tribes, women and minorities) to participate in Village Health Plan</p> <p>KB8. How to motivate NGO workers, school teachers, representatives of self-help groups to participate in the Village Health Plan</p>
<p><b>Skills (S)</b></p>	
<p><b>A. Core Skills/ Generic Skills</b></p>	<p><b>Writing Skills</b></p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Write at least one local/ official language used in the local community</p> <p>SA2. Write well enough to be classified as literate</p> <p>SA3. Record observations in the ASHA diary-</p> <p>SA4. Record observations made during the household survey</p> <p>SA5. Maintain records of births, deaths, and other health related statistics required of the ASHA</p> <p><b>Reading Skills</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SA6. Read well enough to be classified as literate</p> <p>SA7. Read records and registers to be maintained</p> <p>SA8. Read communication material prepared for Behaviour Change Communication</p> <p>SA9. Read the Village Health Plan prepared by the VHSNC</p>
	<p><b>Oral Communication (Listening and Speaking skills)</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SA10. Speak at least one local language</p> <p>SA11. Communicate effectively with all community members</p> <p>SA12. Discuss health and sanitation requirements with community members, the VHSNC and other Allied health workers</p> <p>SA13. Explain the importance of the health plan to community members if required</p>



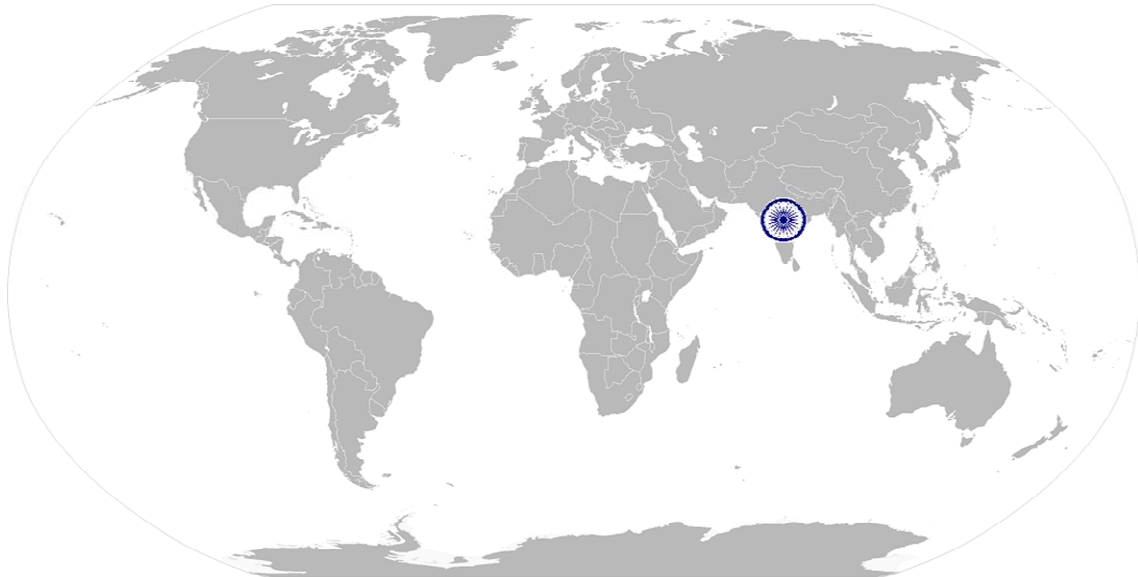
HSS/N8601 Assist the village health, sanitation and nutrition committee (VHSNC)

<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Decide which health/ sanitation issues are the most pressing for the village
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB2. How to plan their work to suit the needs of the community SB3. How to plan work schedules to ensure participation of all community representatives in village health planning SB4. How to plan the support to the VHSNC without conflicting with other responsibilities
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB5. Put the needs of the community first SB6. Be responsive to problems stated by all community members
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB7. Create work-around to ensure participation of all community members and representatives in the Village Health Plan
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB8. Relate their technical knowledge with the environment, sanitation and health situation observed in the village to prioritise health and sanitation needs to be included in the Village Health Plan
<b>Critical Thinking</b>	
The user/individual on the job needs to know and understand how to: SB9. Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action	

HSS/N8601 Assist the village health, sanitation and nutrition committee (VHSNC)

## NOS Version Control

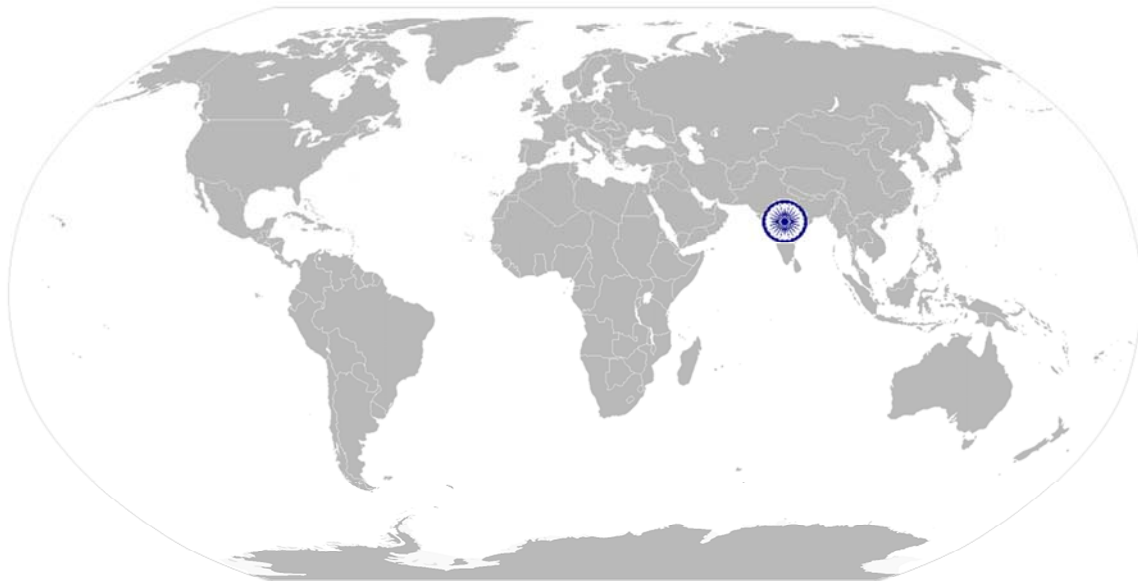
<b>NOS Code</b>	<b>HSS/N8601</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>19/07/13</b>
<b>Occupation</b>	<b>Frontline Health Worker</b>	<b>Next review date</b>	<b>24/12/16</b>



HSS/N8602 Counsel women on contraception and prevention of common infections and RTI/STI

---

# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of a Frontline Health Worker to counsel women and eligible couples on contraception and sexual health (including prevention of sexually transmitted infections).

HSS/N8602 Counsel women on contraception and prevention of common infections and RTI/STI

National Occupational Standard	<b>Unit Code</b>	HSS/N8602
	<b>Unit Title (Task)</b>	Counsel women on contraception and prevention of common infections and RTI/STI
	<b>Description</b>	This OS unit is about counselling eligible women and couples on contraception, spacing out children and maintaining sexual health.
	<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>Identifying eligible couples, adolescents and women for counselling</li> <li>Counselling adolescents, women and couples on contraception and sexual health</li> <li>Counselling women and couples on prevention of Sexually Transmitted Infections (STIs) and Reproductive Tract Infections (RTIs)</li> <li>Escorting men and women to appropriate medical facilities for contraceptive and sterilisation services</li> <li>Social marketing of contraceptives</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>		
<b>Element</b>	<b>Performance Criteria</b>	
	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Advise women on proper hygiene and cleanliness related to sexual and reproductive health</p> <p>PC2. Disseminate information about prevention of RTIs/HIV/AIDS</p> <p>PC3. Dispel any rumours or misconceptions about contraceptives in villages</p> <p>PC4. Talk about benefits of family planning to couples, individuals and adolescents at different occasions</p> <p>PC5. Counsel couples on delay of first pregnancy immediately after marriage</p> <p>PC6. Ensure that every couple that needs contraceptive services is counselled on where to avail of the service</p> <p>PC7. Ensure that there is no unmet need for spacing contraception among the population living Below the Poverty Line (BPL)</p> <p>PC8. Promote male participation in family planning</p> <p>PC9. Educate men and women on natural contraceptive methods</p> <p>PC10. Counsel women about contraceptive methods including Copper-T 320</p> <p>PC11. Explain the duration of protection and provide advice on professionals qualified to insert longer term contraceptives (like the Copper T)</p> <p>PC12. Accompany women to the nearest health centre for putting in place longer term contraceptives (like Copper T)</p> <p>PC13. Escort women to the ANM/ Medical Officer prior to usage of oral contraceptives</p> <p>PC14. Provide oral contraceptives to women after visit to the ANM/ Medical officer</p> <p>PC15. Help the ANM to contact women wanting to have a Copper-T insertion</p> <p>PC16. Explain the benefits of sterilisation to couples having two children or wanting terminal method</p> <p>PC17. Explain the advantages of vasectomy over tubectomy</p> <p>PC18. Explain the procedures available for sterilisation (for men and women) and the time, cost and processes required for each</p> <p>PC19. Find out the facilities where sterilisation services such as No-Scalpel Vasectomy and female sterilisation are available</p>	

HSS/N8602 Counsel women on contraception and prevention of common infections and RTI/STI

	<p>PC20. Accompany men and women wishing to undergo sterilisation to a facility where these services are provided</p> <p>PC21. Advise men and women undergoing sterilisation about monetary incentives offered by the state if any</p> <p>PC22. Ensure there is no unmet need for contraception in the village</p> <p>PC23. Ensure constant availability of contraceptives as part of social marketing</p>
<b>Knowledge and Understanding (K)</b>	
<p><b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. The vision and mission of the National Rural Health Mission</p> <p>KA2. Tasks and support expected from ASHAs under the national health plans</p> <p>KA3. The Health infrastructure available to the local community (the Primary/ Sub Health Centre, First referral unit, District hospital etc.)</p> <p>KA4. The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA</p> <p>KA5. Central and State Government policy on and incentives offered for contraception and sterilisation</p> <p>KA6. The contraceptive and sterilisation services available at Health facilities</p>
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. The benefits of family planning</p> <p>KB2. The different methods of contraception including:</p> <ol style="list-style-type: none"> <li>a. barrier methods (condoms)</li> <li>b. hormonal methods (oral contraceptives)</li> <li>c. intra-uterine devices (Copper T)</li> <li>d. natural methods</li> <li>e. permanent methods or sterilisation (male and female)</li> </ol> <p>KB3. Advantages of vasectomy over tubectomy</p> <p>KB4. How to follow up with couples after sterilisation/ use of contraceptives</p> <p>KB5. Risks and benefits of each method of contraception with respect to preventing pregnancy and avoiding RTIs/ STIs</p> <p>KB6. How to dispel common myths and misconceptions about various forms of birth control/ contraception</p> <p>KB7. How to explain the proper usage of different methods of contraception and what to do in case of failure (e.g. a burst condom or a missed oral contraceptive pill) including:</p> <ol style="list-style-type: none"> <li>a. usage of emergency contraceptive pill</li> <li>b. information on where emergency contraceptive pills are available</li> </ol> <p>KB8. Side effects of oral contraceptives</p> <p>KB9. How to maintain supplies of oral contraceptives and condoms</p> <p>KB10. How to market contraceptives to eligible couples (social marketing)</p> <p>KB11. Fertile and non-fertile periods for women</p> <p>KB12. How to discuss fertility awareness in the meetings of women's groups.</p> <p>KB13. The causes and effects of common RTIs and STIs</p> <p>KB14. Symptoms of common RTIs or STIs</p> <p>KB15. How to prevent RTIs and STIs</p> <p>KB16. How to motivate men and women suffering from RTIs and STIs to seek medical attention from qualified practitioners</p>

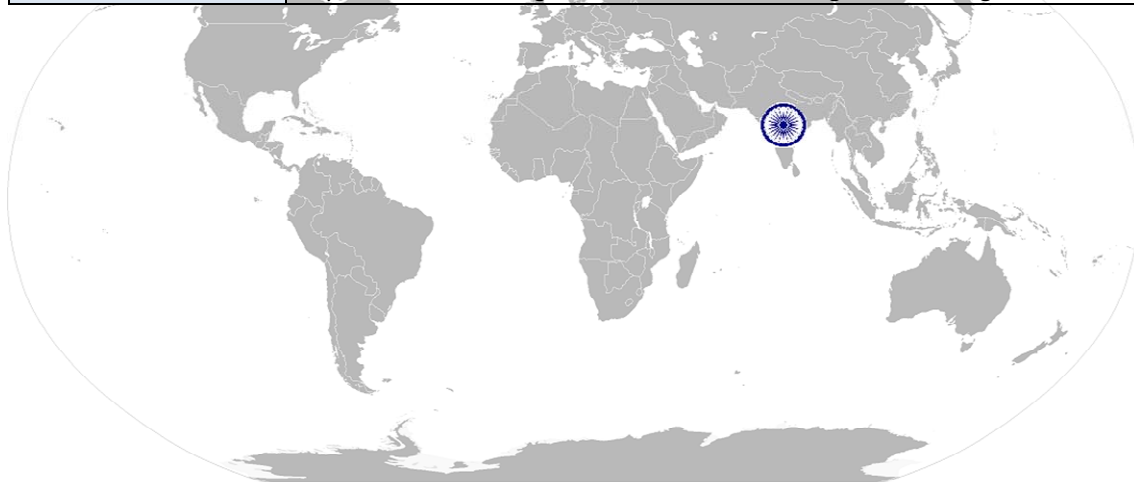
**HSS/N8602 Counsel women on contraception and prevention of common infections and RTI/STI**

	<p>KB17. How to provide information on treatments available or medical practitioners qualified to treat RTIs and STIs</p> <p>KB18. The causes and methods of transmission of HIV/ AIDS</p> <p>KB19. Methods of preventing/ avoiding HIV/ AIDS</p> <p>KB20. Effects of using condoms on prevention of transmission of HIV/ AIDS</p> <p>KB21. Common myths and misconceptions about HIV/ AIDS</p> <p>KB22. How to facilitate removal of stigma from HIV positive persons and persons living with AIDS</p> <p>KB23. How to raise awareness of life-prolonging treatments available for HIV/ AIDS</p> <p>KB24. How to help HIV positive persons and persons living with AIDS in accessing Anti-Retroviral Therapies</p> <p>KB25. How to counsel persons with risky sexual behaviour to have themselves tested for HIV/ AIDS and other RTIs/ STIs</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Write at least one local/ official language used in the local community SA2. Write well enough to be classified as literate SA3. Record observations in the ASHA diary SA4. Record observations made during home visits SA5. Maintain records of births, deaths, and other health related statistics required of the ASHA
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA6. Read well enough to be classified as literate SA7. Read records and registers to be maintained by ASHAs SA8. Read instructions and pamphlets provided as part of ASHA training SA9. Read communication material prepared for Behaviour Change Communication SA10. Read the village health plan prepared by the VHSNC SA11. Read ASHA manuals to remain updated
<b>B. Professional Skills</b>	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA12. Speak at least one local language SA13. Communicate effectively with all community members
	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions related to roles and responsibilities of the ASHA
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB2. How to plan their work to suit the needs of the community SB3. How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities



**HSS/N8602 Counsel women on contraception and prevention of common infections and RTI/STI**

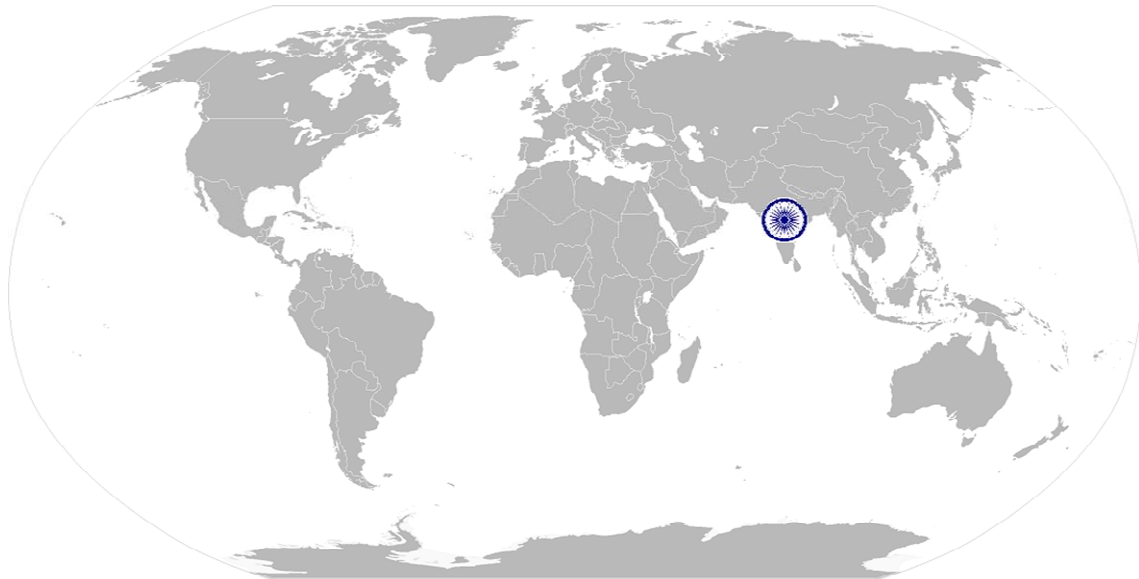
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB4. Put the needs of the community first SB5. Be responsive to problems stated by all community members SB6. Be available to guide, counsel and help local community members at all times
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB7. Create work-around to overcome problems faced in carrying out roles and duties
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB8. Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB9. Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action



**HSS/N8602 Counsel women on contraception and prevention of common infections and RTI/STI**

**NOS Version Control**

<b>NOS Code</b>	<b>HSS/N8602</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>19/07/13</b>
<b>Occupation</b>	<b>Frontline Health Worker</b>	<b>Next review date</b>	<b>24/12/16</b>

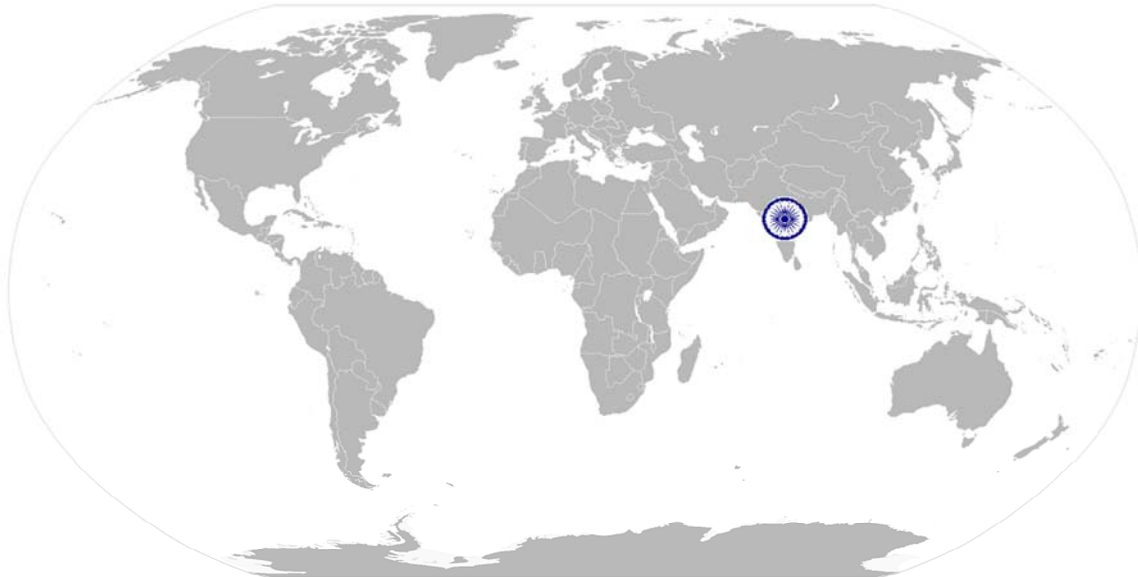


HSS/N8603

Provide healthcare services to adolescents

---

# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of a Frontline Health Worker to counsel adolescents on issues relating to sexuality, puberty and health.

HSS/N8603

Provide healthcare services to adolescents

National Occupational Standard	<b>Unit Code</b>	HSS/N8603
	<b>Unit Title (Task)</b>	Provide healthcare services to adolescents
	<b>Description</b>	This OS unit is about counselling adolescents on puberty, sexuality and health.
	<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>Identifying adolescents and groups of adolescents in the village for counselling</li> <li>Organising counselling and advice forums in schools and Anganwadis</li> <li>Organising counselling sessions by the ANM in schools and Anganwadis</li> <li>Organising periodic meetings with adolescent groups, Nehru Yuva Kendra</li> <li>Sangathan (NYKS), Yuvati Mandals and other youth groups</li> <li>Talking to Panchayat members, teachers, parents, local leaders and SHG members to sensitise them to the needs of and issues faced by adolescents</li> <li>Escorting adolescents to health centres for health services if required</li> <li>Providing sanitary napkins (social marketing)</li> </ul>
	<b>Performance Criteria(PC) w.r.t. the Scope</b>	
	<b>Element</b>	<b>Performance Criteria</b>
		<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Advise adolescents on the changes to expect as they enter puberty</p> <p>PC2. Counsel adolescent girls on changes to expect related to menstruation, especially Pre-menstrual syndrome</p> <p>PC3. Counsel adolescent girls and community members on myths related to menstruation</p> <p>PC4. Advise adolescent girls on proper hygiene and cleanliness related to menstruation</p> <p>PC5. Answer any questions adolescents may have on sexuality, puberty and health</p> <p>PC6. Disseminate information about prevention of RTIs/HIV/AIDS</p> <p>PC7. Organise meetings, sessions and advice forums</p> <p>PC8. Distribute sanitary napkins</p> <p>PC9. Ensure a constant supply of sanitary napkins</p>
	<b>Knowledge and Understanding (K)</b>	
	<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. The vision and mission of the National Rural Health Mission</p> <p>KA2. Tasks and support expected from ASHAs under the national health plans</p> <p>KA3. The Health infrastructure available to the local community (the Primary/ Sub health centre, First referral unit, District hospital etc.)</p> <p>KA4. The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA</p> <p>KA5. Availability of the following at Health Centres:</p> <ol style="list-style-type: none"> <li>Health services for pregnancy and institutional delivery</li> <li>Contraceptives</li> <li>Services for RTIs/STIs and menstrual problems</li> </ol>

HSS/N8603

**Provide healthcare services to adolescents**

<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. The changes anticipated in boys and girls attaining puberty          KB2. Common questions related to sexuality in adolescents          KB3. The effects of the on-set of menstruation for adolescent girls          KB4. The proper procedures for maintaining hygiene during menstruation          KB5. Causes and effects of Pre-Menstrual Syndrome (PMS)          KB6. Ways of managing symptoms of PMS          KB7. The different methods of contraception including:</p> <ol style="list-style-type: none"> <li>barrier methods (condoms)</li> <li>hormonal methods (oral contraceptives)</li> <li>intra-uterine devices (Copper T)</li> <li>natural methods</li> <li>permanent methods or sterilisation (male and female)</li> </ol> <p>KB8. How to market sanitary napkins          KB9. How to ensure supply of sanitary napkins at all times          KB10. Risks and benefits of each method of contraception with respect to preventing pregnancy and avoiding RTIs/ STIs          KB11. How to dispel common myths and misconceptions about various forms of birth control/ contraception          KB12. How to explain the proper usage of different methods of contraception and what to do in case of failure (e.g. a burst condom or a missed oral contraceptive pill) including:</p> <ol style="list-style-type: none"> <li>usage of emergency contraceptive pill</li> <li>information on where emergency contraceptive pills are available</li> </ol> <p>KB13. Side effects of oral contraceptives          KB14. How to maintain supplies of oral contraceptives and condoms          KB15. The causes and effects of common RTIs and STIs          KB16. Symptoms of common RTIs or STIs          KB17. How to prevent RTIs and STIs          KB18. The causes and methods of transmission of HIV/ AIDS          KB19. Methods of preventing/ avoiding HIV/ AIDS          KB20. Effects of using condoms on prevention of transmission of HIV/ AIDS          KB21. Common myths and misconceptions about HIV/ AIDS          KB22. How to facilitate removal of stigma from HIV positive persons and persons living with AIDS</p>
<p><b>Skills (S)</b></p>	
<p><b>A. Core Skills/ Generic Skills</b></p>	<p><b>Writing Skills</b></p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Write at least one local/ official language used in the local community          SA2. Write well enough to be classified as literate          SA3. Record observations in the ASHA diary          SA4. Record observations made during home visits          SA5. Maintain records of births, deaths, and other health related statistics required of the ASHA</p> <p><b>Reading Skills</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SA6. Read well enough to be classified as literate</p>

HSS/N8603

**Provide healthcare services to adolescents**

	<p>SA7. Read records and registers to be maintained by ASHAs</p> <p>SA8. Read instructions and pamphlets provided as part of ASHA training</p> <p>SA9. Read communication material prepared for Behaviour Change Communication</p> <p>SA10. Read the village health plan prepared by the VHSNC</p> <p>SA11. Read ASHA manuals to remain updated</p>
	<p><b>Oral Communication (Listening and Speaking skills)</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SA12. Speak at least one local language</p> <p>SA13. Communicate effectively with all community members</p>
<b>B. Professional Skills</b>	<p><b>Decision Making</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Make decisions related to roles and responsibilities of the ASHA</p>
	<p><b>Plan and Organize</b></p> <p>The user/individual on the job needs to know and understand:</p> <p>SB2. How to plan their work to suit the needs of the community</p> <p>SB3. How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities</p>
	<p><b>Customer Centricity</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB4. Put the needs of the community first</p> <p>SB5. Be responsive to problems stated by all community members</p> <p>SB6. Be available to guide, counsel and help local community members at all times</p> <p>SB7. Be patient and non-judgemental at all times</p>
	<p><b>Problem Solving</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB8. Create work-around to overcome problems faced in carrying out roles and duties</p>
	<p><b>Analytical Thinking</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB9. Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities</p>
	<p><b>Critical Thinking</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB10. Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action</p>

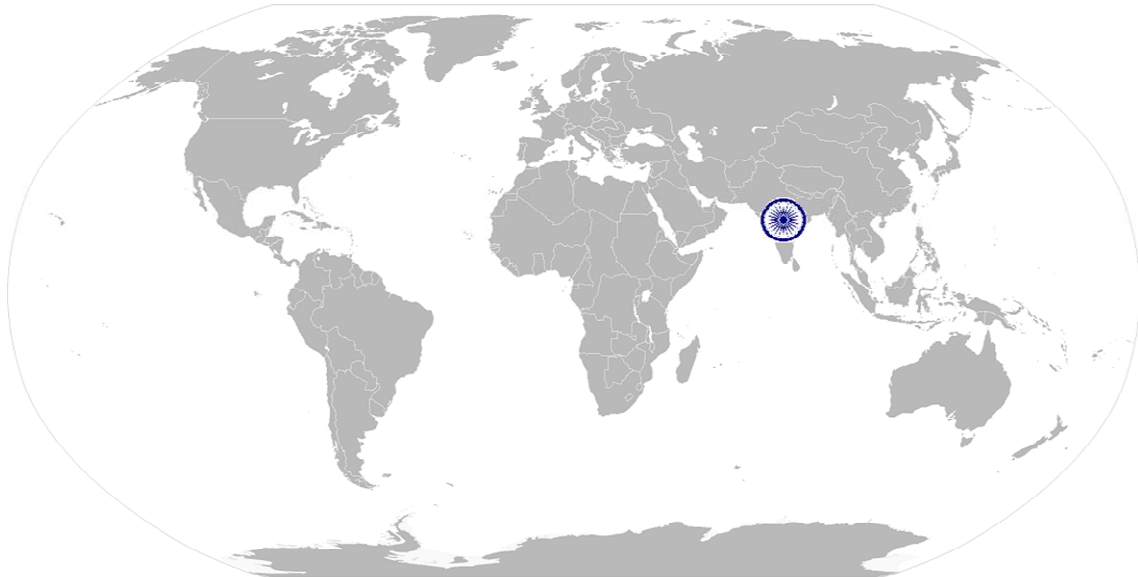


HSS/N8603

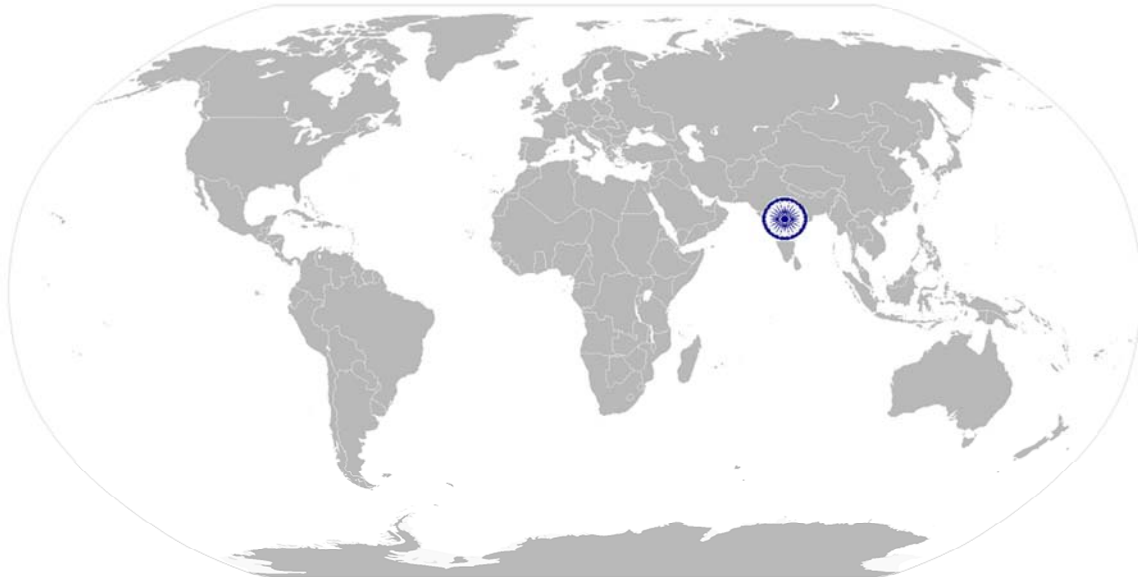
Provide healthcare services to adolescents

### NOS Version Control

<b>NOS Code</b>	<b>HSS/N8603</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>19/07/13</b>
<b>Occupation</b>	<b>Frontline Health Worker</b>	<b>Next review date</b>	<b>24/12/16</b>



# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of a Frontline Health Worker to counsel women on nutritional needs of young children as well as common ailments and diseases in neonates and young children and their prevention and cure.

HSS/N8604 Counsel women on nutritional and health needs of young children

National Occupational Standard	<b>Unit Code</b>	HSS/N8604
	<b>Unit Title (Task)</b>	Counsel women on nutritional and health needs of young children
	<b>Description</b>	This OS unit is about counselling women on the nutritional needs of children as well as the prevention, management and cure of common childhood ailments and diseases, especially for neonates.
	<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>Identifying pregnant women and new mothers in the village</li> <li>Counselling women on nutritional needs of infants and young children (0-6 years)</li> <li>Counselling women on common symptoms and signs of ailments and diseases in neonates and young children</li> <li>Counselling women on appropriate steps to be taken in case of common ailments and diseases</li> <li>Encouraging families to send young children to the Anganwadi for supplementary nutrition and mothers for take-home rations</li> <li>Escorting mothers and children to appropriate medical facilities when required</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>		
<b>Element</b>	<b>Performance Criteria</b>	
	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Communicate essential messages for prevention of malnutrition</p> <p>PC2. Provide advice on feeding and on prevention of illness, and on access to health and nutrition services.</p> <p>PC3. Counsel families to prevent malnutrition and to reverse malnutrition in children below five years</p> <p>PC4. Counsel families to send young children to the Anganwadi for supplementary nutrition and mothers for take-home rations</p> <p>PC5. Ensure that all families with children below the age of two years are counselled and supported for the prevention and management of malnutrition and anaemia and for prevention of illness such as malaria, recurrent diarrhoea and respiratory infection</p> <p>PC6. Ensure that the mother of every child below five years with Diarrhoea, Fever, Acute Respiratory Infection (ARI) and worms is counselled on whether referral is immediately required or whether first contact curative care should be provided at home with home remedies and drugs in the ASHA kit</p> <p>PC7. Ensure that Child malnutrition rates are reduced in the village</p> <p>PC8. Ensure that 100% of children with diarrhoea receive ORS</p>	
<b>Knowledge and Understanding (K)</b>		
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. The vision and mission of the National Rural Health Mission</p> <p>KA2. Tasks and support expected from ASHAs under the national health plans</p> <p>KA3. The Health infrastructure available to the local community (the Primary/ Sub health centre, First referral unit, District hospital etc.)</p> <p>KA4. The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA</p>	

HSS/N8604

**Counsel women on nutritional and health needs of young children**

	<p>KA5. Availability of services related to nutrition and child health at local medical facilities</p> <p>KA6. Nutritional supplements available for infants and children with the ANM and the village medical facilities</p> <p>KA7. Emergency medicines available with the ANM and AWW (such as ORS)</p>
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. The causes of malnutrition in a specific child – the role of feeding practices, illnesses, familial and economic factors and of access to services</p> <p>KB2. How to identify general danger signs among sick children</p> <p>KB3. How to recognise symptoms of common illnesses such as diarrhoea, fever, cough &amp; cold and acute respiratory infection</p> <p>KB4. How to promptly refer sick children to the appropriate medical facility</p> <p>KB5. How to escort a mother and child to the appropriate medical facility when required</p> <p>KB6. How to manage common diseases (diarrhoea, fever, cough &amp; cold and acute respiratory infection) at home when not immediately dangerous</p> <p>KB7. How to maintain an adequate supply of primary care drugs provided in the ASHA kit</p> <p>KB8. How to ensure that families to send young children to the Anganwadi for supplementary nutrition and mothers for take-home rations</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Write at least one local/ official language used in the local community</p> <p>SA2. Write well enough to be classified as literate</p> <p>SA3. Record observations in the ASHA diary</p> <p>SA4. Record observations made during home visits</p> <p>SA5. Maintain records of births, deaths, and other health related statistics required of the ASHA</p>
	<b>Reading Skills</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA6. Read well enough to be classified as literate</p> <p>SA7. Read records and registers to be maintained by ASHAs</p> <p>SA8. Read instructions and pamphlets provided as part of ASHA training</p> <p>SA9. Read communication material prepared for Behaviour Change Communication</p> <p>SA10. Read the village health plan prepared by the VHSNC</p> <p>SA11. Read ASHA manuals to remain updated</p>
	<b>Oral Communication (Listening and Speaking skills)</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA12. Speak at least one local language</p> <p>SA13. Communicate effectively with all community members</p>
<b>B. Professional Skills</b>	<b>Decision Making</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Make decisions related to roles and responsibilities of the ASHA</p>

HSS/N8604

**Counsel women on nutritional and health needs of young children**

	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB2. How to plan their work to suit the needs of the community SB3. How to plan support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB4. Put the needs of the community first SB5. Be responsive to problems stated by all community members SB6. Be available to guide, counsel and help local community members at all times SB7. Be patient and non-judgemental at all times
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB8. Create work-around to overcome problems faced in carrying out roles and duties
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB9. Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB10. Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

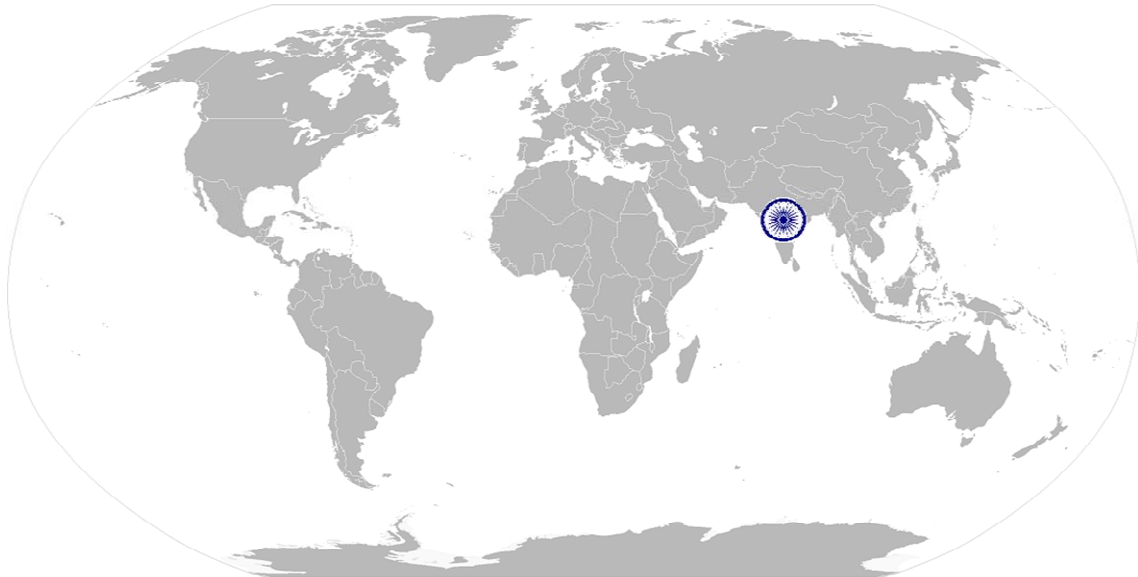


HSS/N8604

Counsel women on nutritional and health needs of young children

## NOS Version Control

<b>NOS Code</b>	<b>HSS/N8604</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>19/07/13</b>
<b>Occupation</b>	<b>Frontline Health Worker</b>	<b>Next review date</b>	<b>24/12/16</b>



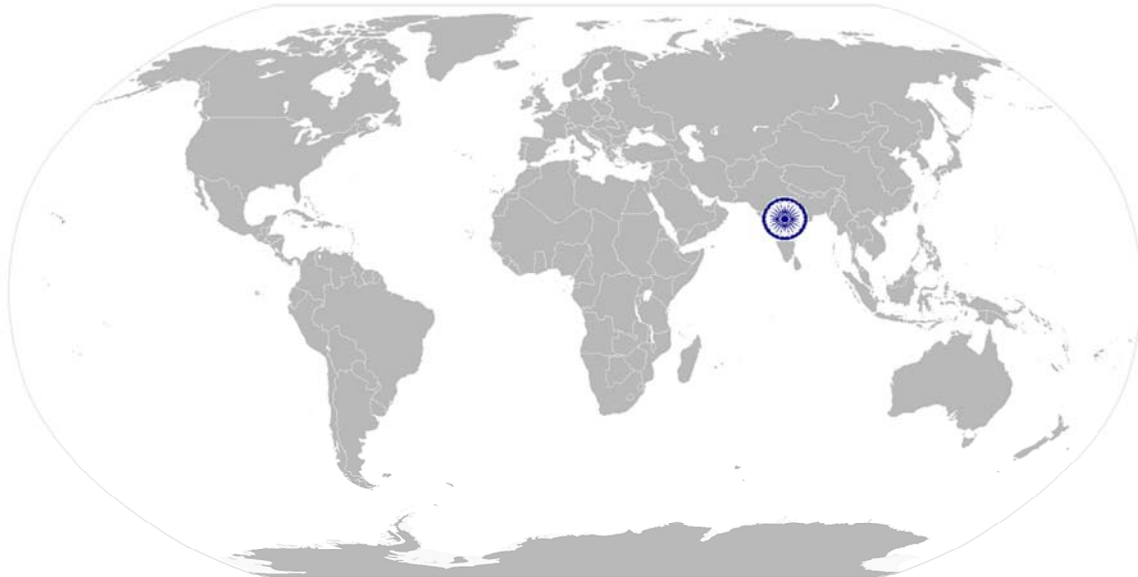


HSS/N8605

Provide antenatal counselling

---

# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of a Frontline Health Worker to counsel pregnant women on proper antenatal care and nutrition.

HSS/N8605

Provide antenatal counselling

National Occupational Standard	<b>Unit Code</b>	HSS/N8605
	<b>Unit Title (Task)</b>	Provide antenatal counselling
	<b>Description</b>	This OS unit is about counselling pregnant women on proper antenatal care and nutrition.
	<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>Identifying pregnant women in the village</li> <li>Registering every pregnancy in the village within 12 weeks of the pregnancy</li> <li>Counselling pregnant women and their families on nutritional needs and care during pregnancy</li> <li>Ensuring at least 3 antenatal visits for each pregnant woman</li> <li>Informing expectant mothers about the Janani Suraksha Yojana and the importance of institutional births</li> <li>Escorting mothers for institutional births</li> </ul>
	<b>Performance Criteria(PC) w.r.t. the Scope</b>	
	<b>Element</b>	<b>Performance Criteria</b>
		<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Ensure 100% of non-institutional deliveries have skilled assistance</p> <p>PC2. Ensure 100% of institutional deliveries</p> <p>PC3. Ensure all eligible institutional deliveries claim benefits under the Janani Suraksha Yojana</p> <p>PC4. Ensure every pregnant woman receives a Tetanus Toxoid (TT) vaccine and iron folic acid supplements</p> <p>PC5. Ensure every pregnant woman showing danger signs is referred to the ANM or appropriate health facility</p> <p>PC6. Ensure that every pregnant woman and her family receive health information for promotion of appropriate healthcare practices - diet, rest and increased use of services which focus on care in pregnancy, delivery, postnatal care and family planning services</p> <p>PC7. Ensure that every pregnant woman avails of antenatal care (at least 3 visits) and postnatal care at the monthly health worker clinic/Village Health and Nutrition Day</p> <p>PC8. Ensure that every family with a pregnant woman has made a plan and is prepared for the event of childbirth</p> <p>PC9. Counsel women on contraception after delivery</p>
	<b>Knowledge and Understanding (K)</b>	
	<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>KA1. The vision and mission of the National Rural Health Mission</p> <p>KA2. Tasks and support expected from ASHAs under the national health plans</p> <p>KA3. The Health infrastructure available to the local community (the Primary/ Sub health centre, First referral unit, District hospital etc.)</p> <p>KA4. The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA</p> <p>KA5. Availability of services related to nutrition and care during pregnancy at local medical facilities</p> <p>KA6. Time and availability of the ANM at the village for antenatal check-ups</p> <p>KA7. Nutritional supplements available for pregnant women with the ANM and the village medical facilities</p>

HSS/N8605

**Provide antenatal counselling**

	<p>KA8. Emergency medicines available with the ANM and AWW</p> <p>KA9. Institutional birth services available at local medical facilities</p> <p>KA10. Process and policies for registration of pregnancies in the village</p>
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. How to ensure that all pregnancies are registered with the Anganwadi and the ANM within 16 weeks of the pregnancy</p> <p>KB2. Care and nutritional needs of pregnant women</p> <p>KB3. The possible complications that could arise during pregnancy especially related to anaemia, malaria and high blood pressure</p> <p>KB4. Essentials of home care necessary during a pregnancy</p> <p>KB5. The importance of and the procedures followed during ante-natal visits to the ANM</p> <p>KB6. Support required from family members during pregnancy</p> <p>KB7. How to counsel family members on care of pregnant women</p> <p>KB8. Potential danger signs during pregnancy including:</p> <ol style="list-style-type: none"> <li>Any vaginal bleeding during pregnancy</li> <li>Heavy vaginal bleeding during and following delivery, especially if the woman is feeling weak and faint</li> <li>Severe headache/blurring of vision</li> <li>Convulsions or loss of consciousness</li> <li>Labour pains lasting more than 12 hours</li> <li>Labour pains before eight months or 32-36 weeks of pregnancy</li> <li>Premature rupture of the bag of waters or leakage of water from uterus membranes, leaking etc.</li> <li>Failure of the placenta to come out within 30 minutes after delivery</li> <li>Baby stops kicking inside the womb</li> </ol> <p>KB9. How to help eligible women access benefits under the Janani Suraksha Yojana</p> <p>KB10. How to facilitate immediate transfer of a pregnant women to the nearest health care facility in case of an emergency</p> <p>KB11. How to escort pregnant women to a healthcare facility for institutional delivery</p> <p>KB12. How to enable traditional birth attendants (in case of home births) to obtain a Dai delivery kit from the healthcare centre</p> <p>KB13. The importance of being alert to the possibility of female foeticide</p> <p>KB14. How to ensure all under-nourished pregnant women receive supplementary nutrition from the Anganwadi</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Write at least one local/ official language used in the local community</p> <p>SA2. Write well enough to be classified as literate</p> <p>SA3. Record observations in the ASHA diary</p> <p>SA4. Record observations made during home visits</p> <p>SA5. Maintain records of births, deaths, and other health related statistics required of the ASHA</p>

HSS/N8605

Provide antenatal counselling

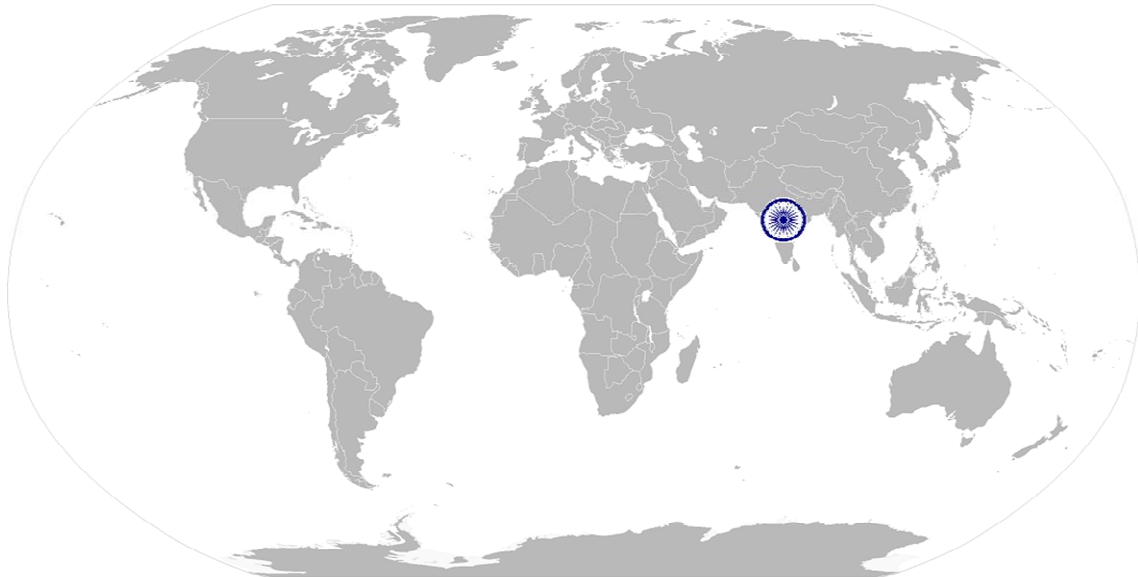
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA6. Read well enough to be classified as literate SA7. Read records and registers to be maintained by ASHAs SA8. Read instructions and pamphlets provided as part of ASHA training SA9. Read communication material prepared for Behaviour Change Communication SA10. Read the village health plan prepared by the VHSNC SA11. Read ASHA manuals to remain updated
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA12. Speak at least one local language SA13. Communicate effectively with all community members
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions related to referrals for women exhibiting danger signs during pregnancy SB2. Make decisions on escorting women to appropriate medical facilities when required
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB3. How to plan their work to suit the needs of the community SB4. How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB5. Put the needs of the community first SB6. Be responsive to problems stated by all community members SB7. Be available to guide, counsel and help local community members at all times SB8. Be patient and non-judgemental at all times
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB9. Create work-around to overcome problems faced in carrying out roles and duties
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB10. Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities
	<b>Critical Thinking</b>
The user/individual on the job needs to know and understand how to: SB11. Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action	

HSS/N8605

Provide antenatal counselling

## NOS Version Control

<b>NOS Code</b>	<b>HSS/N8605</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>19/07/13</b>
<b>Occupation</b>	<b>Frontline Health Worker</b>	<b>Next review date</b>	<b>24/12/16</b>

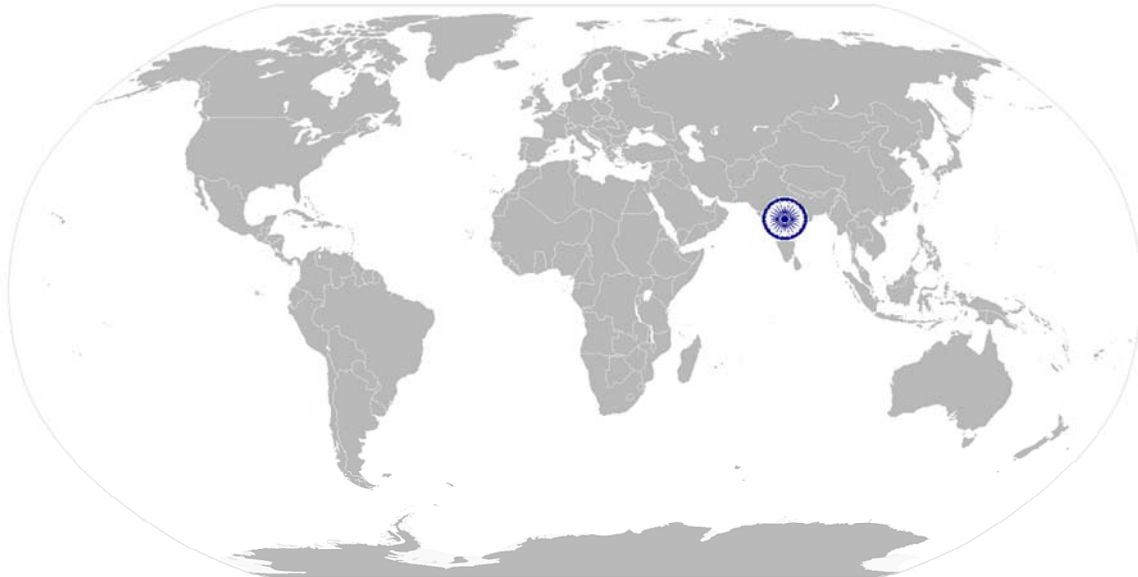


HSS/N8606

Provide postnatal counselling

---

# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of a Frontline Health Worker to counsel new mothers on proper postnatal care and nutrition.



HSS/N8606

Provide postnatal counselling

National Occupational Standard	<b>Unit Code</b>	HSS/N8606
	<b>Unit Title (Task)</b>	Provide postnatal counselling
	<b>Description</b>	This OS unit is about counselling pregnant women on proper postnatal care and nutrition.
	<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Counselling women on breast feeding and complementary feeding, immunization and care of a young child</li> <li>• Counselling women on proper nutrition after birth of a child, especially during lactation</li> <li>• Supporting the AWW in mobilising lactating women and infants for nutrition supplement</li> <li>• Counselling women on family planning post-delivery</li> </ul>
	<b>Performance Criteria(PC) w.r.t. the Scope</b>	
	<b>Element</b>	<b>Performance Criteria</b>
		<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Ensure that all new-borns are registered with the Anganwadi and the Gram Panchayat</p> <p>PC2. Ensure that new mothers receive at least one medical check-up within two weeks of delivery</p> <p>PC3. Counsel new mothers to visit the ANM for minor complaints</p> <p>PC4. Assist ANMs in conducting postnatal clinic and screening women and children with danger signals.</p> <p>PC5. Referral of post-natal women in case of danger signs</p> <p>PC6. Counsel women on exclusive breast-feeding for the new born</p> <p>PC7. Counsel new mothers on contraceptive needs (temporary/permanent) as required and help the women/family to get the same</p> <p>PC8. Ensure that both new mothers and infants receive supplementary nutrition available at the Anganwadi Centre</p> <p>PC9. Counsel new mothers on use of contraception post delivery</p>
	<b>Knowledge and Understanding (K)</b>	
	<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. The vision and mission of the National Rural Health Mission</p> <p>KA2. Tasks and support expected from ASHAs under the national health plans</p> <p>KA3. The health infrastructure available to the local community (the Primary/ Sub health centre, First referral unit, District hospital etc.)</p> <p>KA4. The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA</p> <p>KA5. Availability of services related to nutrition and care during pregnancy at local medical facilities</p> <p>KA6. Time and availability of the ANM at the village for Post-natal check-ups</p> <p>KA7. Nutritional supplements available for lactating women and infants with the ANM and the village medical facilities</p> <p>KA8. Emergency medicines available with the ANM and AWW</p> <p>KA9. Process and policies for registration of births in the village</p>

HSS/N8606

**Provide postnatal counselling**

<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. How to ensure that all births are registered</p> <p>KB2. Care and nutritional needs of infants and lactating women</p> <p>KB3. The importance of and the processes involved in postnatal check-ups</p> <p>KB4. Symptoms which require women to visit the ANM (e.g. sore breasts, foul smelling discharges etc.)</p> <p>KB5. Danger signals for postnatal health of the mother such as:</p> <ol style="list-style-type: none"> <li>Excessive vaginal bleeding</li> <li>Loss of consciousness</li> <li>Fast or difficult breathing</li> <li>Fever</li> <li>Severe abdominal pain</li> </ol> <p>KB6. The importance of exclusively breast feeding infants</p> <p>KB7. How to counsel women (and escort them when necessary) to receive supplementary nutrition from the ANM/ AWW</p> <p>KB8. How to counsel new mothers on use of contraception after delive</p>
<p><b>Skills (S)</b></p>	
<p><b>A. Core Skills/ Generic Skills</b></p>	<p><b>Writing Skills</b></p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Write at least one local/ official language used in the local community</p> <p>SA2. Write well enough to be classified as literate</p> <p>SA3. Record observations in the ASHA diary</p> <p>SA4. Record observations made during home visits</p> <p>SA5. Maintain records of births, deaths, and other health related statistics required of the ASHA</p> <p><b>Reading Skills</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SA6. Read well enough to be classified as literate</p> <p>SA7. Read records and registers to be maintained by ASHAs</p> <p>SA8. Read instructions and pamphlets provided as part of ASHA training</p> <p>SA9. Read communication material prepared for Behaviour Change Communication</p> <p>SA10. Read the village health plan prepared by the VHSNC</p> <p>SA11. Read ASHA manuals to remain updated</p>
	<p><b>Oral Communication (Listening and Speaking skills)</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SA12. Speak at least one local language</p> <p>SA13. Communicate effectively with all community members</p>
<p><b>B. Professional Skills</b></p>	<p><b>Decision Making</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Make decisions related to roles and responsibilities of the ASHA</p> <p><b>Plan and Organize</b></p> <p>The user/individual on the job needs to know and understand:</p> <p>SB2. How to plan their work to suit the needs of the community</p> <p>SB3. How to plan the support to the VHSNC and other Allied Health Workers in the</p>

HSS/N8606

**Provide postnatal counselling**

	village without conflicting with other responsibilities
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB4. Put the needs of the community first SB5. Be responsive to problems stated by all community members SB6. Be available to guide, counsel and help local community members at all times SB7. Be patient and non-judgemental at all times
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB8. Create work-around to overcome problems faced in carrying out roles and duties
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB9. Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB10. Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

**NOS Version Control**

<b>NOS Code</b>	<b>HSS/N8606</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>19/07/13</b>
<b>Occupation</b>	<b>Frontline Health Worker</b>	<b>Next review date</b>	<b>24/12/16</b>

# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of a Frontline Health Worker to counsel new mothers on proper care and nutrition of new-borns and the importance of immunisation.

HSS/N8607

Counsel women on new-born care and immunisation

National Occupational Standard	<b>Unit Code</b>	HSS/N8607
	<b>Unit Title (Task)</b>	Counsel women on new-born care and immunisation
	<b>Description</b>	This OS unit is about counselling pregnant women and new mothers on proper care, nutrition and immunisation of new-born
	<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Counselling women on breast feeding and complementary feeding, immunization and care of a young child</li> <li>• Counselling women on proper nutrition for new-borns</li> <li>• Counselling new mothers on care of new-borns and danger signs</li> <li>• Observing new-born for danger signs</li> <li>• Supporting the AWW in mobilising lactating women and infants for nutrition supplement</li> </ul>
	<b>Performance Criteria(PC) w.r.t. the Scope</b>	
	<b>Element</b>	<b>Performance Criteria</b>
		<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Ensure that all new-borns are registered with the Anganwadi and the Gram Panchayat</p> <p>PC2. Assist ANMs in conducting postnatal clinic and screening women and children with danger signals</p> <p>PC3. Counsel and support women on exclusive breast-feeding for the new-born</p> <p>PC4. Ensure that both new mothers and infants receive supplementary nutrition available at the Anganwadi Centre</p> <p>PC5. Ensure that all new-borns are weighed at appropriate times and families are counselled on the importance of this activity</p> <p>PC6. Ensure 100% immunisation of children in the 12-23 months age group</p> <p>PC7. Ensure that every new-born is visited as per the schedule, more often if there are problems and receives essential home-based care as well as appropriate referral for the sick new-born</p> <p>PC8. Ensure that every family receives the information and support it needs to access immunisation</p> <p>PC9. Help reduce the Infant Mortality Rate in the village through proper care and immediate referrals in case of illness</p> <p>PC10. Ensure that all new mothers obtain a Mother &amp; Child Protection Card filled by the ANM/ AWW</p> <p>PC11. Ensure that every new-born showing danger signs is referred to the ANM or appropriate health facility</p>
	<b>Knowledge and Understanding (K)</b>	
	<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. The vision and mission of the National Rural Health Mission</p> <p>KA2. Tasks and support expected from ASHAs under the national health plans</p> <p>KA3. The Health infrastructure available to the local community (the Primary/ Sub health centre, First referral unit, District hospital etc.)</p> <p>KA4. The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA</p> <p>KA5. Time and availability of the ANM at the village for postnatal check-ups for mother and child</p>



HSS/N8607

**Counsel women on new-born care and immunisation**

	<p>KA6. Nutritional supplements available for lactating women and infants with the ANM and the village medical facilities</p> <p>KA7. Emergency medicines available with the ANM and AWW</p> <p>KA8. Process and policies for registration of births in the village</p> <p>KA9. Immunisation schedule for the village</p>
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. How to ensure that all births are registered</p> <p>KB2. Care and nutritional needs of infants and lactating women</p> <p>KB3. The importance of and the processes involved in postnatal check-ups for neonatal children</p> <p>KB4. The importance of exclusively breast feeding infants</p> <p>KB5. How to counsel women (and escort them when necessary) to obtain supplementary nutrition for neonates from the ANM/ AWW</p> <p>KB6. The schedule for making visits to new mothers and infants to:</p> <ol style="list-style-type: none"> <li>Weigh the child and measure growth</li> <li>Check for illness/ danger signs</li> <li>Diagnose common illnesses such as fever, cold, cough, diarrhoea</li> <li>Check if immunisation schedule is being followed</li> </ol> <p>KB7. How to provide special care for low birth weight babies born at home or who have discharged</p> <p>KB8. Steps to be taken in case of fever, cold, cough or diarrhoea in an infant</p> <p>KB9. How to manage inventory of ORS for diarrhoea</p> <p>KB10. How to help mothers/ families access common medicines/ ORS for infant care from the ANM/ AWW</p> <p>KB11. Danger signals for neo-natal health such as:</p> <ol style="list-style-type: none"> <li>Poor sucking of breast</li> <li>Sickness</li> <li>Fever</li> <li>Fast breathing/ Difficulty in breathing</li> <li>Blood in stool</li> <li>Pallor and colour of palms/soles (blue or yellow staining)</li> <li>Abnormal movements (convulsions)</li> <li>Excessive drowsiness or crying</li> <li>Cold or hot to touch</li> <li>Bleeding from any site</li> <li>Abdominal distension</li> <li>No meconium passed within 24 hours of birth</li> <li>No urine passed in 48 hours</li> <li>Loss of consciousness</li> <li>Severe abdominal pain</li> </ol> <p>KB12. When to make an immediate referral for infants</p> <p>KB13. Precautions to be taken during referral of infants</p> <p>KB14. How to arrange for transport for mother and child in case of referral (and when to escort mother and child to the nearest medical facility)</p> <p>KB15. The importance of immunisation and schedule for immunisation of infants and children</p> <p>KB16. How to counsel women and families on the importance of immunisation</p>



HSS/N8607

**Counsel women on new-born care and immunisation**

	<p>KB17. How to facilitate families in accessing immunisation services</p> <p>KB18. How to help the ANM/ AWW in mobilising village community in using immunisation services/ attending immunisation camps</p> <p>KB19. How to ensure that all new mothers obtain a Mother &amp; Child Protection Card filled by the ANM/ AWW</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Write at least one local/ official language used in the local community SA2. Write well enough to be classified as literate SA3. Record observations in the ASHA diary SA4. Record observations made during home visits SA5. Maintain records of births, deaths, and other health related statistics required of the ASHA
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA6. Read well enough to be classified as literate SA7. Read records and registers to be maintained by ASHAs SA8. Read instructions and pamphlets provided as part of ASHA training SA9. Read communication material prepared for Behaviour Change Communication SA10. Read the village health plan prepared by the VHSNC SA11. Read ASHA manuals to remain updated
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA12. Speak at least one local language SA13. Communicate effectively with all community members
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions related to roles and responsibilities of the ASHA
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB2. How to plan their work to suit the needs of the community SB3. How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB4. Put the needs of the community first SB5. Be responsive to problems stated by all community members SB6. Be available to guide, counsel and help local community members at all times SB7. Be patient and non-judgemental at all times
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB8. Create work-around to overcome problems faced in carrying out roles and duties

HSS/N8607

**Counsel women on new-born care and immunisation**

	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB9. Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB10. Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

**NOS Version Control**

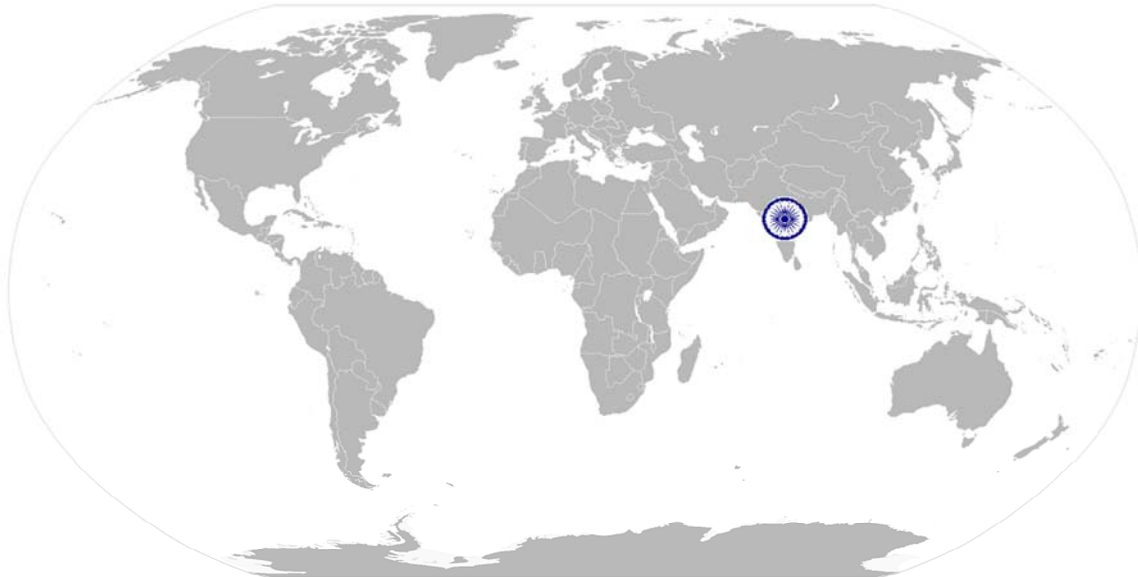
<b>NOS Code</b>	HSS/N8607		
<b>Credits (NSQF)</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Health	<b>Drafted on</b>	12/05/13
<b>Industry Sub-sector</b>	Allied Health and Paramedics	<b>Last reviewed on</b>	19/07/13
<b>Occupation</b>	Frontline Health Worker	<b>Next review date</b>	24/12/16

HSS/N8608

Counsel women on childlessness and abortion related issues

---

# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of a Frontline Health Worker to counsel women on childlessness and abortion related issues.

HSS/N8608

Counsel women on childlessness and abortion related issues

National Occupational Standard	<b>Unit Code</b>	HSS/N8608
	<b>Unit Title (Task)</b>	Counsel women on childlessness and abortion related issues
	<b>Description</b>	This OS unit is about counselling women on childlessness and safe medical terminations of pregnancy
	<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>• Counselling women on issues related to childlessness</li> <li>• Counselling women on safe medical terminations of pregnancy</li> </ul>
	<b>Performance Criteria(PC) w.r.t. the Scope</b>	
	<b>Element</b>	<b>Performance Criteria</b>
		To be competent, the user/individual on the job must be able to: PC1. Counsel women and families on infertility and refer to a medical facility PC2. Ensure that all pregnancies are registered with the Anganwadi within 12-16 weeks PC3. Educate families and the community about the dangers of unsafe abortion PC4. Escort women to approved centres for medical termination of pregnancy (MTP), if needed PC5. Counsel women on safe abortions and the time duration within which abortions can be performed safely PC6. Educate them about the need to use effective contraception after undergoing an abortion, so as to minimise the need for further abortions PC7. Prevent termination of pregnancy after identification of the sex of the foetus as female
	<b>Knowledge and Understanding (K)</b>	
	<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. The vision and mission of the National Rural Health Mission KA2. Tasks and support expected from ASHAs under the national health plans KA3. The Health infrastructure available to the local community (the Primary/ Sub health centre, First referral unit, District hospital etc.) KA4. The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA KA5. Emergency medicines available with the ANM and AWW KA6. Centres/institutions approved by Government for performing MTP near the village KA7. Days when MTP is performed KA8. Expense associated with MTP at government approved centres KA9. Centres where infertility assessment can be performed
	<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. How reproduction occurs KB2. Possible reasons for childlessness KB3. How to refer couples/ families for infertility assessment/ treatment KB4. How to ensure that all pregnancies are registered KB5. The various methods of safe termination of pregnancy KB6. Risks associated with unsafe abortions KB7. Danger signs post-abortions which require immediate referral to a medical facility KB8. Post-abort care for the woman

HSS/N8608

**Counsel women on childlessness and abortion related issues**

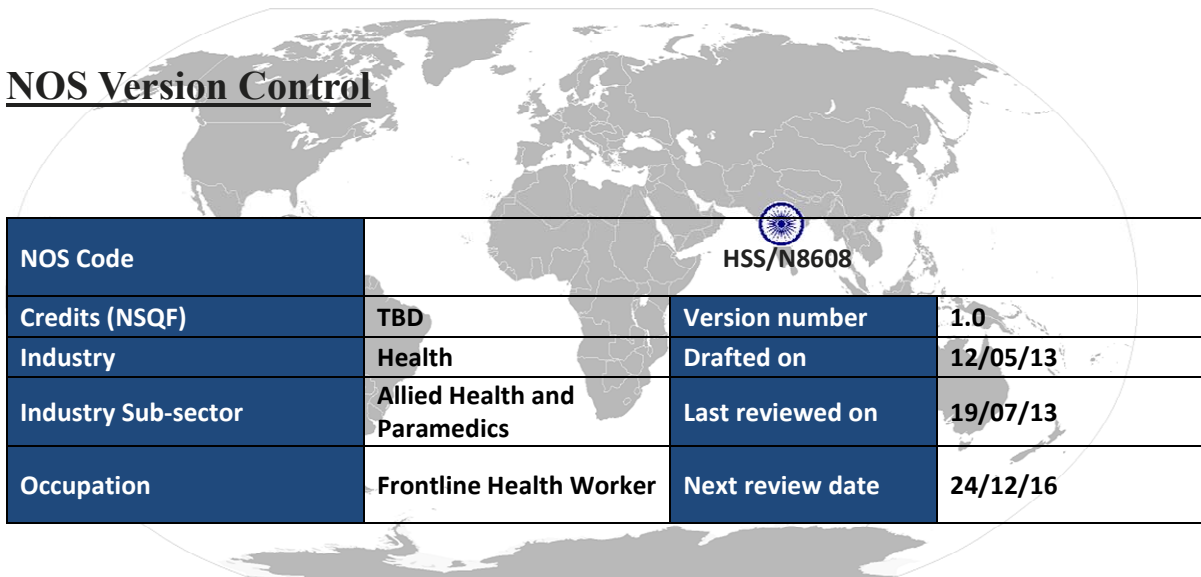
	<p>KB9. How to counsel women on contraceptive use to prevent need for future abortions</p> <p>KB10. How to be vigilant for selective sex abortions and how to prevent these</p> <p>KB11. How to counsel women and families on safe abortions</p> <p>KB12. How to escort women to government approved centres for termination of pregnancies if required</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Write at least one local/ official language used in the local community SA2. Write well enough to be classified as literate SA3. Record observations in the ASHA diary SA4. Record observations made during home visits SA5. Maintain records of births, deaths, and other health related statistics required of the ASHA
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA6. Read well enough to be classified as literate SA7. Read records and registers to be maintained by ASHAs SA8. Read instructions and pamphlets provided as part of ASHA training SA9. Read communication material prepared for Behaviour Change Communication SA10. Read the village health plan prepared by the VHSNC SA11. Read ASHA manuals to remain updated
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA12. Speak at least one local language SA13. Communicate effectively with all community members
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions related to roles and responsibilities of the ASHA
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB2. How to plan their work to suit the needs of the community SB3. How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB4. Put the needs of the community first SB5. Be responsive to problems stated by all community members SB6. Be available to guide, counsel and help local community members at all times SB7. Be patient and non-judgemental at all times

HSS/N8608

**Counsel women on childlessness and abortion related issues**

	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB8. Create work-around to overcome problems faced in carrying out roles and duties
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB9. Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB10. Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

**NOS Version Control**



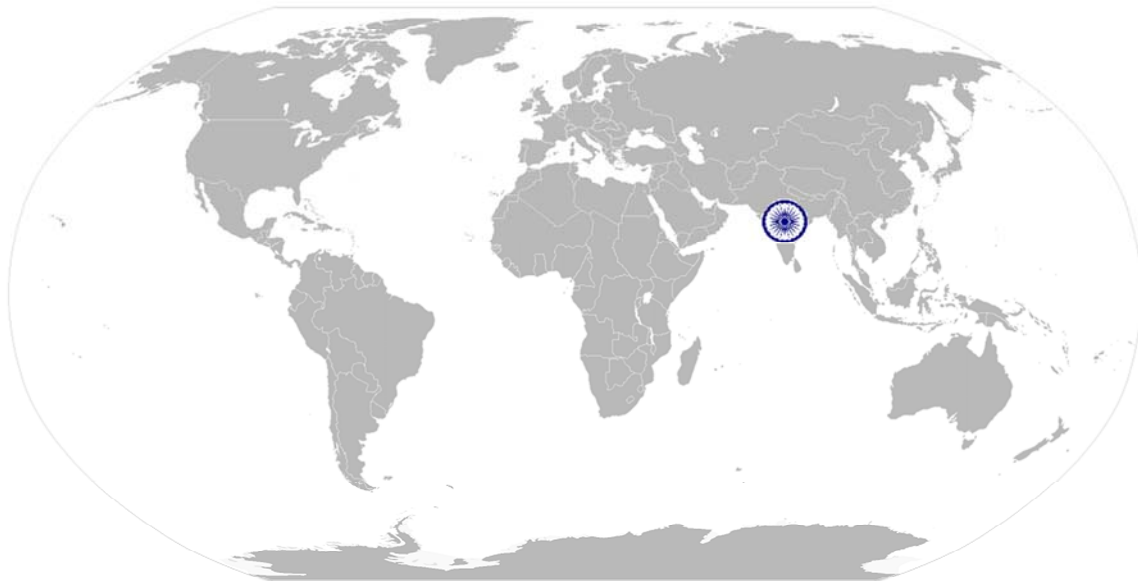
<b>NOS Code</b>	HSS/N8608		
<b>Credits (NSQF)</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Health	<b>Drafted on</b>	12/05/13
<b>Industry Sub-sector</b>	Allied Health and Paramedics	<b>Last reviewed on</b>	19/07/13
<b>Occupation</b>	Frontline Health Worker	<b>Next review date</b>	24/12/16



HSS/N8610 Provide primary medical care for minor ailments and first aid for minor injuries

---

# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of a Frontline Health Worker to provide primary care for minor ailments and first aid for injuries.

**HSS/N8610 Provide primary medical care for minor ailments and first aid for minor injuries**

National Occupational Standard

<b>Unit Code</b>	HSS/N8610
<b>Unit Title (Task)</b>	Provide primary medical care for minor ailments and first aid for minor injuries
<b>Description</b>	This OS unit is about providing medical care for minor ailments like cough, cold and fever and first aid for minor injuries like burns
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Providing first aid for injuries like burns, wounds and animal bites</li> <li>• Providing primary care for and advice on minor ailments like cough, cold and fever</li> <li>• Holding stocks of common primary care medicines and first aid</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Provide first aid for wounds, animal bites and burns</p> <p>PC2. Refer serious cases requiring stitches, rabies shots and advanced burn treatment to the appropriate medical facility</p> <p>PC3. Provide primary care for coughs, colds, fever and diarrhoea</p> <p>PC4. Refer patients to the appropriate medical facility when required</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. The vision and mission of the National Rural Health Mission</p> <p>KA2. Tasks and support expected from ASHAs under the national health plans</p> <p>KA3. The Health infrastructure available to the local community (the Primary/ Sub health centre, First referral unit, District hospital etc.)</p> <p>KA4. The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA</p> <p>KA5. Emergency medicines available with the ANM and AWW</p> <p>KA6. Contents of the ASHA kit</p>
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. How to provide primary care for coughs, colds, fever and diarrhoea</p> <p>KB2. When to refer patients to an appropriate medical facility for advanced care</p> <p>KB3. How to hold adequate stock of primary care medicines and first aid</p> <p>KB4. How to provide first aid for wounds, burns and animal bites</p> <p>KB5. Precautions to be taken with wounds and burns</p> <p>KB6. Danger signs for wounds, burns and animal bites</p> <p>KB7. When to refer patients for stitches, rabies shots or burn care to the appropriate medical facility</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Write at least one local/ official language used in the local community</p> <p>SA2. Write well enough to be classified as literate</p> <p>SA3. Record observations in the ASHA diary</p> <p>SA4. Record observations made during home visits</p> <p>SA5. Maintain records of births, deaths, and other health related statistics required</p>

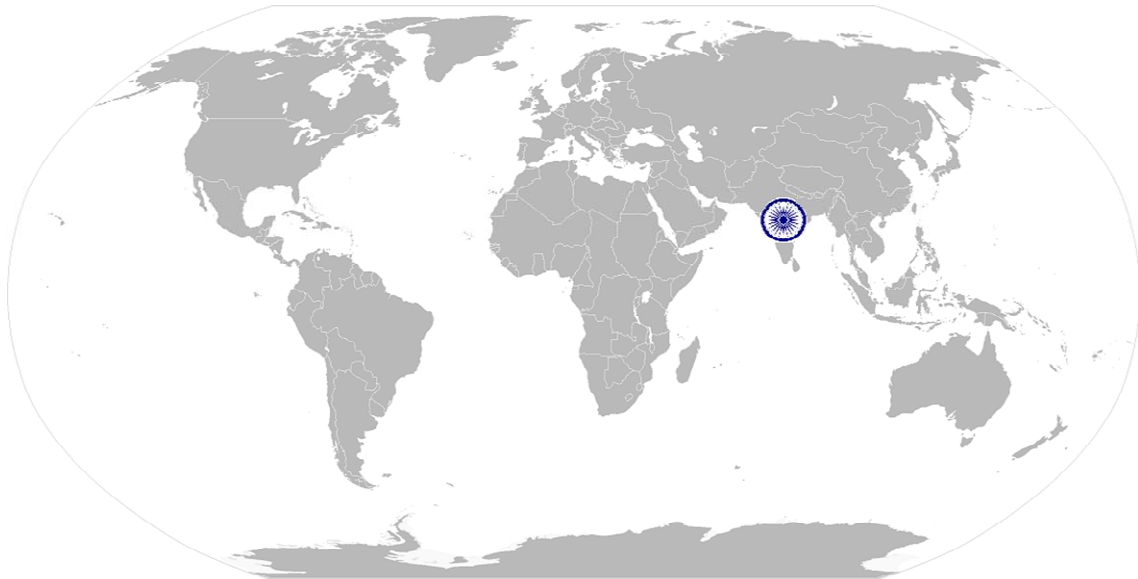
**HSS/N8610 Provide primary medical care for minor ailments and first aid for minor injuries**

	of the ASHA
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA6. Read well enough to be classified as literate SA7. Read records and registers to be maintained by ASHAs SA8. Read instructions and pamphlets provided as part of ASHA training SA9. Read communication material prepared for Behaviour Change Communication SA10. Read the village health plan prepared by the VHSNC SA11. Read ASHA manuals to remain updated
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA12. Speak at least one local language SA13. Communicate effectively with all community members
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions related to roles and responsibilities of the ASHA
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB2. How to plan their work to suit the needs of the community SB3. How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB4. Put the needs of the community first SB5. Be responsive to problems stated by all community members SB6. Be available to guide, counsel and help local community members at all times SB7. Be patient and non-judgemental at all times
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB8. Create work-around to overcome problems faced in carrying out roles and duties
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB9. Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB10. Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

**HSS/N8610 Provide primary medical care for minor ailments and first aid for minor injuries**

### NOS Version Control

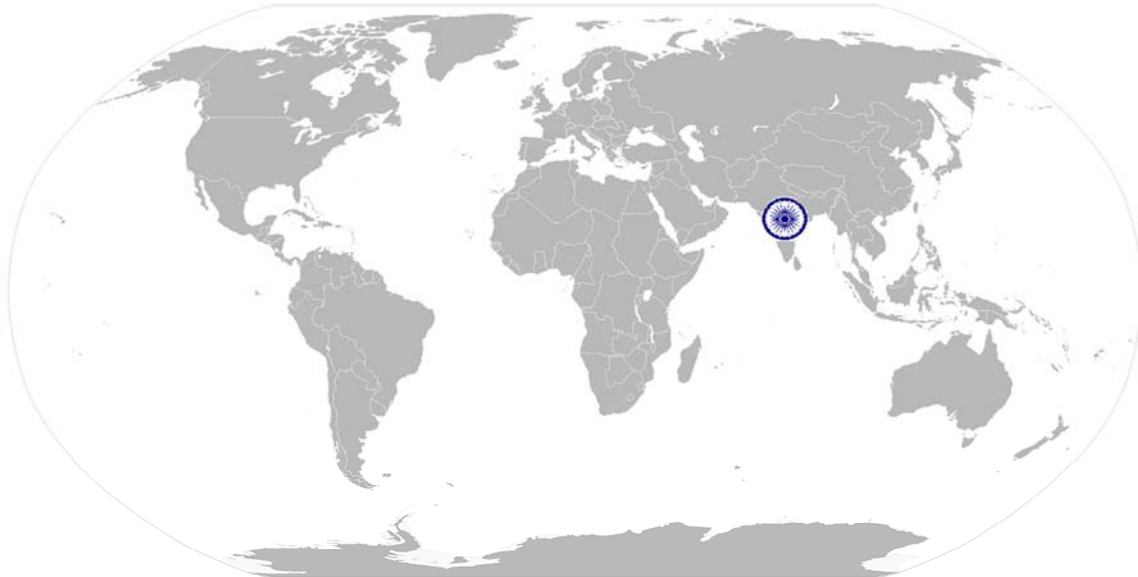
NOS Code	HSS/N8610		
Credits (NSQF)	TBD	Version number	1.0
Industry	Health	Drafted on	12/05/13
Industry Sub-sector	Allied Health and Paramedics	Last reviewed on	19/07/13
Occupation	Frontline Health Worker	Next review date	24/12/16



HSS/N8611 Undertake timely referrals and escort patients to a hospital where required

---

# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of a Frontline Health Worker to undertake timely referrals to the appropriate medical facility and escort patients to a hospital where required.

## HSS/N8611 Undertake timely referrals and escort patients to a hospital where required

National Occupational Standard

<b>Unit Code</b>	HSS/N8611
<b>Unit Title (Task)</b>	Undertake timely referrals and escort patients to a hospital where required
<b>Description</b>	This OS unit is about providing referrals to appropriate medical facilities and escorting patients to a hospital where required
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>• Providing referrals to appropriate medical facilities</li> <li>• Escorting patients to a hospital/ medical facility in case of emergency or when required</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
	To be competent, the user/individual on the job must be able to: PC1. Diagnose common health problems including: <ol style="list-style-type: none"> <li>a. Danger signs during pregnancy</li> <li>b. Symptoms of chronic infectious diseases like TB</li> <li>c. Symptoms of infectious diseases like Malaria</li> <li>d. Danger signs in infants and small children</li> </ol> PC2. Refer patients to the appropriate medical facility when required PC3. Escort patients to the appropriate medical facility when required PC4. Arrange for transportation to the nearest medical facility when escorting a patient PC5. Ensure display of referral transport details in prominent places
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. The vision and mission of the National Rural Health Mission KA2. Tasks and support expected from ASHAs under the national health plans KA3. The Health infrastructure available to the local community (the Primary/ Sub health centre, First referral unit, District hospital etc.) KA4. The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA KA5. Emergency medicines available with the ANM and AWW KA6. Contents of the ASHA kit KA7. Government ambulance system/ 2-3 transport owners with pre-determined rates for transport with contact details
<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. How to diagnose common ailments and problems in pregnancy and childhood including: <ol style="list-style-type: none"> <li>a. Danger signs post-abortion, in pregnancy and post-partum</li> <li>b. Danger signs in infants and young children</li> <li>c. Possible cases of HIV, STI or RTI</li> <li>d. Possible cases of infectious diseases like malaria or TB</li> <li>e. Wounds, animal bites and other problems requiring advanced care</li> </ol> KB2. When to refer patients to an appropriate medical facility for advanced care KB3. How to escort patients to a Health Facility in the following situations:



**HSS/N8611 Undertake timely referrals and escort patients to a hospital where required**

	<ul style="list-style-type: none"> <li>a. For Institutional deliveries</li> <li>b. Childbirth and immediately after childbirth</li> <li>c. Difficulties during pregnancy and childbirth</li> <li>d. Abortion and bleeding</li> <li>e. Serious sickness of a child</li> <li>f. Serious sickness e.g. brain malaria or heat stroke</li> <li>g. Suspected cases of TB or HIV</li> <li>h. Accidents like snake bite, burns, serious injury, poisoning, drowning</li> <li>i. For sterilisation or for accepting IUD</li> <li>j. For ante-natal and post natal check ups</li> </ul> <p>KB4. How to arrange transport when escorting a patient to a medical facility KB5. How to ensure that referral transport details are displayed at a prominent location</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<p><b>Writing Skills</b></p> <p>The user/ individual on the job needs to know and understand how to:</p> <ul style="list-style-type: none"> <li>SA1. Write at least one local/ official language used in the local community</li> <li>SA2. Write well enough to be classified as literate</li> <li>SA3. Record observations in the ASHA diary</li> <li>SA4. Record observations made during home visits</li> <li>SA5. Maintain records of births, deaths, and other health related statistics required of the ASHA</li> </ul> <p><b>Reading Skills</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <ul style="list-style-type: none"> <li>SA6. Read well enough to be classified as literate</li> <li>SA7. Read records and registers to be maintained by ASHAs</li> <li>SA8. Read instructions and pamphlets provided as part of ASHA training</li> <li>SA9. Read communication material prepared for Behaviour Change Communication</li> <li>SA10. Read the village health plan prepared by the VHSNC</li> <li>SA11. Read ASHA manuals to remain updated</li> </ul>
	<p><b>Oral Communication (Listening and Speaking skills)</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <ul style="list-style-type: none"> <li>SA12. Speak at least one local language</li> <li>SA13. Communicate effectively with all community members</li> </ul>
<b>B. Professional Skills</b>	<p><b>Decision Making</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <ul style="list-style-type: none"> <li>SB1. Make decisions related to roles and responsibilities of the ASHA</li> </ul> <p><b>Plan and Organize</b></p> <p>The user/individual on the job needs to know and understand:</p> <ul style="list-style-type: none"> <li>SB2. How to plan their work to suit the needs of the community</li> <li>SB3. How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities</li> </ul>

**HSS/N8611 Undertake timely referrals and escort patients to a hospital where required**

	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB4. Put the needs of the community first SB5. Be responsive to problems stated by all community members SB6. Be available to guide, counsel and help local community members at all times SB7. Be patient and non-judgemental at all times
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB8. Create work-around to overcome problems faced in carrying out roles and duties
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB9. Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities
	<b>Critical Thinking</b>
The user/individual on the job needs to know and understand how to: SB10. Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action	



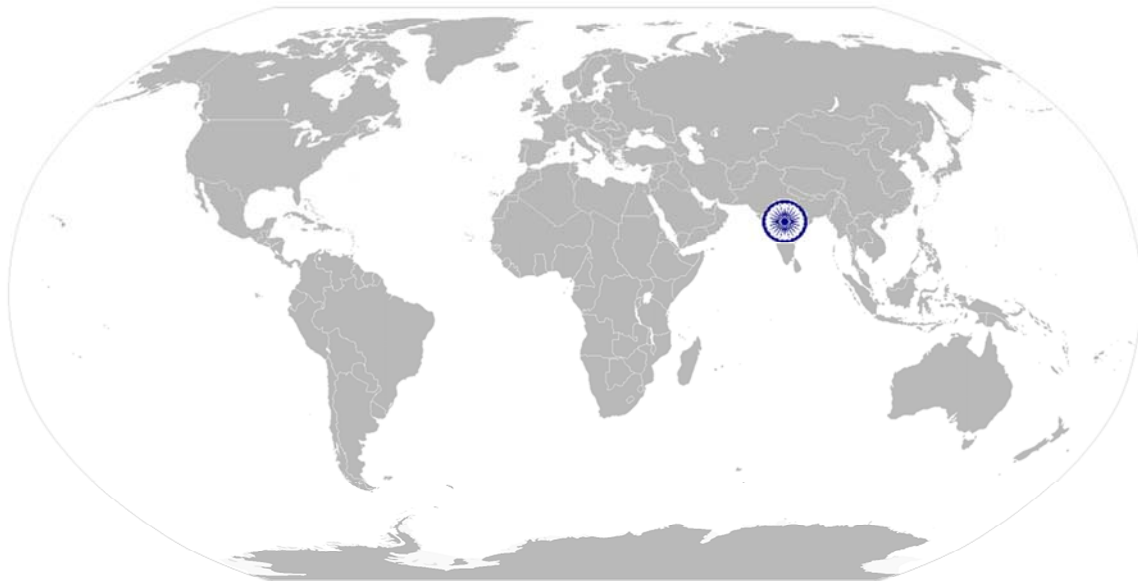
**NOS Version Control**

<b>NOS Code</b>	<b>HSS/N8611</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>19/07/13</b>
<b>Occupation</b>	<b>Frontline Health Worker</b>	<b>Next review date</b>	<b>24/12/16</b>

HSS/N8612 Provide information on primary curative properties of common AYUSH medicines

---

# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of a Frontline Health Worker to provide information on primary curative properties of common AYUSH medicines.

## HSS/N8612 Provide information on primary curative properties of common AYUSH medicines

National Occupational Standard	<b>Unit Code</b>	HSS/N8612
	<b>Unit Title (Task)</b>	Provide information on primary curative properties of common AYUSH medicines
	<b>Description</b>	This OS unit is about providing information on common AYUSH medicines and the curative properties of commonly available herbs and natural substances
	<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Providing information on AYUSH medicines and other natural substances for common ailments</li> </ul>
	<b>Performance Criteria(PC) w.r.t. the Scope</b>	
	<b>Element</b>	<b>Performance Criteria</b>
	<b>Providing information on AYUSH medicines and other natural substances for common ailments</b>	To be competent, the user/individual on the job must be able to: PC1. Diagnose common ailments PC2. Provide information on AYUSH medicines for common ailments
	<b>Knowledge and Understanding (K)</b>	
	<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. The vision and mission of the National Rural Health Mission KA2. Tasks and support expected from ASHAs under the national health plans KA3. The Health infrastructure available to the local community (the Primary/ Sub health centre, First referral unit, District hospital etc.) KA4. The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA KA5. Emergency medicines available with the ANM and AWW KA6. Contents of the ASHA kit
	<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. The different systems of medicine encompassed by AYUSH including Ayurveda, Unani, Homeopathy and Naturopathy KB2. The philosophies underlying the different systems of healing KB3. Common remedies for iron deficiency/ anaemia KB4. Common remedies for gastro-intestinal ailments KB5. Curative properties of medicinal plants and herbs KB6. Curative properties of some compound formulations in AYUSH KB7. How to provide information on the appropriate medicinal plants/ herbs/ medicines to be taken, manner of ingestion and dosage based on the ailment or symptoms presented by the patient
<b>Skills (S)</b>		
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b> The user/ individual on the job needs to know and understand how to: SA1. Write at least one local/ official language used in the local community SA2. Write well enough to be classified as literate SA3. Record observations in the ASHA diary SA4. Record observations made during home visits SA5. Maintain records of births, deaths, and other health related statistics required	

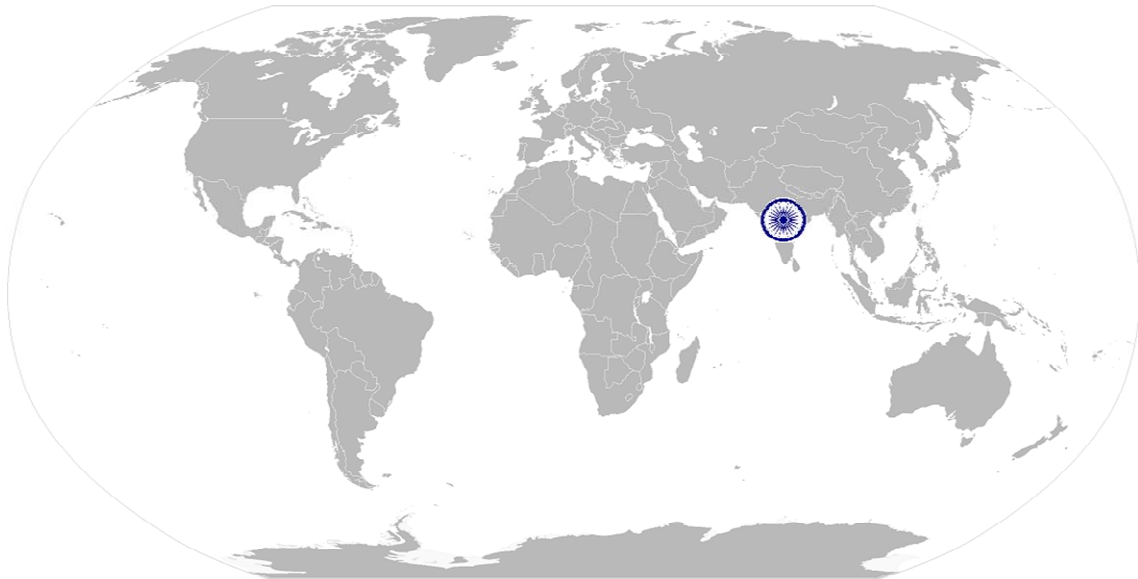
## HSS/N8612 Provide information on primary curative properties of common AYUSH medicines

	of the ASHA
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA6. Read well enough to be classified as literate SA7. Read records and registers to be maintained by ASHAs SA8. Read instructions and pamphlets provided as part of ASHA training SA9. Read communication material prepared for Behaviour Change Communication SA10. Read the village health plan prepared by the VHSNC SA11. Read ASHA manuals to remain updated
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA12. Speak at least one local language SA13. Communicate effectively with all community members
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions related to roles and responsibilities of the ASHA
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB2. How to plan their work to suit the needs of the community SB3. How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB4. Put the needs of the community first SB5. Be responsive to problems stated by all community members SB6. Be available to guide, counsel and help local community members at all times SB7. Be patient and non-judgemental at all times
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB8. Create work-around to overcome problems faced in carrying out roles and duties
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB9. Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB10. Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

**HSS/N8612 Provide information on primary curative properties of common AYUSH medicines**

**NOS Version Control**

<b>NOS Code</b>	<b>HSS/N8612</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>19/07/13</b>
<b>Occupation</b>	<b>Frontline Health Worker</b>	<b>Next review date</b>	<b>24/12/16</b>

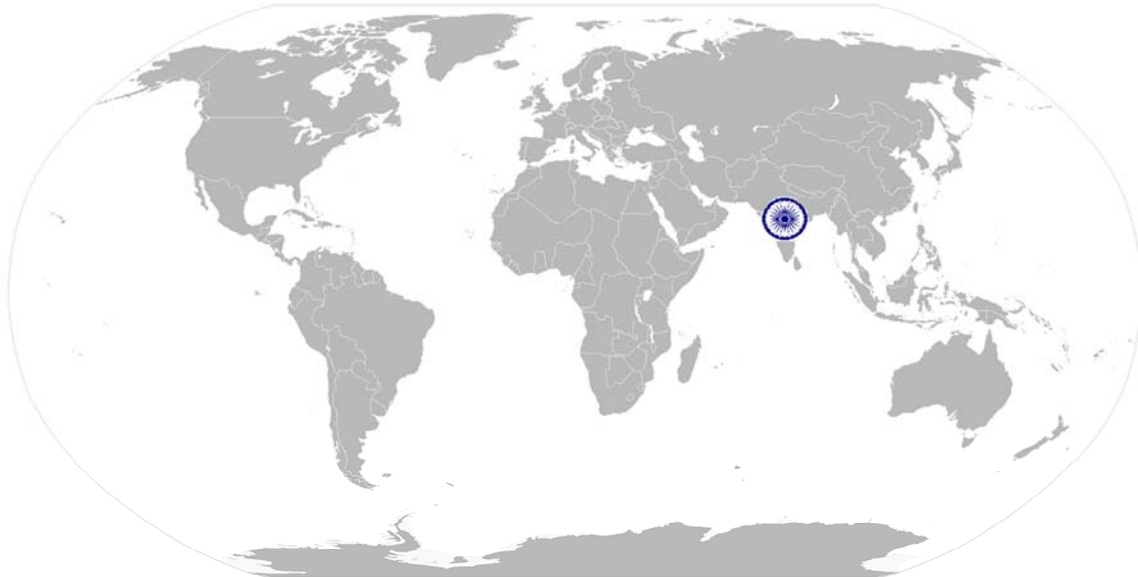




HSS/N8613 Promote construction of household toilets under Total Sanitation Campaign

---

# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of a Frontline Health Worker to provide information on the Total Sanitation Campaign and promote the construction of household toilets.

## HSS/N8613 Promote construction of household toilets under Total Sanitation Campaign

National Occupational Standard

<b>Unit Code</b>	HSS/N8613
<b>Unit Title (Task)</b>	Promote construction of household toilets under Total Sanitation Campaign
<b>Description</b>	This OS unit is about providing information on the Total Sanitation Campaign and promoting the construction of household toilets as a way of promoting better health in the community
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>• Providing information on the Total sanitation campaign</li> <li>• Mobilising the community to have household toilets constructed</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
	To be competent, the user/individual on the job must be able to: PC1. Mobilise the community to construct household toilets in the village PC2. Reduce the incidence of open defecation in the village PC3. Conduct Information, Education and Communication (IEC) activities to promote sanitation
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. The vision and mission of the National Rural Health Mission KA2. Tasks and support expected from ASHAs under the national health plans KA3. The Health infrastructure available to the local community (the Primary/ Sub health centre, First referral unit, District hospital etc.) KA4. The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA KA5. The guidelines for the Nirmal Gram Puruskar KA6. The guidelines for the Total Sanitation Campaign
<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. The benefits of having properly constructed household toilets KB2. The hygiene related factors for household toilets KB3. The potentially harmful effects of open defecation KB4. The privacy related benefits of constructed household and school toilets, especially for girls and women KB5. The health benefits of toilets KB6. The incentive available under the Nirmal Gram Puruskar and how to claim them KB7. How to conduct IEC activities to promote construction of toilets
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Write at least one local/ official language used in the local community SA2. Write well enough to be classified as literate SA3. Record observations in the ASHA diary SA4. Record observations made during home visits SA5. Maintain records of births, deaths, and other health related statistics required of the ASHA

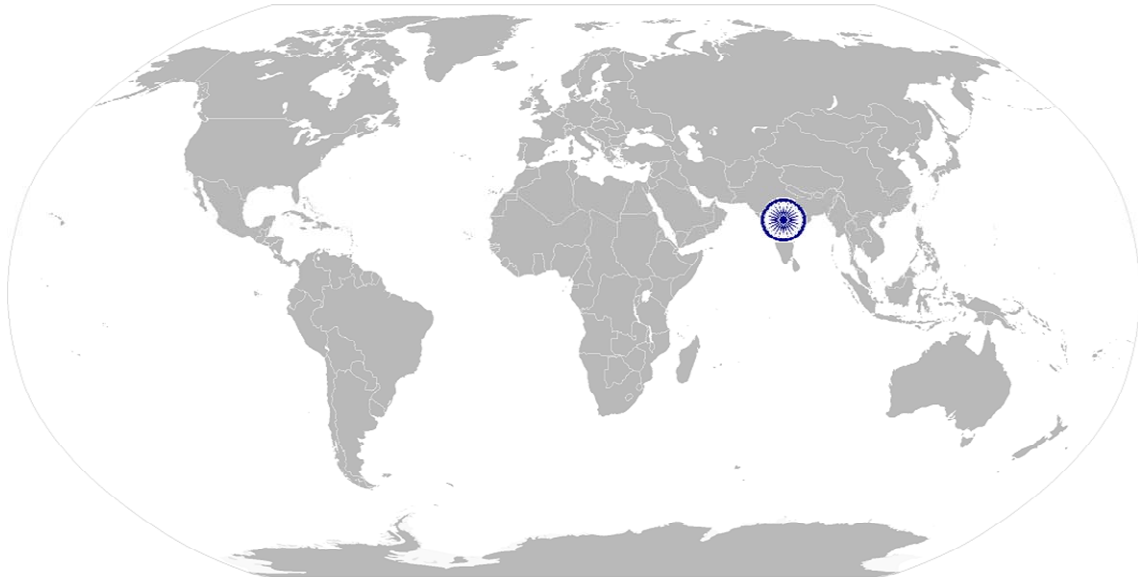
### HSS/N8613 Promote construction of household toilets under Total Sanitation Campaign

	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA6. Read well enough to be classified as literate SA7. Read records and registers to be maintained by ASHAs SA8. Read instructions and pamphlets provided as part of ASHA training SA9. Read communication material prepared for Behaviour Change Communication SA10. Read the village health plan prepared by the VHSNC SA11. Read ASHA manuals to remain updated
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA12. Speak at least one local language SA13. Communicate effectively with all community members
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions related to roles and responsibilities of the ASHA
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB2. How to plan their work to suit the needs of the community SB3. How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB4. Put the needs of the community first SB5. Be responsive to problems stated by all community members SB6. Be available to guide, counsel and help local community members at all times SB7. Be patient and non-judgemental at all times
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB8. Create work-around to overcome problems faced in carrying out roles and duties
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB9. Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities
<b>Critical Thinking</b>	
The user/individual on the job needs to know and understand how to: SB10. Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action	

## HSS/N8613 Promote construction of household toilets under Total Sanitation Campaign

### NOS Version Control

<b>NOS Code</b>	<b>HSS/N8613</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>19/07/13</b>
<b>Occupation</b>	<b>Frontline Health Worker</b>	<b>Next review date</b>	<b>24/12/16</b>

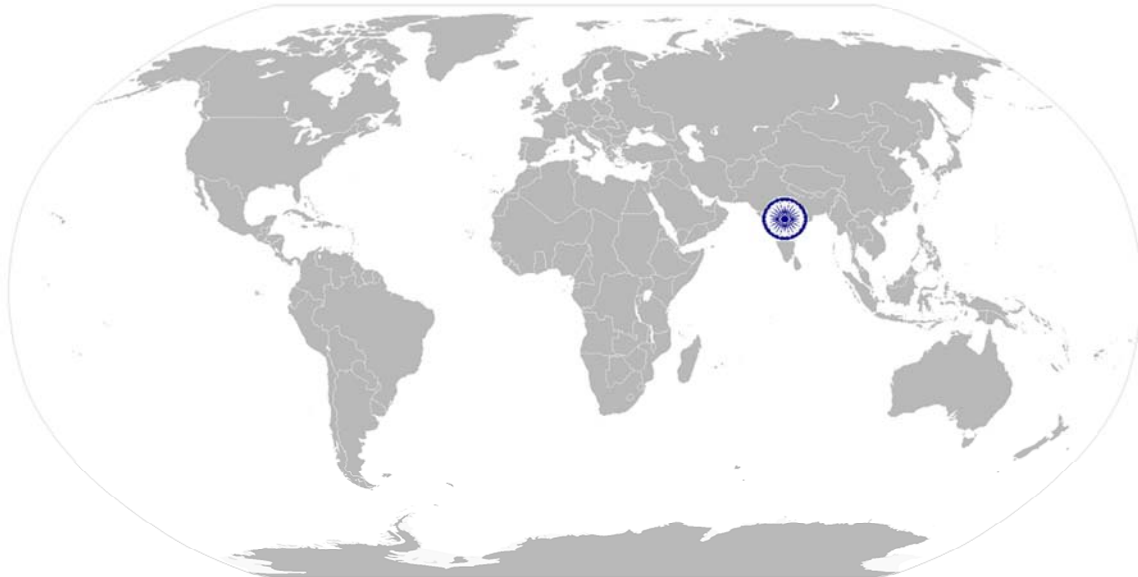


HSS/N8614

Make home visit

---

# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of a Frontline Health Worker to make observations on community health and wellbeing through Home Visits.

HSS/N8614

Make home visit

National Occupational Standard	<b>Unit Code</b>	HSS/N8614
	<b>Unit Title (Task)</b>	Make home visit
	<b>Description</b>	This OS unit is about making home visits to interact with families in the community, especially the young women of the house; developing a rapport with them, communicating key health messages, supporting better health practices, identifying illness early and providing appropriate advice
	<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Making home visits to observe health practices and provide counselling to the community</li> </ul>
	<b>Performance Criteria(PC) w.r.t. the Scope</b>	
	<b>Element</b>	<b>Performance Criteria</b>
	<b>Making home visits to observe health practices and provide counselling to the community</b>	To be competent, the user/individual on the job must be able to: PC1. Build a rapport with the community members, especially the women in the community PC2. Organise a home visit schedule to cover all homes in the community PC3. Mobilise pregnant women and new mothers to receive ante and postnatal care and supplementary nutrition PC4. Mobilise pregnant women to have institutional deliveries PC5. Mobilise parents to have their children immunised PC6. Mobilise community members with possibility of STIs/ RTIs, communicable diseases, chronic diseases or other ailments to have tests done or to take treatment PC7. Mobilise the community to adopt health and hygiene related precautions (e.g. disinfect stagnant pools of water, wash hands often etc.) PC8. Facilitate implementation of national health plans and schemes
	<b>Knowledge and Understanding (K)</b>	
	<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. The vision and mission of the National Rural Health Mission KA2. Tasks and support expected from ASHAs under the national health plans KA3. The Health infrastructure available to the local community (the Primary/ Sub health centre, First referral unit, District hospital etc.) KA4. The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA
	<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. Essentials of sanitation and environment for the village and the community (e.g. water safety) KB2. Social determinants of health and prevalence in the local community KB3. Essentials for maternal and child health (including requirements of antenatal and postnatal care) KB4. Symptoms, prevention and care of common childhood diseases KB5. Symptoms, prevention and care of common ailments, wounds, burns and animal bites KB6. Symptoms, prevention and home based care of chronic ailments (e.g. tuberculosis or cancer) KB7. When to make referrals to appropriate health facilities



HSS/N8614

Make home visit

Skills (S)	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Write at least one local/ official language used in the local community SA2. Write well enough to be classified as literate SA3. Record observations in the ASHA diary SA4. Record observations made during home visits SA5. Maintain records of births, deaths, and other health related statistics required of the ASHA
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA6. Read well enough to be classified as literate SA7. Read records and registers to be maintained by ASHAs SA8. Read instructions and pamphlets provided as part of ASHA training SA9. Read communication material prepared for Behaviour Change Communication SA10. Read the village health plan prepared by the VHSNC SA11. Read ASHA manuals to remain updated
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA12. Speak at least one local language SA13. Communicate effectively with all community members
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions related to roles and responsibilities of the ASHA
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB2. How to plan their work to suit the needs of the community SB3. How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB4. Put the needs of the community first SB5. Be responsive to problems stated by all community members SB6. Be available to guide, counsel and help local community members at all times SB7. Be patient and non-judgemental at all times
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB8. Create work-around to overcome problems faced in carrying out roles and duties
	<b>Analytical Thinking</b>
The user/individual on the job needs to know and understand how to: SB9. Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities	

HSS/N8614

**Make home visit**

	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB10. Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

**NOS Version Control**

<b>NOS Code</b>	<b>HSS/N8614</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>19/07/13</b>
<b>Occupation</b>	<b>Frontline Health Worker</b>	<b>Next review date</b>	<b>24/12/16</b>

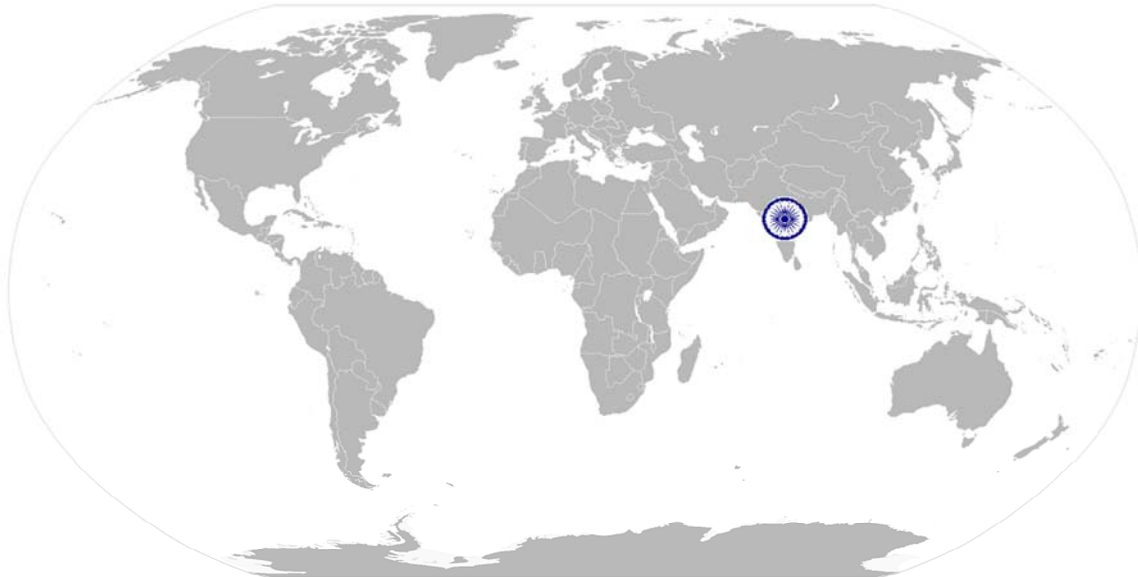


HSS/N8615

Support the Anganwadi Worker

---

# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of a Frontline Health Worker to support the Anganwadi worker in her responsibilities.

HSS/N8615

Support the Anganwadi Worker

National Occupational Standard	<b>Unit Code</b>	HSS/N8615
	<b>Unit Title (Task)</b>	Support the Anganwadi Worker
	<b>Description</b>	This OS unit is about supporting the AWW in activities for pregnant and lactating mothers and children and in organising the monthly Village Health and Nutrition Day
	<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Supporting the AWW in her duties relating to pregnant and lactating mothers and children</li> <li>Supporting the AWW in organising the monthly Village Health and Nutrition Day (VHND)</li> </ul>
	<b>Performance Criteria(PC) w.r.t. the Scope</b>	
	<b>Element</b>	<b>Performance Criteria</b>
		To be competent, the user/individual on the job must be able to: PC1. Build a rapport with the community members, especially the women in the community PC2. Provide information on health related issues to women, adolescent girls and children PC3. Mobilise pregnant women to have antenatal check-ups and supplementary nutrition PC4. Mobilise pregnant women to have institutional deliveries PC5. Explain the importance of postnatal check-ups and supplementary nutrition PC6. Provide information on home remedies for minor ailments, burns, wounds and animal bites PC7. Explain the importance of immunisation PC8. Mobilise community members with possibility of STIs/ RTIs, communicable diseases, chronic diseases or other ailments to have tests done or to take treatment PC9. Mobilise the community to adopt health and hygiene related precautions (e.g. disinfect stagnant pools of water, wash hands often etc.)
	<b>Knowledge and Understanding (K)</b>	
	<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. The vision and mission of the National Rural Health Mission KA2. Tasks and support expected from ASHAs under the national health plans KA3. The Health infrastructure available to the local community (the Primary/ Sub health centre, First referral unit, District hospital etc.) KA4. The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA
	<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. The importance of nutritious food and personal hygiene KB2. The importance of care during pregnancy and antenatal check-ups KB3. The importance of institutional deliveries KB4. The importance of postnatal check-ups and supplementary nutrition KB5. Home remedies for minor ailments, burns, wounds and animal bites KB6. The importance of immunisation KB7. Essentials of sanitation and environment for the village and the community (e.g. water safety)

HSS/N8615

**Support the Anganwadi Worker**

	KB8. Social determinants of health and prevalence in the local community
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Write at least one local/ official language used in the local community SA2. Write well enough to be classified as literate SA3. Record observations in the ASHA diary SA4. Record observations made during home visits SA5. Maintain records of births, deaths, and other health related statistics required of the ASHA
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA6. Read well enough to be classified as literate SA7. Read records and registers to be maintained by ASHAs SA8. Read instructions and pamphlets provided as part of ASHA training SA9. Read communication material prepared for Behaviour Change Communication SA10. Read the village health plan prepared by the VHSNC SA11. Read ASHA manuals to remain updated
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA12. Speak at least one local language SA13. Communicate effectively with all community members
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions related to roles and responsibilities of the ASHA
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB2. How to plan their work to suit the needs of the community SB3. How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB4. Put the needs of the community first SB5. Be responsive to problems stated by all community members SB6. Be available to guide, counsel and help local community members at all times SB7. Be patient and non-judgemental at all times
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB8. Create work-around to overcome problems faced in carrying out roles and duties
	<b>Analytical Thinking</b>
The user/individual on the job needs to know and understand how to: SB9. Apply the technical and general knowledge gained from ASHA training	

HSS/N8615

**Support the Anganwadi Worker**

	manuals and courses to their everyday tasks and responsibilities
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB10. Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

**NOS Version Control**

<b>NOS Code</b>	<b>HSS/N8615</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>19/07/13</b>
<b>Occupation</b>	<b>Frontline Health Worker</b>	<b>Next review date</b>	<b>24/12/16</b>



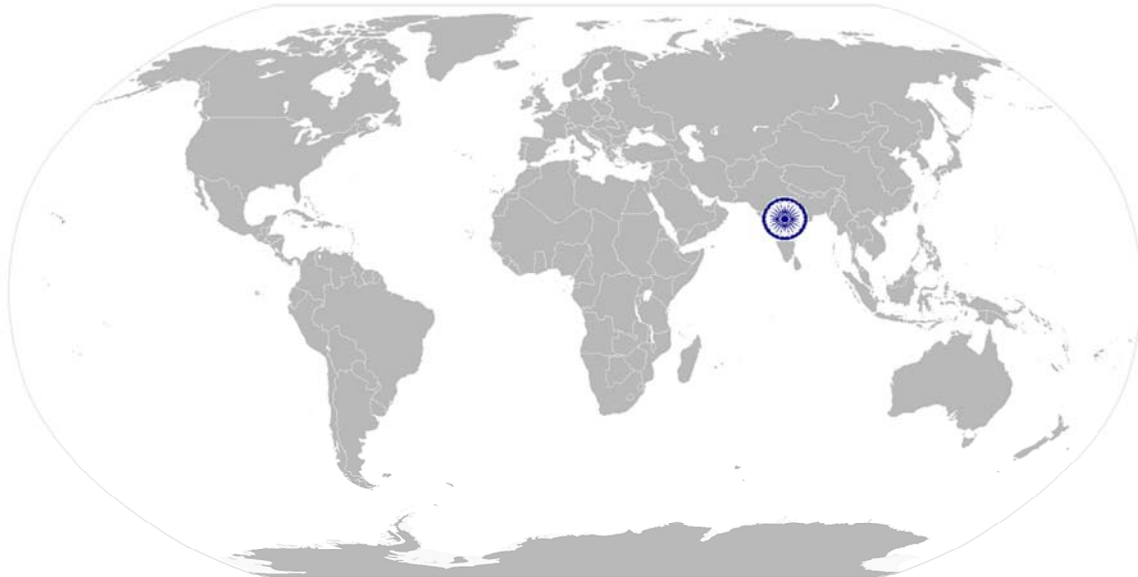


HSS/N8616

Support the Auxiliary Nurse Midwife

---

# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of a Frontline Health Worker to support the Auxiliary Nurse Midwife in her responsibilities.

HSS/N8616

## Support the Auxiliary Nurse Midwife

National Occupational Standard	<b>Unit Code</b>	HSS/N8616
	<b>Unit Title (Task)</b>	Support the Auxiliary Nurse Midwife
	<b>Description</b>	This OS unit is about supporting the ANM in maternal and child health, reproductive health and medical aid
	<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Supporting the ANM in maternal and child health, reproductive health and medical aid)</li> </ul>
	<b>Performance Criteria(PC) w.r.t. the Scope</b>	
	<b>Element</b>	<b>Performance Criteria</b>
	<b>Supporting the ANM in maternal and child health, reproductive health and medical aid</b>	To be competent, the user/individual on the job must be able to: PC1. Build a rapport with the community members, especially the women in the community PC2. Mobilise pregnant women to have antenatal check-ups and supplementary nutrition PC3. Mobilise new mothers to have postnatal check-ups and supplementary nutrition PC4. Mobilise community members to seek medical attention from the ANM for ailments, burns, wounds and animal bites PC5. Explain the importance of immunisation and mobilise parents to have their children immunised PC6. Mobilise community members with possibility of STIs/ RTIs to have tests done by the ANM PC7. Mobilise young couples to approach the ANM for contraception
	<b>Knowledge and Understanding (K)</b>	
	<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. The vision and mission of the National Rural Health Mission KA2. Tasks and support expected from ASHAs under the national health plans KA3. The Health infrastructure available to the local community (the Primary/ Sub health centre, First referral unit, District hospital etc.) KA4. The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA
	<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. The importance of care during pregnancy and antenatal check-ups KB2. The importance of postnatal check-ups and supplementary nutrition KB3. The importance of immunisation and the immunisation schedule of the ANM KB4. The various methods of contraception and the contraceptive available with the ANM KB5. The possible symptoms of RTIs/ STIs and the test kits available with the ANM
<b>Skills (S)</b>		
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b> The user/ individual on the job needs to know and understand how to: SA1. Write at least one local/ official language used in the local community SA2. Write well enough to be classified as literate SA3. Record observations in the ASHA diary	

HSS/N8616

**Support the Auxiliary Nurse Midwife**

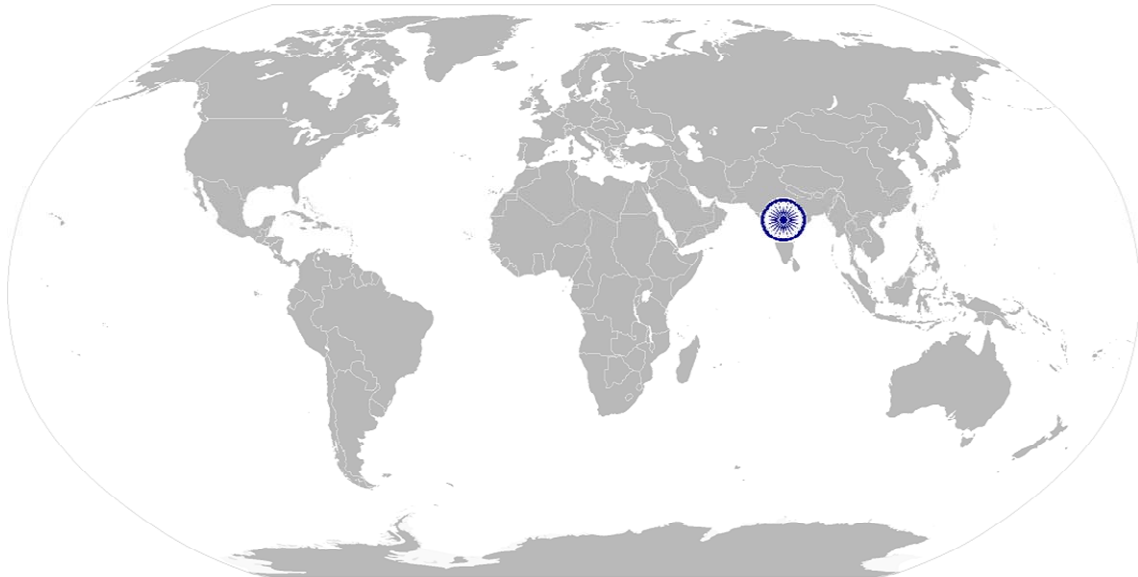
	<p>SA4. Record observations made during home visits SA5. Maintain records of births, deaths, and other health related statistics required of the ASHA</p>
	<p><b>Reading Skills</b></p> <p>The user/individual on the job needs to know and understand how to: SA6. Read well enough to be classified as literate SA7. Read records and registers to be maintained by ASHAs SA8. Read instructions and pamphlets provided as part of ASHA training SA9. Read communication material prepared for Behaviour Change Communication SA10. Read the village health plan prepared by the VHSNC SA11. Read ASHA manuals to remain updated</p>
	<p><b>Oral Communication (Listening and Speaking skills)</b></p> <p>The user/individual on the job needs to know and understand how to: SA12. Speak at least one local language SA13. Communicate effectively with all community members</p>
<b>B. Professional Skills</b>	<p><b>Decision Making</b></p> <p>The user/individual on the job needs to know and understand how to: SB1. Make decisions related to roles and responsibilities of the ASHA</p>
	<p><b>Plan and Organize</b></p> <p>The user/individual on the job needs to know and understand: SB2. How to plan their work to suit the needs of the community SB3. How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities</p>
	<p><b>Customer Centricity</b></p> <p>The user/individual on the job needs to know and understand how to: SB4. Put the needs of the community first SB5. Be responsive to problems stated by all community members SB6. Be available to guide, counsel and help local community members at all times SB7. Be patient and non-judgemental at all times</p>
	<p><b>Problem Solving</b></p> <p>The user/individual on the job needs to know and understand how to: SB8. Create work-around to overcome problems faced in carrying out roles and duties</p>
	<p><b>Analytical Thinking</b></p> <p>The user/individual on the job needs to know and understand how to: SB9. Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities</p>
	<p><b>Critical Thinking</b></p> <p>The user/individual on the job needs to know and understand how to: SB10. Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action</p>

HSS/N8616

Support the Auxiliary Nurse Midwife

## NOS Version Control

<b>NOS Code</b>	<b>HSS/N8616</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>19/07/13</b>
<b>Occupation</b>	<b>Frontline Health Worker</b>	<b>Next review date</b>	<b>24/12/16</b>

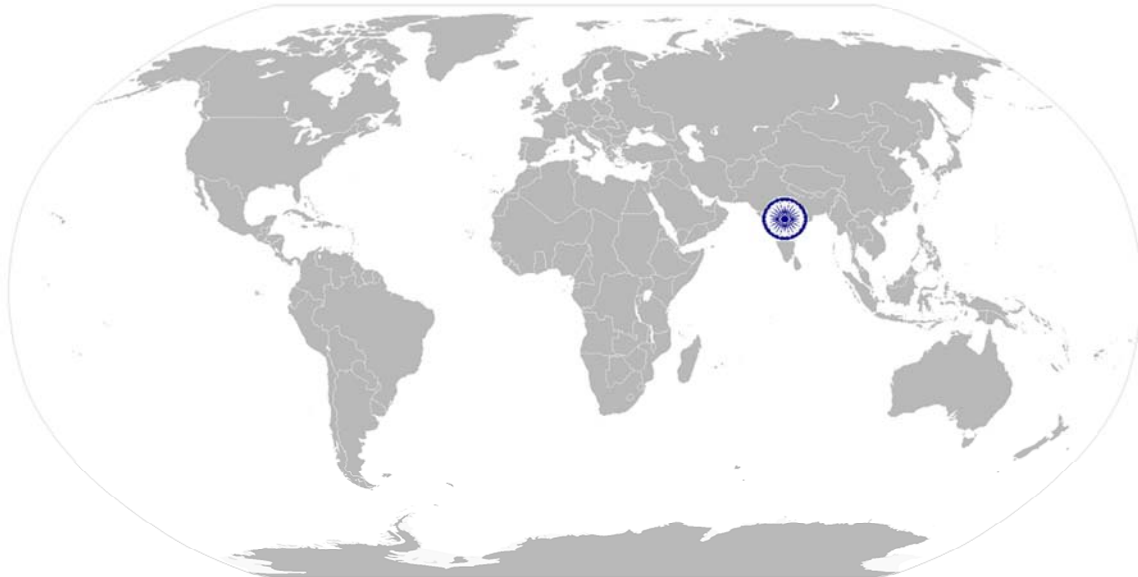


HSS/N8617

Support the Traditional Birth Attendant

---

# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of a Frontline Health Worker to support the Traditional Birth Attendant in the childbirth process.

HSS/N8617

Support the Traditional Birth Attendant

National Occupational Standard	<b>Unit Code</b>	HSS/N8617
	<b>Unit Title (Task)</b>	Support the Traditional Birth Attendant
	<b>Description</b>	This OS unit is about supporting the Traditional Birth Attendant (TBA) or Dai in facilitating childbirth
	<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Supporting the Traditional Birth Attendant (TBA) or Dai in facilitating childbirth</li> </ul>
	<b>Performance Criteria(PC) w.r.t. the Scope</b>	
	<b>Element</b>	<b>Performance Criteria</b>
	<b>Supporting the Traditional Birth Attendant (TBA) or Dai in facilitating childbirth</b>	To be competent, the user/individual on the job must be able to: PC1. Explain the importance of a medically safe and hygienic childbirth process PC2. Explain the potential risks associated with childbirth at home PC3. Explain the essential requirements for a clean and safe childbirth process at home with a TBA PC4. Counsel women opting for childbirth with a TBA PC5. Obtain Clean childbirth kits for the TBA as required PC6. Counsel the TBA and the pregnant woman on precautions to be taken during childbirth at home PC7. Counsel the TBA and the pregnant woman on potential danger signs to be aware of during the childbirth process PC8. Counsel TBA and pregnant woman on referring in case of danger signs PC9. Keep contact with TBA to keep track of pregnancies PC10. Counsel TBA on being aware of potential female foeticide and identifying possible cases of sex determination
	<b>Knowledge and Understanding (K)</b>	
	<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. The vision and mission of the National Rural Health Mission KA2. Tasks and support expected from ASHAs under the national health plans KA3. The Health infrastructure available to the local community (the Primary/ Sub health centre, First referral unit, District hospital etc.) KA4. The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA KA5. The availability of Clean childbirth kits with the ANM/ Primary Health Centre and how to obtain these
	<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. The importance of care and hygiene during childbirth KB2. The requirements for medically safe and hygienic childbirth KB3. The provisions contained within a Dai delivery kit KB4. Precautions to be taken during childbirth at home KB5. Signs of distress or danger during childbirth at home KB6. How to refer mother or new-born in case of danger signs
<b>Skills (S)</b>		
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b> The user/ individual on the job needs to know and understand how to: SA1. Write at least one local/ official language used in the local community	



HSS/N8617

**Support the Traditional Birth Attendant**

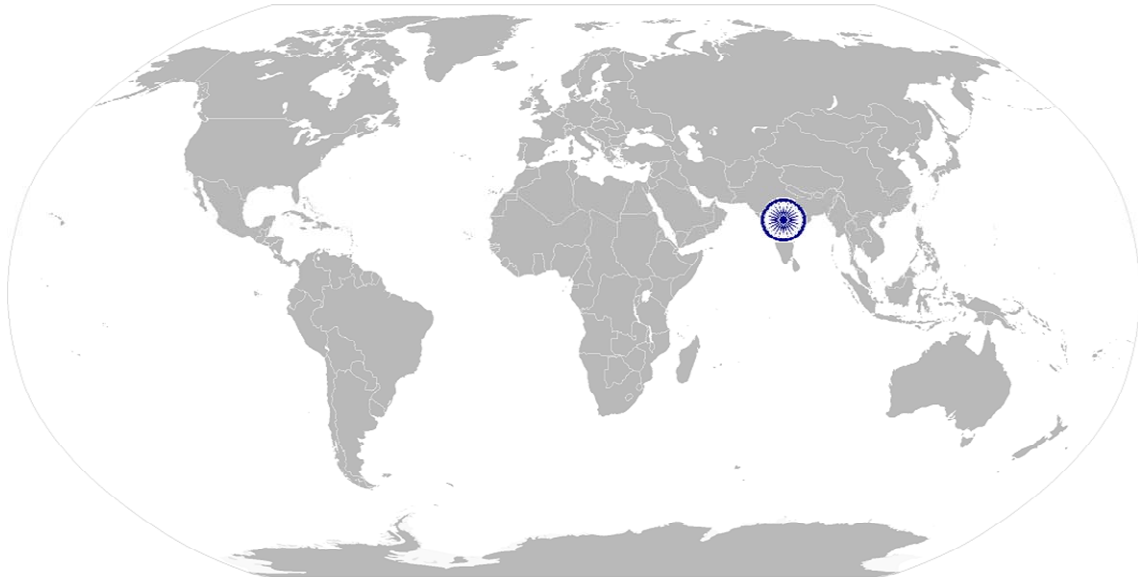
	<p>SA2. Write well enough to be classified as literate SA3. Record observations in the ASHA diary SA4. Record observations made during home visits SA5. Maintain records of births, deaths, and other health related statistics required of the ASHA</p> <p><b>Reading Skills</b></p> <p>The user/individual on the job needs to know and understand how to: SA6. Read well enough to be classified as literate SA7. Read records and registers to be maintained by ASHAs SA8. Read instructions and pamphlets provided as part of ASHA training SA9. Read communication material prepared for Behaviour Change Communication SA10. Read the village health plan prepared by the VHSNC SA11. Read ASHA manuals to remain updated</p>
	<p><b>Oral Communication (Listening and Speaking skills)</b></p> <p>The user/individual on the job needs to know and understand how to: SA12. Speak at least one local language SA13. Communicate effectively with all community members</p>
<b>B. Professional Skills</b>	<p><b>Decision Making</b></p> <p>The user/individual on the job needs to know and understand how to: SB1. Make decisions related to roles and responsibilities of the ASHA</p> <p><b>Plan and Organize</b></p> <p>The user/individual on the job needs to know and understand: SB2. How to plan their work to suit the needs of the community SB3. How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities</p> <p><b>Customer Centricity</b></p> <p>The user/individual on the job needs to know and understand how to: SB4. Put the needs of the community first SB5. Be responsive to problems stated by all community members SB6. Be available to guide, counsel and help local community members at all times SB7. Be patient and non-judgemental at all times</p> <p><b>Problem Solving</b></p> <p>The user/individual on the job needs to know and understand how to: SB8. Create work-around to overcome problems faced in carrying out roles and duties</p> <p><b>Analytical Thinking</b></p> <p>The user/individual on the job needs to know and understand how to: SB9. Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities</p> <p><b>Critical Thinking</b></p> <p>The user/individual on the job needs to know and understand how to: SB10. Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action</p>

HSS/N8617

Support the Traditional Birth Attendant

## NOS Version Control

<b>NOS Code</b>	<b>HSS/N8617</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>19/07/13</b>
<b>Occupation</b>	<b>Frontline Health Worker</b>	<b>Next review date</b>	<b>24/12/16</b>

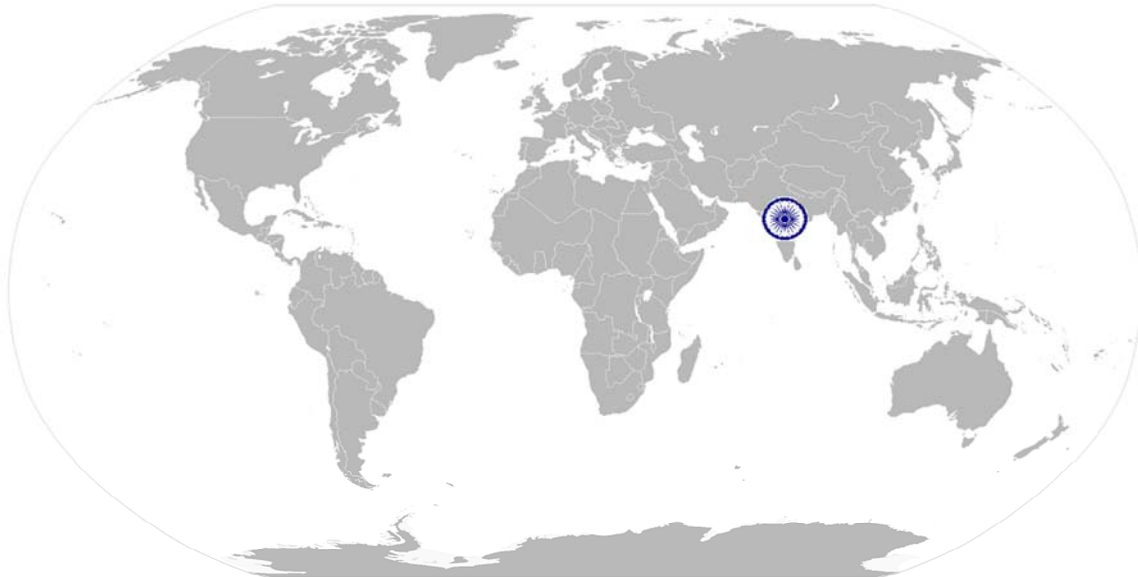


HSS/N8618

Support the Male Swasthya Karmi

---

# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of a Frontline Health Worker to support the Male Swasthya Karmi in his work.

HSS/N8618

## Support the Male Swasthya Karmi

National Occupational Standard	<b>Unit Code</b>	HSS/N8618
	<b>Unit Title (Task)</b>	Support the Male Swasthya Karmi
	<b>Description</b>	This OS unit is about supporting the Male Swasthya Karmi (or Male Multipurpose Worker) (MPW) in his work, especially in collection of samples for suspected cases of malaria
	<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Supporting the Male Swasthya Karmi in collecting samples for Malaria</li> <li>Supporting the MPW in any other work related to health</li> </ul>
	<b>Performance Criteria(PC) w.r.t. the Scope</b>	
	<b>Element</b>	<b>Performance Criteria</b>
		To be competent, the user/individual on the job must be able to: PC1. Explain the causes of malaria and precautions to be taken for its prevention PC2. Explain symptoms of malaria PC3. Identify possible cases of malaria before an outbreak PC4. Mobilise suspected cases of malaria to be tested by the MPW PC5. Inform the MPW of suspected cases of malaria PC6. Assist the MPW in collecting blood samples from suspected cases of malaria PC7. Inform the Primary Health Centre of suspected outbreaks of malaria
	<b>Knowledge and Understanding (K)</b>	
	<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. The vision and mission of the National Rural Health Mission KA2. Tasks and support expected from ASHAs under the national health plans KA3. The Health infrastructure available to the local community (the Primary/ Sub health centre, First referral unit, District hospital etc.) KA4. The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA
	<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. The causes of malaria and its prevention KB2. The symptoms of malaria KB3. The blood sample collection schedule for the MPW KB4. The process for collection of blood samples for suspected cases of malaria
<b>Skills (S)</b>		
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>	
	The user/ individual on the job needs to know and understand how to: SA1. Write at least one local/ official language used in the local community SA2. Write well enough to be classified as literate SA3. Record observations in the ASHA diary SA4. Record observations made during home visits SA5. Maintain records of births, deaths, and other health related statistics required of the ASHA	
	<b>Reading Skills</b>	
	The user/individual on the job needs to know and understand how to: SA6. Read well enough to be classified as literate SA7. Read records and registers to be maintained by ASHAs	

HSS/N8618

**Support the Male Swasthya Karmi**

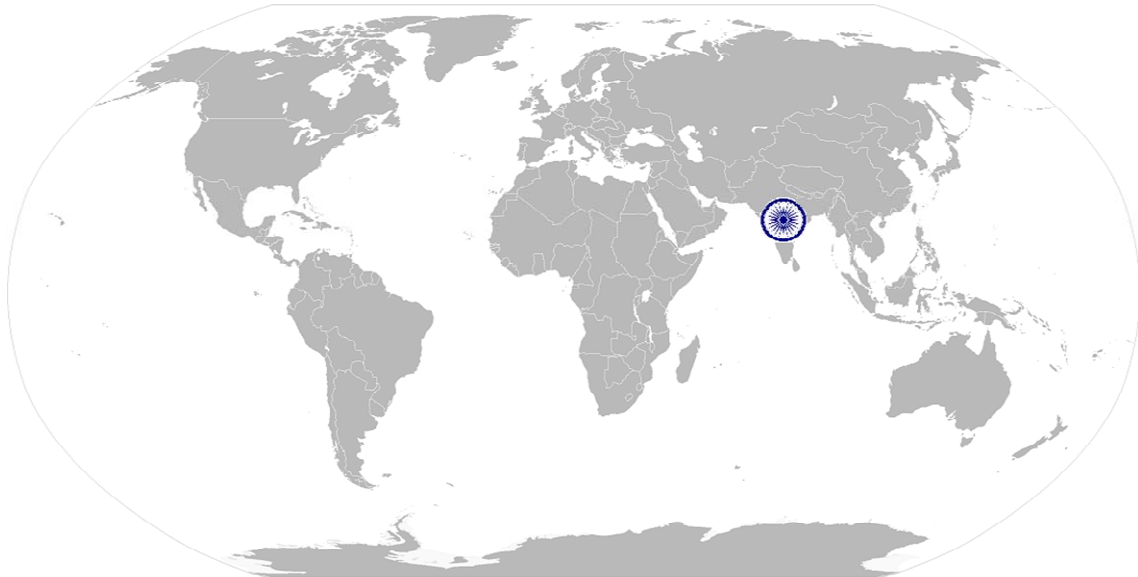
	<p>SA8. Read instructions and pamphlets provided as part of ASHA training</p> <p>SA9. Read communication material prepared for Behaviour Change Communication</p> <p>SA10. Read the village health plan prepared by the VHSNC</p> <p>SA11. Read ASHA manuals to remain updated</p>
	<p><b>Oral Communication (Listening and Speaking skills)</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SA12. Speak at least one local language</p> <p>SA13. Communicate effectively with all community members</p>
<b>B. Professional Skills</b>	<p><b>Decision Making</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Make decisions related to roles and responsibilities of the ASHA</p>
	<p><b>Plan and Organize</b></p> <p>The user/individual on the job needs to know and understand:</p> <p>SB2. How to plan their work to suit the needs of the community</p> <p>SB3. How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities</p>
	<p><b>Customer Centricity</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB4. Put the needs of the community first</p> <p>SB5. Be responsive to problems stated by all community members</p> <p>SB6. Be available to guide, counsel and help local community members at all times</p> <p>SB7. Be patient and non-judgemental at all times</p>
	<p><b>Problem Solving</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB8. Create work-around to overcome problems faced in carrying out roles and duties</p>
	<p><b>Analytical Thinking</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB9. Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities</p>
	<p><b>Critical Thinking</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB10. Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action</p>

HSS/N8618

Support the Male Swasthya Karmi

## NOS Version Control

<b>NOS Code</b>	<b>HSS/N8618</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>19/07/13</b>
<b>Occupation</b>	<b>Frontline Health Worker</b>	<b>Next review date</b>	<b>24/12/16</b>



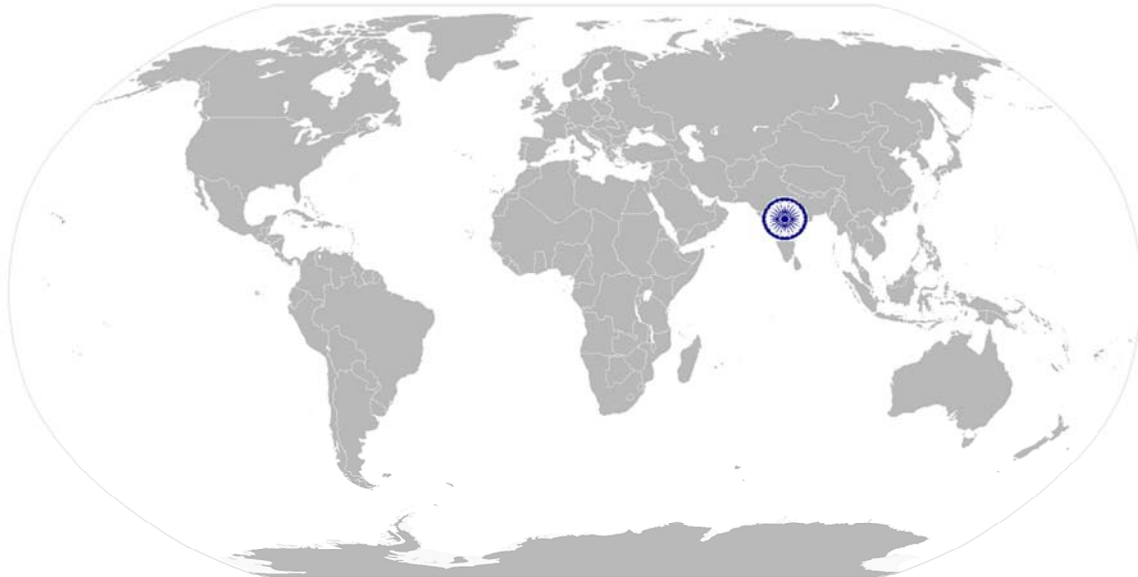


HSS/N8619

Maintain Records and Registration

---

# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of a Frontline Health Worker to maintain records and registrations.

HSS/N8619

Maintain Records and Registration

National Occupational Standard	<b>Unit Code</b>	HSS/N8619
	<b>Unit Title (Task)</b>	Maintain Records and Registration
	<b>Description</b>	This OS unit is about maintaining required records and registrations with the appropriate authorities
	<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Maintaining records of work done and observations</li> <li>Registering births, still births and deaths with the appropriate authorities in a timely manner</li> <li>Keeping track of incentive payments</li> </ul>
	<b>Performance Criteria(PC) w.r.t. the Scope</b>	
	<b>Element</b>	<b>Performance Criteria</b>
		To be competent, the user/individual on the job must be able to: PC1. Keep track of all births, still births and deaths in the village in the course of home visits and other daily work PC2. Register every birth/still birth with the gram Panchayat within 14 days PC3. Register every death with the Gram Panchayat in 7 days PC4. Keep a record of work done in ASHA register/diary PC5. Track incentive payments due for work done PC6. Claim incentive payments PC7. Keep a diary for noting experiences, difficulties and thoughts PC8. Tally records with those at the Anganwadi and Health sub-centre PC9. Keep minutes of the VHSNC meetings
	<b>Knowledge and Understanding (K)</b>	
	<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. The vision and mission of the National Rural Health Mission KA2. Tasks and support expected from ASHAs under the national health plans KA3. The Health infrastructure available to the local community (the Primary/ Sub health centre, First referral unit, District hospital etc.) KA4. The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA KA5. Records and registrations maintained by the ANM, AWW and health centres KA6. Record and registration authorities in the village KA7. Tasks for which incentive payments are due to ASHAs KA8. Procedures for claiming incentive payments
	<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. The records and registrations to be maintained KB2. The authorities with whom each record and registration has to be maintained KB3. How to register births, still births and deaths with the appropriate authorities KB4. The time period within which appropriate authorities must be informed of births, still births, deaths KB5. How to track incentives due KB6. How to claim incentive payments KB7. How to tally records with information maintained by the AWW, ANM and Health centre KB8. How to use mobile technology to transmit information in the form of text messages

HSS/N8619

Maintain Records and Registration

Skills (S)	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Write at least one local/ official language used in the local community SA2. Write well enough to be classified as literate SA3. Record observations in the ASHA diary SA4. Record observations made during home visits SA5. Maintain records of births, deaths, and other health related statistics required of the ASHA
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA6. Read well enough to be classified as literate SA7. Read records and registers to be maintained by ASHAs SA8. Read instructions and pamphlets provided as part of ASHA training SA9. Read communication material prepared for Behaviour Change Communication SA10. Read the village health plan prepared by the VHSNC SA11. Read ASHA manuals to remain updated
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA12. Speak at least one local language SA13. Communicate effectively with all community members SA14. How to utilise mobile technology
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions related to roles and responsibilities of the ASHA
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB2. How to plan their work to suit the needs of the community SB3. How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB4. Put the needs of the community first SB5. Be responsive to problems stated by all community members SB6. Be available to guide, counsel and help local community members at all times SB7. Be patient and non-judgemental at all times
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB8. Create work-around to overcome problems faced in carrying out roles and duties
	<b>Analytical Thinking</b>
The user/individual on the job needs to know and understand how to: SB9. Apply the technical and general knowledge gained from ASHA training	

HSS/N8619

**Maintain Records and Registration**

	manuals and courses to their everyday tasks and responsibilities
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB10. Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

**NOS Version Control**

NOS Code	HSS/N8619		
Credits (NSQF)	TBD	Version number	1.0
Industry	Health	Drafted on	12/05/13
Industry Sub-sector	Allied Health and Paramedics	Last reviewed on	19/07/13
Occupation	Frontline Health Worker	Next review date	24/12/16

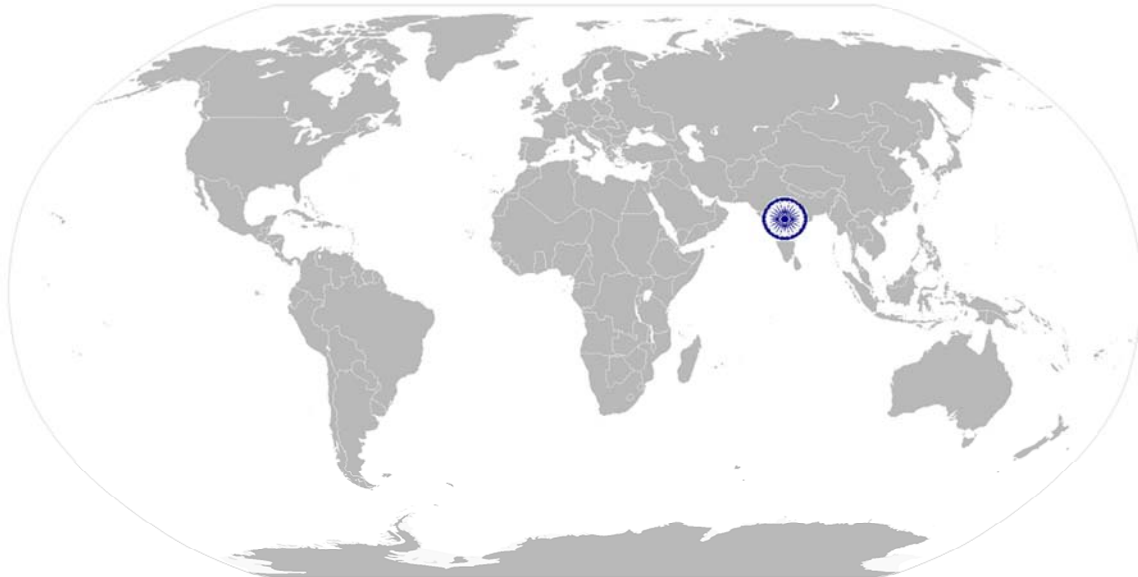


HSS/N8620

Inform Primary Health Centre of Disease Outbreaks

---

# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of a Frontline Health Worker to inform the Primary Health Centre of disease outbreaks

HSS/N8620

Inform Primary Health Centre of Disease Outbreaks

National Occupational Standard	<b>Unit Code</b>	HSS/N8620
	<b>Unit Title (Task)</b>	Inform Primary Health Centre of Disease Outbreaks
	<b>Description</b>	This OS unit is about keeping the Primary health centre informed of any unusual symptoms or disease outbreaks noticed in the village during home visits and daily work
	<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Observing unusual symptoms or disease outbreaks</li> <li>Informing the Primary Health Centre</li> </ul>
	<b>Performance Criteria(PC) w.r.t. the Scope</b>	
	<b>Element</b>	<b>Performance Criteria</b>
		To be competent, the user/individual on the job must be able to: PC1. Keep track of any unusual symptoms during the course of home visits and daily work PC2. Identify disease outbreaks PC3. Inform the Primary Health Centre of a suspected disease outbreak in a timely manner
	<b>Knowledge and Understanding (K)</b>	
	<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. The vision and mission of the National Rural Health Mission KA2. Tasks and support expected from ASHAs under the national health plans KA3. The Health infrastructure available to the local community (the Primary/ Sub health centre, First referral unit, District hospital etc.) KA4. The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA
	<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. Symptoms of common diseases including vector borne diseases KB2. How to identify unusual symptoms KB3. How to identify a disease outbreak KB4. When to inform the Primary Health Centre of a suspected disease outbreak KB5. How to inform the Primary Health Centre of a suspected disease outbreak
<b>Skills (S)</b>		
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>	
	The user/ individual on the job needs to know and understand how to: SA1. Write at least one local/ official language used in the local community SA2. Write well enough to be classified as literate SA3. Record observations in the ASHA diary SA4. Record observations made during home visits SA5. Maintain records of births, deaths, and other health related statistics required of the ASHA	
	<b>Reading Skills</b>	
	The user/individual on the job needs to know and understand how to: SA6. Read well enough to be classified as literate SA7. Read records and registers to be maintained by ASHAs SA8. Read instructions and pamphlets provided as part of ASHA training	



HSS/N8620

**Inform Primary Health Centre of Disease Outbreaks**

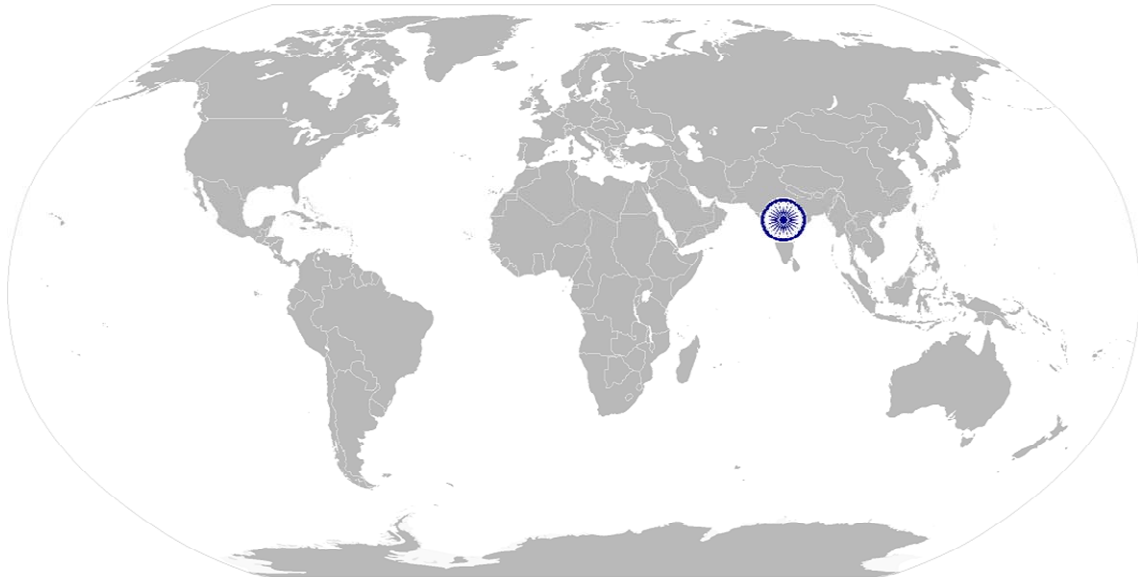
	SA9. Read communication material prepared for Behaviour Change Communication SA10. Read the village health plan prepared by the VHSNC SA11. Read ASHA manuals to remain updated
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA12. Speak at least one local language SA13. Communicate effectively with all community members
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions related to roles and responsibilities of the ASHA
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB2. How to plan their work to suit the needs of the community SB3. How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB4. Put the needs of the community first SB5. Be responsive to problems stated by all community members SB6. Be available to guide, counsel and help local community members at all times SB7. Be patient and non-judgemental at all times
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB8. Create work-around to overcome problems faced in carrying out roles and duties
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB9. Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB10. Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

HSS/N8620

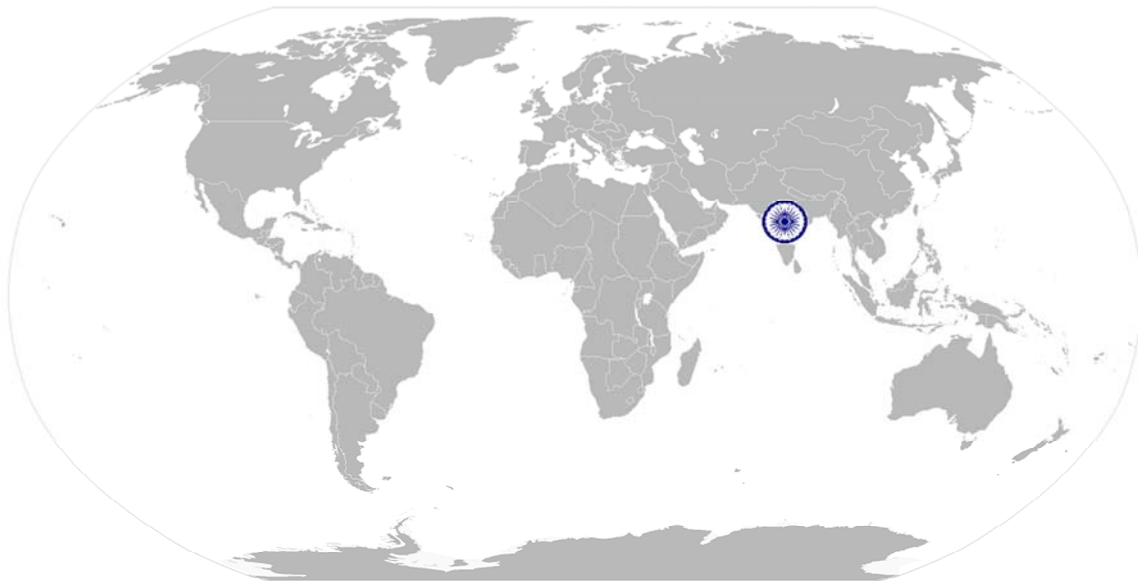
Inform Primary Health Centre of Disease Outbreaks

## NOS Version Control

<b>NOS Code</b>	<b>HSS/N8620</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>19/07/13</b>
<b>Occupation</b>	<b>Frontline Health Worker</b>	<b>Next review date</b>	<b>24/12/16</b>



# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of an Allied Health Professional to collate and communicate health related information.

HSS/N9601

Collate and Communicate Health Information

National Occupational Standard

<b>Unit Code</b>	HSS/N9601
<b>Unit Title (Task)</b>	Collate and Communicate Health Information
<b>Description</b>	This OS unit is about collating and communicating health information to community members, their family or others in response to queries or as part of health advice and Counselling. This OS unit applies to all allied health professionals required to communicate health related information to patients, individuals, families and others
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Communicating with individuals, patients, their family and others about health issues</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Communicating with individuals, patients, their family and others about health issues</b>	To be competent, the user/individual on the job must be able to: PC1. Respond to queries and information needs of all individuals PC2. Communicate effectively with all individuals regardless of age, caste, gender, community or other characteristics PC3. Communicate with individuals at a pace and level fitting their understanding, without using terminology unfamiliar to them PC4. Utilise all training and information at one's disposal to provide relevant information to the individual PC5. Confirm that the needs of the individual have been met PC6. Adhere to guidelines provided by one's organisation or regulatory body relating to confidentiality PC7. Respect the individual's need for privacy PC8. Maintain any records required at the end of the interaction
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. Guidelines on communicating with individuals KA2. Guidelines on maintaining confidentiality and respecting need for privacy KA3. Guidelines of the organisation/ health provider on communicating with individuals and patients
<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. How to communicate effectively KB2. When to ask for assistance when situations are beyond one's competence and authority KB3. How to maintain confidentiality and to respect an individual's need for privacy KB4. How to ensure that all information provided to individuals is from reliable sources KB5. How to handle stressful or risky situations when communicating with individuals KB6. Difficulties that can occur when communicating with individuals and family members in stressful situations and how to manage these KB5. Disclosure of any information to unauthorized persons would subject to disciplinary action and possible termination
<b>Skills (S)</b>	

HSS/N9601

Collate and Communicate Health Information

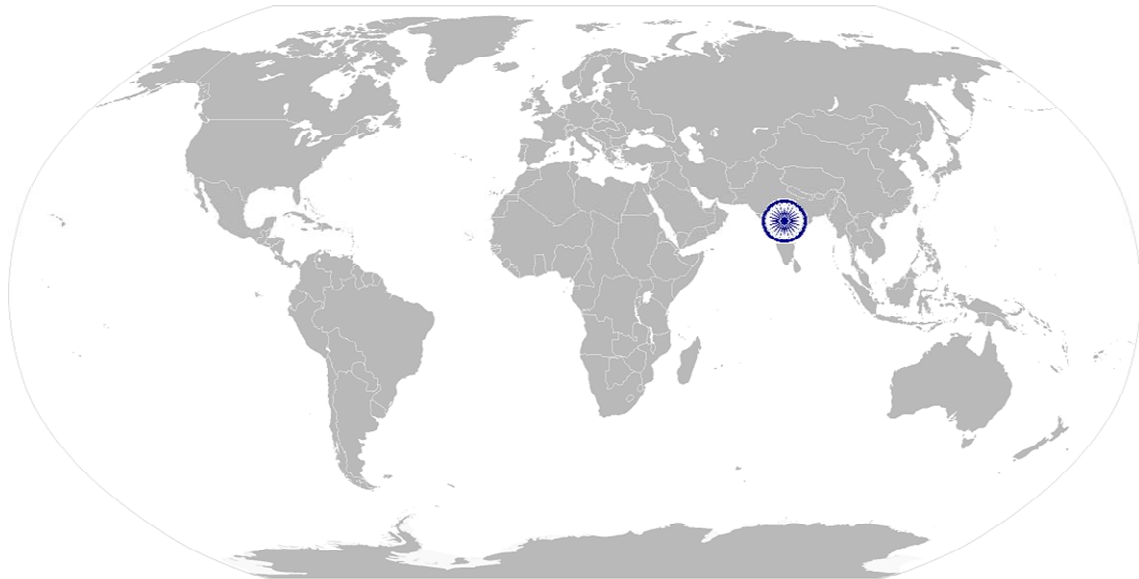
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Write at least one local/ official language used in the local community SA2. Maintain any records required after the interaction
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA3. Read instructions and pamphlets provided as part of training
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA4. Speak at least one local language SA5. Communicate effectively with all individuals
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions on information to be communicated based on needs of the individual and various regulations and guidelines
	<b>Plan and Organize</b>
	Not applicable
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB2. Be responsive to problems of the individuals SB3. Be available to guide, counsel and help individuals when required SB4. Be patient and non-judgemental at all times
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB5. Create work-around to overcome problems faced in carrying out roles and duties
	<b>Analytical Thinking</b>
	Not applicable
<b>Critical Thinking</b>	
Not applicable	

HSS/N9601

Collate and Communicate Health Information

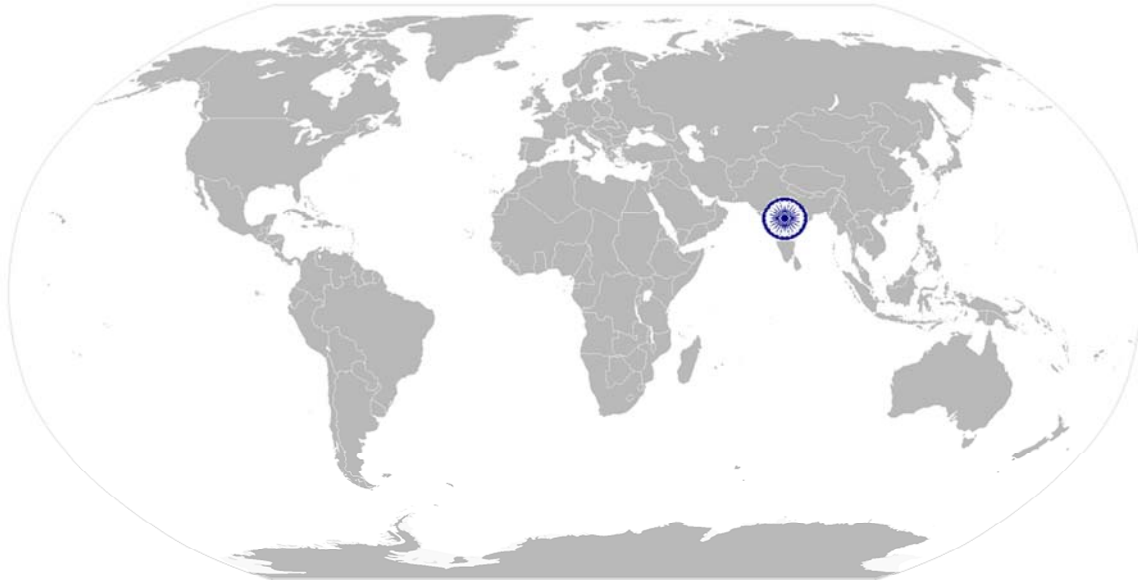
## NOS Version Control

NOS Code	HSS/N9601		
Credits (NSQF)	TBD	Version number	1.0
Industry	Health	Drafted on	12/05/13
Industry Sub-sector	Allied Health and Paramedics	Last reviewed on	24/07/13
Occupation		Next review date	24/12/16





# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of an allied health professional to ensure adequate availability of diagnostic kits, primary care medicines, treatment and other medical supplies at all times.

HSS/N9602

Ensure availability of medical and diagnostic supplies

National Occupational Standard

<b>Unit Code</b>	HSS/N9602
<b>Unit Title (Task)</b>	Ensure availability of medical and diagnostic supplies
<b>Description</b>	This OS unit is about ensuring availability of medical and diagnostic supplies to meet actual and anticipated demand. This OS unit is applicable to all allied health professionals required to maintain a supply of medical or diagnostic materials
<b>Scope</b>	This unit/task covers the following : <ul style="list-style-type: none"> <li>Anticipating demand and ensuring availability of adequate medical and diagnostic supplies</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
	To be competent, the user/individual on the job must be able to: PC1. Maintain adequate supplies of medical and diagnostic supplies PC2. Arrive at actual demand as accurately as possible PC3. Anticipate future demand based on internal, external and other contributing factors as accurately as possible PC4. Handle situations of stock-outs or unavailability of stocks without compromising health needs of patients/ individuals
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. Centres for restocking supplies KA2. Guidelines on anticipating demand for medical and diagnostic supplies KA3. Contents of all diagnostic and medical kits KA4. Guidelines on procurement and storage of medical and diagnostic kits
<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. How to arrive at actual demand for medical and diagnostic supplies KB2. How to anticipate demand KB3. How to maintain/ safely store existing supplies KB4. How to maintain records of available supplies KB5. How to request additional supplies
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Write at least one local/ official language used in the local community SA2. Write well enough to be classified as literate SA3. Record availability of supplies SA4. Provide written requests for additional supplies when required
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA5. Read well enough to be classified as literate SA6. Read records and registers for medical supplies SA7. Read instructions and pamphlets provided as part of training for ordering or

HSS/N9602

**Ensure availability of medical and diagnostic supplies**

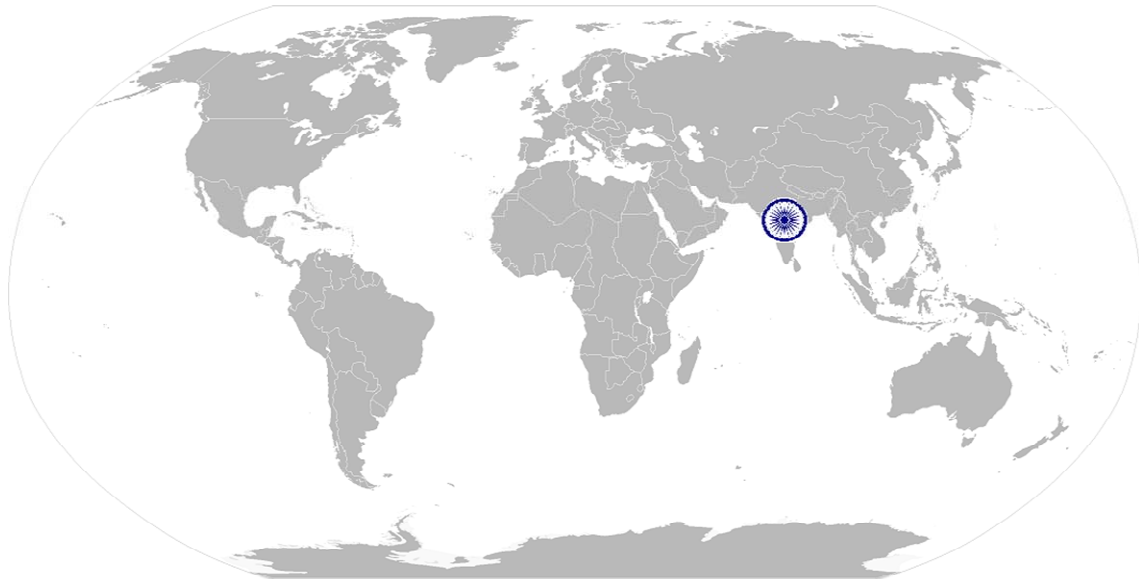
	maintaining
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA8. Speak at least one local language SA9. Communicate effectively to request additional supplies when required
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Decide on the level of anticipated demand SB2. Decide when to procure additional supplies SB3. Decide quantities of medical supplies to request
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand: SB4. How to plan availability of medical supplies SB5. How to place requests for supplies ahead of time in order to have adequate supplies at all times
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB6. Cater to the need of patients/ individuals for specific medical supplies
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB7. Handle non-availability of medical supplies or diagnostic kits when required
	<b>Analytical Thinking</b>
	Not applicable
<b>Critical Thinking</b>	
Not applicable	

**NOS Version Control**

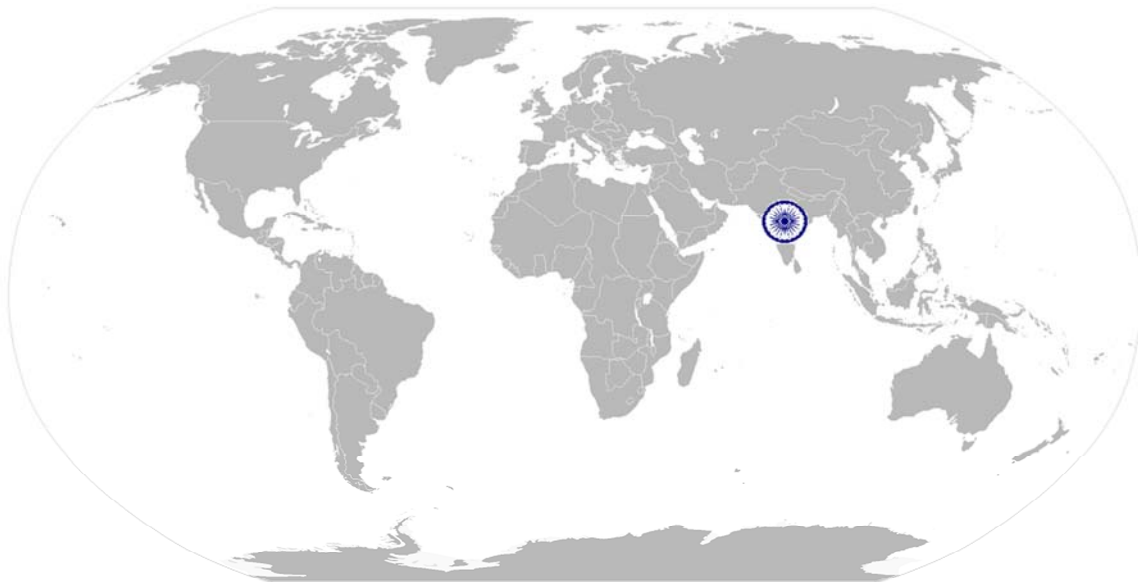
<b>NOS Code</b>	<b>HSS/N9602</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>24/07/13</b>
<b>Occupation</b>	<b>Cardiac Care Technician</b>	<b>Next review date</b>	<b>24/12/16</b>

HSS/N9602

Ensure availability of medical and diagnostic supplies



# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding, skills required of an Allied Health Professional to recognise the boundaries of the role and responsibilities and working within the level of competence in accordance with legislation, protocols and guidelines.

HSS/N9603

Act within the limits of one's competence and authority

National Occupational Standard

<b>Unit Code</b>	HSS/N9603
<b>Unit Title (Task)</b>	Act within the limits of one's competence and authority
<b>Description</b>	<p>This OS unit is about recognizing the boundaries of the role and responsibilities and working within the level of competence in accordance with legislation, protocols and guidelines</p> <p>This is applicable to all Allied Health Professionals working in an organised, regulated environment</p>
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Acting within the limit of one's competence and authority; <ul style="list-style-type: none"> <li>○ Knowing one's job role</li> <li>○ Knowing one's job responsibility</li> <li>○ Recognizing the job role and responsibilities of co workers</li> </ul> </li> </ul> <p>Reference: 'This National Occupational Standard is from the UK Skills for Health suite [SFHGEN63, Act within the limits of your competence and authority] It has been tailored to apply to healthcare in India and has been reproduced with their Permission'.</p>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Adhere to legislation, protocols and guidelines relevant to one's role and field of practice</p> <p>PC2. Work within organisational systems and requirements as appropriate to one's role</p> <p>PC3. Recognise the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority</p> <p>PC4. Maintain competence within one's role and field of practice</p> <p>PC5. Use relevant research based protocols and guidelines as evidence to inform one's practice</p> <p>PC6. Promote and demonstrate good practice as an individual and as a team member at all times</p> <p>PC7. Identify and manage potential and actual risks to the quality and safety of practice</p> <p>PC8. Evaluate and reflect on the quality of one's work and make continuing improvements</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. The relevant legislation, standards, policies, and procedures followed in the organization</p> <p>KA2. The medical procedures and functioning of required medical equipment</p> <p>KA3. Role and importance of assisting other healthcare providers in delivering care</p>



HSS/N9603

Act within the limits of one's competence and authority

<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. The boundaries of one's role and responsibilities and other team members          KB2. The reasons for working within the limits of one's competence and authority          KB3. The importance of personally promoting and demonstrating good practice          KB4. The legislation, protocols and guidelines effecting one's work          KB5. The organisational systems and requirements relevant to one's role          KB6. The sources of information that can be accessed to maintain an awareness of research and developments in one's area of work          KB7. The difference between direct and indirect supervision and autonomous practice, and which combination is most applicable in different circumstances          KB8. The risks to quality and safety arising from:</p> <ul style="list-style-type: none"> <li>○ Working outside the boundaries of competence and authority</li> <li>○ Not keeping up to date with best practice</li> <li>○ Poor communication</li> <li>○ Insufficient support</li> <li>○ Lack of resources</li> </ul> <p>KB9. The importance of individual or team compliance with legislation, protocols, and guidelines and organisational systems and requirements          KB10. How to Report and minimise risks          KB11. The principle of meeting the organisation's needs, and how this should enable one to recognise one's own limitations and when one should seek support from others          KB12. The processes by which improvements to protocols/guidelines and organisational systems/requirements should be reported          KB13. The procedure for accessing training, learning and development needs for oneself and/or others within one's organisation          KB14. The actions that can be taken to ensure a current, clear and accurate understanding of roles and responsibilities is maintained, and how this affects the way one work as an individual or part of a team</p>
<p><b>Skills (S)</b></p>	
<p><b>A. Core Skills/ Generic Skills</b></p>	<p><b>Writing Skills</b></p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Document reports, task lists, and schedules          SA2. Prepare status and progress reports          SA3. Record daily activities          SA4. Update other co-workers</p> <p><b>Reading Skills</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. Read about changes in legislations and organizational policies          SA6. Keep updated with the latest knowledge</p>
<p><b>Oral Communication (Listening and Speaking skills)</b></p>	

HSS/N9603

Act within the limits of one's competence and authority

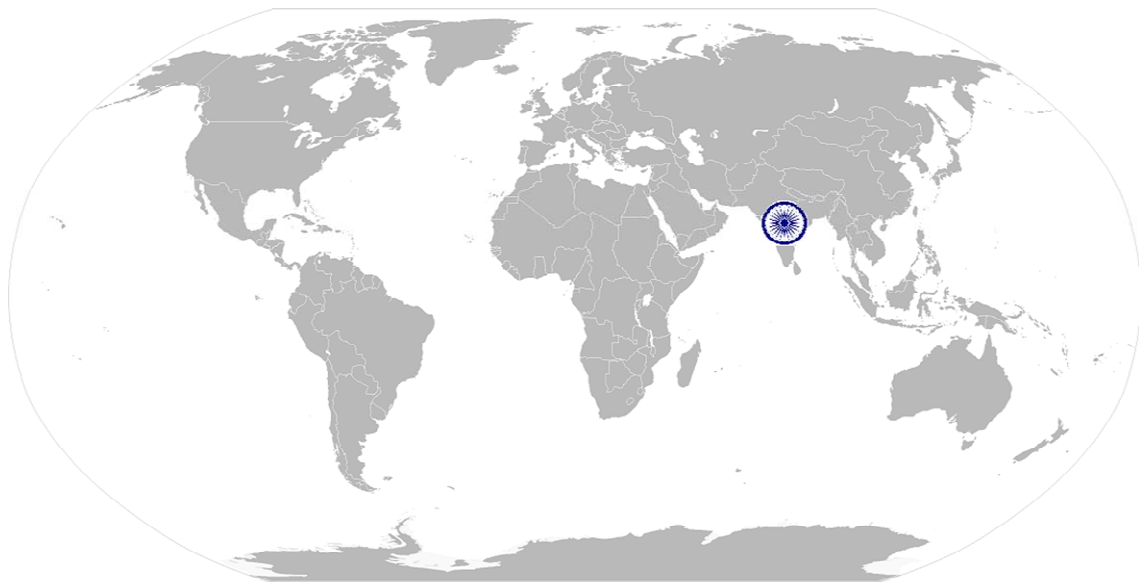
	The user/individual on the job needs to know and understand how to: SA7. Discuss task lists, schedules, and work-loads with co-workers SA8. Give clear instructions to patients and co-workers SA9. Keep patient informed about progress SA10. Avoid using jargon, slang or acronyms when communicating with a patient
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make decisions pertaining to the concerned area of work in relation to job role
	<b>Plan and Organize</b>
	Not applicable
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB2. Communicate effectively with patients and their family, physicians, and other members of the health care team SB3. Be responsive and listen empathetically to establish rapport in a way that promotes openness on issues of concern SB4. Be sensitive to potential cultural differences SB5. Maintain patient confidentiality SB6. Respect the rights of the patient(s)
	<b>Problem Solving</b>
	Not applicable
	<b>Analytical Thinking</b>
	Not applicable
<b>Critical Thinking</b>	
Not applicable	

HSS/N9603

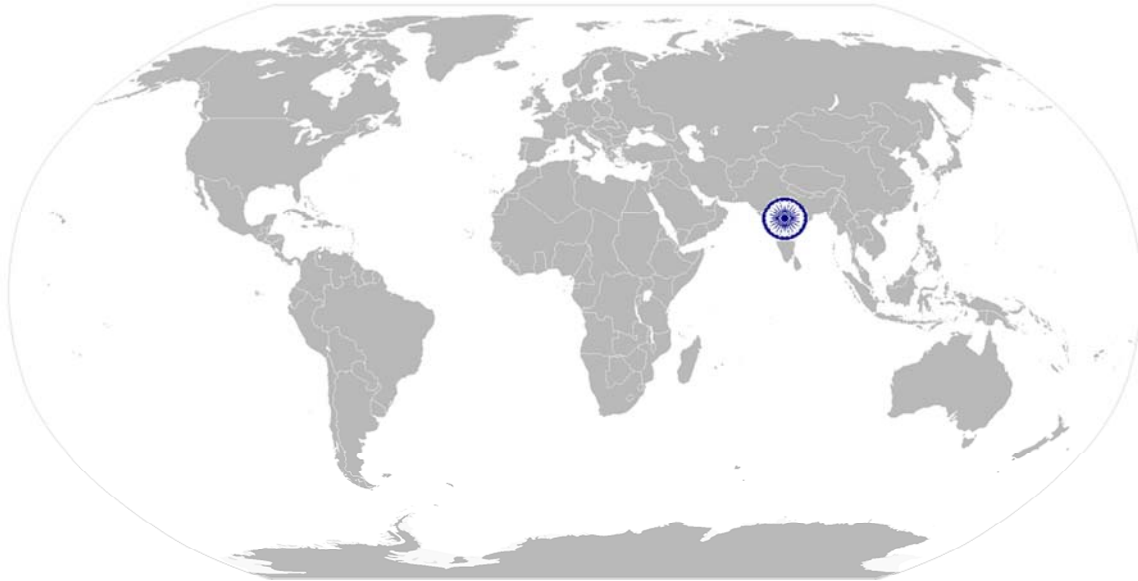
Act within the limits of one's competence and authority

## NOS Version Control

<b>NOS Code</b>	<b>HSS/N9603</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>24/07/13</b>
<b>Occupation</b>		<b>Next review date</b>	<b>24/12/16</b>



# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding, skills required of an Allied Health Professional to monitor the working environment, and making sure it meets health, safety and security requirements.

HSS/N9606

**Maintain a safe, healthy, and secure working environment**

National Occupational Standard

<b>Unit Code</b>	HSS/N9606
<b>Unit Title (Task)</b>	<b>Maintain a safe, healthy, and secure working environment</b>
<b>Description</b>	This OS unit is about monitoring the working environment and ensuring a safe, healthy, secure and effective working conditions This OS unit applies to all Allied Health professionals working within an organised workplace
<b>Scope</b>	This unit covers the following: <ul style="list-style-type: none"> <li>• Complying the health, safety and security requirements and procedures for Workplace</li> <li>• Handling any hazardous situation with safely, competently and within the limits of authority</li> <li>• Reporting any hazardous situation and breach in procedures to ensure a safe, healthy, secure working environment</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
	To be competent, the user/ individual on the job must be able to: PC1. Identify individual responsibilities in relation to maintaining workplace health safety and security requirements PC2. Comply with health, safety and security procedures for the workplace PC3. Report any identified breaches in health, safety, and security procedures to the designated person PC4. Identify potential hazards and breaches of safe work practices PC5. Correct any hazards that individual can deal with safely, competently and within the limits of authority PC6. Promptly and accurately report the hazards that individual is not allowed to deal with, to the relevant person and warn other people who may get affected PC7. Follow the organisation’s emergency procedures promptly, calmly, and efficiently PC8. Identify and recommend opportunities for improving health, safety, and security to the designated person PC9. Complete any health and safety records legibly and accurately
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	To be competent, the user/ individual on the job needs to know and understand: KA1. The importance of health, safety, and security in the workplace KA2. The basic requirements of the health and safety and other legislations and regulations that apply to the workplace KA3. The person(s) responsible for maintaining healthy, safe, and secure workplace KA4. The relevant up-to-date information on health, safety, and security that applies to the workplace KA5. How to report the hazard KA6. The responsibilities of individual to maintain safe, healthy and secure workplace

HSS/N9606

**Maintain a safe, healthy, and secure working environment**

<p><b>B. Technical Knowledge</b></p>	<p>To be competent, the user / individual on the job needs to know and understand:</p> <p>KB1. Requirements of health, safety and security in workplace</p> <p>KB2. How to create safety records and maintaining them</p> <p>KB3. The importance of being alert to health, safety, and security hazards in the work environment</p> <p>KB4. The common health, safety, and security hazards that affect people working in an administrative role</p> <p>KB5. How to identify health, safety, and security hazards</p> <p>KB6. The importance of warning others about hazards and how to do so until the hazard is dealt with</p>
<p><b>Skills (S)</b></p>	
<p><b>A. Core Skills/ Generic Skills</b></p>	<p><b>Writing Skills</b></p> <p>To be competent, the user/ individual on the job needs to know and understand how to:</p> <p>SA1. Report and record incidents</p> <p><b>Reading Skills</b></p> <p>To be competent, the user/ individual on the job needs to know and understand how to:</p> <p>SA2. Read and understand company policies and procedures</p>
	<p><b>Oral Communication (Listening and Speaking skills)</b></p> <p>To be competent, the user/ individual on the job needs to know and understand how to:</p> <p>SA3. Clearly report hazards and incidents with the appropriate level of urgency</p>
<p><b>B. Professional Skills</b></p>	<p><b>Decision Making</b></p> <p>To be competent, the user/ individual on the job needs to know and understand how to:</p> <p>SB1. Make decisions pertaining to the area of work</p> <p><b>Plan and Organize</b></p> <p>To be competent, the user / individual on the job needs to know and understand how to:</p> <p>SB2. Plan for safety of the work environment</p> <p><b>Customer Centricity</b></p> <p>To be competent, the user / individual on the job needs to know and understand:</p> <p>SB3. Communicate effectively with patients and their family, physicians, and other members of the health care team</p> <p>SB4. Be capable of being responsive, listen empathetically to establish rapport in a way that promotes openness on issues of concern</p> <p><b>Problem Solving</b></p> <p>To be competent, the user/ individual on the job needs to know and understand how to:</p> <p>SB8. Identify hazards, evaluate possible solutions and suggest effective solutions</p>



HSS/N9606

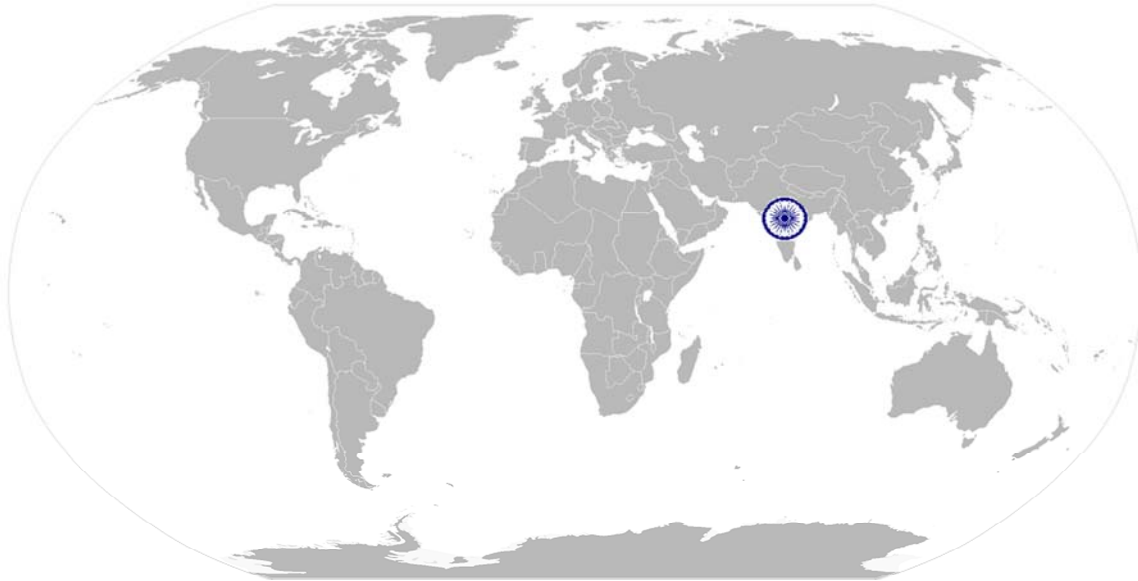
**Maintain a safe, healthy, and secure working environment**

	<b>Analytical Thinking</b>
	To be competent, the user needs to know and understand how to: SB9. Analyse the seriousness of hazards
	<b>Critical Thinking</b>
	To be competent, the user needs to know and understand how to: SB10. Analyse, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently

**NOS Version Control**

<b>NOS Code</b>	HSS/N9606		
<b>Credits (NSQF)</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Health	<b>Drafted on</b>	12/05/13
<b>Industry Sub-sector</b>	Allied Health and Paramedics	<b>Last reviewed on</b>	24/07/13
<b>Occupation</b>		<b>Next review date</b>	24/12/16

# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding and skills required of an Allied Health professional to manage biomedical waste

HSS/N9609

## Follow biomedical waste disposal protocols

National Occupational Standard

<b>Unit Code</b>	HSS/N9609
<b>Unit Title (Task)</b>	Follow biomedical waste disposal protocols
<b>Description</b>	This OS unit is about the safe handling and management of health care waste. This unit applies to all Allied Health professionals.
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>Classification of the Waste Generated, Segregation of Biomedical Waste ,Proper collection and storage of Waste</li> </ul> <p>Reference : 'The content of this National Occupational Standard is drawn from the UK Skills for Health NOS [SFHCHS212 Disposal of clinical and non-clinical waste within healthcare and SFHCHS213 Implement an audit trail for managing waste within healthcare ]'</p>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Follow the appropriate procedures, policies and protocols for the method of collection and containment level according to the waste type</p> <p>PC2. Apply appropriate health and safety measures and standard precautions for infection prevention and control and personal protective equipment relevant to the type and category of waste</p> <p>PC3. Segregate the waste material from work areas in line with current legislation and organisational requirements</p> <p>PC4. Segregation should happen at source with proper containment, by using different color coded bins for different categories of waste</p> <p>PC5. Check the accuracy of the labelling that identifies the type and content of waste</p> <p>PC6. Confirm suitability of containers for any required course of action appropriate to the type of waste disposal</p> <p>PC7. Check the waste has undergone the required processes to make it safe for transport and disposal</p> <p>PC8. Transport the waste to the disposal site, taking into consideration its associated risks</p> <p>PC9. Report and deal with spillages and contamination in accordance with current legislation and procedures</p> <p>PC10. Maintain full, accurate and legible records of information and store in correct location in line with current legislation, guidelines, local policies and protocols</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Basic requirements of the health and safety and other legislations and regulations that apply to the organization</p> <p>KA2. Person(s) responsible for health, safety, and security in the organization</p> <p>KA3. Relevant up-to-date information on health, safety, and security that applies to the organization</p> <p>KA4. Organization's emergency procedures and responsibilities for handling</p>

HSS/N9609

Follow biomedical waste disposal protocols

its processes)	hazardous situations
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. How to categorise waste according to national, local and organisational guidelines</p> <p>KB2. The appropriate approved disposal routes for waste</p> <p>KB3. The appropriate containment or dismantling requirements for waste and how to make the waste safe for disposal</p> <p>KB4. The importance to adhere to the organisational and national waste management principles and procedures</p> <p>KB5. The hazards and risks associated with the disposal and the importance of risk assessments and how to provide these</p> <p>KB6. The personal protective equipment required to manage the different types of waste generated by different work activities</p> <p>KB7. The importance of working in a safe manner when carrying out procedures for biomedical waste management in line with local and national policies and legislation</p> <p>KB8. The required actions and reporting procedures for any accidents, spillages and contamination involving waste</p> <p>KB9. The requirements of the relevant external agencies involved in the transport and receipt of your waste</p> <p>KB10. The importance of segregating different types of waste and how to do this</p> <p>KB11. The safe methods of storage and maintaining security of waste and the permitted accumulation times</p> <p>KB12. The methods for transporting and monitoring waste disposal and the appropriateness of each method to a given scenario</p> <p>KB13. How to report any problems or delays in waste collection and whereto seek advice and guidance</p> <p>KB14. The importance of the organisation monitoring and obtaining an assessment of the impact the waste has on the environment</p> <p>KB15. The current national legislation, guidelines, local policies and protocols which affect work practice</p> <p>KB16. The policies and guidance that clarify your scope of practice, accountabilities and the working relationship between yourself and others</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Report and record incidents
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA2. Read and understand company policies and procedures for managing biomedical waste
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA3. Report hazards and incidents clearly with the appropriate level of urgency
<b>B. Professional Skills</b>	<b>Decision Making</b>

**HSS/N9609**

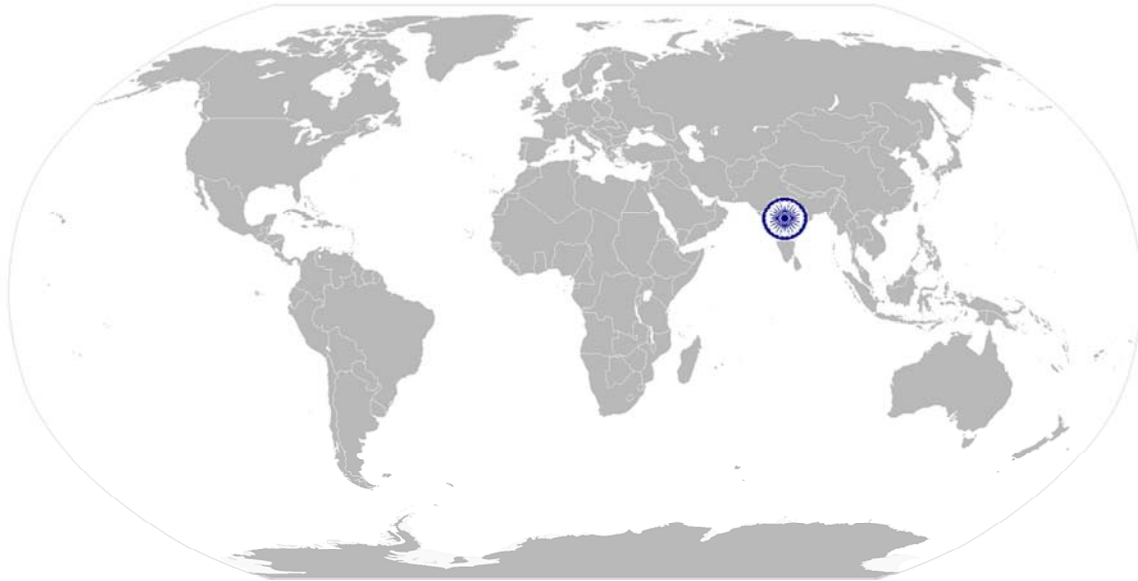
**Follow biomedical waste disposal protocols**

	The user/individual on the job needs to know and understand how to: SB1. Make decisions pertaining to the area of work SB2. Exhibit commitment to the organization and exert effort and perseverance
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand how to: SB3. Organize files and documents SB4. Plan for safety of the work environment SB5. Recommend and implement plan of action
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand: SB6. How to make exceptional effort to keep the environment and work place clean
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB7. Identify hazards and suggest effective solutions to identified problems of waste management
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB8. Analyse the seriousness of hazards and proper waste management
	<b>Critical Thinking</b>
The user/individual on the job needs to know and understand how to: SB9. Evaluate opportunities to improve health, safety and security SB10. Show understanding and empathy for others	

**NOS Version Control**

<b>NOS Code</b>	<b>HSS/N9609</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Health</b>	<b>Drafted on</b>	<b>12/05/13</b>
<b>Industry Sub-sector</b>	<b>Allied Health and Paramedics</b>	<b>Last reviewed on</b>	<b>24/07/13</b>
<b>Occupation</b>		<b>Next review date</b>	<b>24/12/16</b>

# National Occupational Standard



## Overview

This Occupational Standard describes the knowledge, understanding, skills required of an Allied Health professional to comply with infection control policies and procedures



HSS/N9610

Follow infection control policies and procedures

National Occupational Standard

<b>Unit Code</b>	HSS/N9610
<b>Unit Title (Task)</b>	Follow infection control policies and procedures
<b>Description</b>	This OS unit is about complying with infection control policies and procedures. It is applicable to workers who are responsible for workplace procedures to maintain Infection control. This unit applies to all Allied Health professionals.
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Complying with an effective infection control protocols that ensures the safety of the patient (or end-user of health-related products/services)</li> <li>Maintaining personal protection and preventing the transmission of infections from person to person</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Perform the standard precautions to prevent the spread of infection in accordance with organisation requirements</p> <p>PC2. Perform the additional precautions when standard precautions alone may not be sufficient to prevent transmission of infection</p> <p>PC3. Minimise contamination of materials, equipment and instruments by aerosols and splatter</p> <p>PC4. Identify infection risks and implement an appropriate response within own role and responsibility</p> <p>PC5. Document and report activities and tasks that put patients and/or other workers at risk</p> <p>PC6. Respond appropriately to situations that pose an infection risk in accordance with the policies and procedures of the organization</p> <p>PC7. Follow procedures for risk control and risk containment for specific risks</p> <p>PC8. Follow protocols for care following exposure to blood or other body fluids as required</p> <p>PC9. Place appropriate signs when and where appropriate</p> <p>PC10. Remove spills in accordance with the policies and procedures of the organization</p> <p>PC11. Maintain hand hygiene by washing hands before and after patient contact and/or after any activity likely to cause contamination</p> <p>PC12. Follow hand washing procedures</p> <p>PC13. Implement hand care procedures</p> <p>PC14. Cover cuts and abrasions with water-proof dressings and change as necessary</p> <p>PC15. Wear personal protective clothing and equipment that complies with Indian Standards, and is appropriate for the intended use</p> <p>PC16. Change protective clothing and gowns/aprons daily, more frequently if soiled and where appropriate, after each patient contact</p> <p>PC17. Demarcate and maintain clean and contaminated zones in all aspects of health care work</p> <p>PC18. Confine records, materials and medicaments to a well-designated clean zone</p>


HSS/N9610

Follow infection control policies and procedures

	<p>PC19. Confine contaminated instruments and equipment to a well-designated contaminated zone</p> <p>PC20. Wear appropriate personal protective clothing and equipment in accordance with occupational health and safety policies and procedures when handling waste</p> <p>PC21. Separate waste at the point where it has been generated and dispose of into waste containers that are colour coded and identified</p> <p>PC22. Store clinical or related waste in an area that is accessible only to authorised persons</p> <p>PC23. Handle, package, label, store, transport and dispose of waste appropriately to minimise potential for contact with the waste and to reduce the risk to the environment from accidental release</p> <p>PC24. Dispose of waste safely in accordance with policies and procedures of the organisation and legislative requirements</p> <p>PC25. Wear personal protective clothing and equipment during cleaning procedures</p> <p>PC26. Remove all dust, dirt and physical debris from work surfaces</p> <p>PC27. Clean all work surfaces with a neutral detergent and warm water solution before and after each session or when visibly soiled</p> <p>PC28. Decontaminate equipment requiring special processing in accordance with quality management systems to ensure full compliance with cleaning, disinfection and sterilisation protocols</p> <p>PC29. Dry all work surfaces before and after use</p> <p>PC30. Replace surface covers where applicable</p> <p>PC31. Maintain and store cleaning equipment</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. The organization’s infection control policies and procedures</p> <p>KA2. Organization requirements relating to immunization, where applicable</p> <p>KA3. Standard precautions</p> <p>KA4. Good personal hygiene practice including hand care</p>
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Additional precautions</p> <p>KB2. Aspects of infectious diseases including:</p> <ul style="list-style-type: none"> <li>- opportunistic organisms</li> <li>- pathogens</li> </ul> <p>KB3. Basic microbiology including:</p> <ul style="list-style-type: none"> <li>- bacteria and bacterial spores</li> <li>- fungi</li> <li>- viruses legislation</li> </ul> <p>KB8. The required actions and reporting procedures for any accidents, spillages and contamination involving waste</p> <p>KB9. The requirements of the relevant external agencies involved in the transport and receipt of your waste</p> <p>KB10. The importance of segregating different types of waste and how to do this</p>

HSS/N9610

Follow infection control policies and procedures

	<p>KB4. How to clean and sterile techniques</p> <p>KB5. The path of disease transmission:</p> <ul style="list-style-type: none"> <li>- paths of transmission including direct contact and penetrating injuries</li> <li>- risk of acquisition</li> <li>- sources of infecting microorganisms including persons who are carriers, in the incubation phase of the disease or those who are acutely ill</li> </ul> <p>KB6. Effective hand hygiene:</p> <ul style="list-style-type: none"> <li>- procedures for routine hand wash</li> <li>- procedures for surgical hand wash</li> <li>- when hands must be washed</li> </ul> <p>KB7. Good personal hygiene practice including hand care</p> <p>KB8. Identification and management of infectious risks in the workplace</p> <p>KB9. How to use personal protective equipment such as:</p> <ul style="list-style-type: none"> <li>- guidelines for glove use</li> <li>- guidelines for wearing gowns and waterproof aprons</li> <li>- guidelines for wearing masks as required</li> <li>- guidelines for wearing protective glasses</li> </ul> <p>KB10. Susceptible hosts including persons who are immune suppressed, have chronic diseases such as diabetes and the very young or very old</p> <p>KB11. Surface cleaning:</p> <ul style="list-style-type: none"> <li>- cleaning procedures at the start and end of the day</li> <li>- managing a blood or body fluid spill</li> <li>- routine surface cleaning</li> </ul> <p>KB12. Sharps handling and disposal techniques</p> <p>KB13. The following:</p> <ul style="list-style-type: none"> <li>- Follow infection control guidelines</li> <li>- Identify and respond to infection risks</li> <li>- Maintain personal hygiene</li> <li>- Use personal protective equipment</li> <li>- Limit contamination</li> <li>- Handle, package, label, store transport and dispose of clinical and other waste</li> <li>- Clean environmental surfaces</li> </ul> 
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to:
	SA1. Consistently apply hand washing, personal hygiene and personal protection protocols
	SA2. Consistently apply clean and sterile techniques
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to:
	SA4. Follow instructions as specified in the protocols
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to:
	SA5. Listen patiently
	SA6. Provide feedback (verbal and non-verbal) to encourage smooth flow of

HSS/N9610

Follow infection control policies and procedures

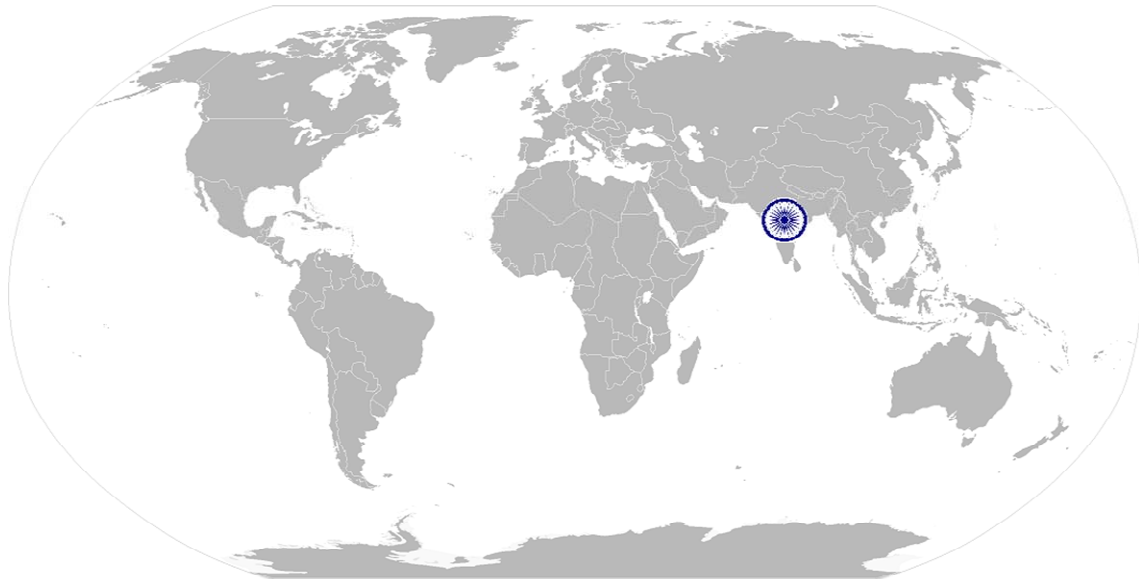
	information
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Take into account opportunities to address waste minimization, environmental responsibility and sustainable practice issues SB2. Apply additional precautions when standard precautions are not sufficient
	<b>Plan and Organize</b>
	The user/individual on the job needs to: SB3. Consistently ensure instruments used for invasive procedures are sterile at time of use (where appropriate) SB4. Consistently follow the procedure for washing and drying hands SB5. Consistently limit contamination SB6. Consistently maintain clean surfaces and manage blood and body fluid spills
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB7. Be a good listener and be sensitive to patient SB8. Avoid unwanted and unnecessary communication with patients SB9. Maintain eye contact and non-verbal communication
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB10. Communicate only facts and not opinions SB11. Give feedback when required
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB12. Coordinate required processes effectively
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB13. Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to belief and action SB14. Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

HSS/N9610

Follow infection control policies and procedures

## NOS Version Control

NOS Code	HSS/N9610		
Credits (NSQF)	TBD	Version number	1.0
Industry	Health	Drafted on	12/05/13
Industry Sub-sector	Allied Health and Paramedics	Last reviewed on	24/07/13
Occupation		Next review date	24/12/16



## CRITERIA FOR ASSESSMENT OF TRAINEES

<b><u>Job Role</u></b>	Frontline Health Worker
<b><u>Qualification Pack Code</u></b>	HSS/ Q 8601
<b><u>Sector Skill Council</u></b>	Healthcare Sector Skill Council

### 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 proportion of marks for Theory and Skills Practical for each PC
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria
5. To pass the Qualification Pack, every trainee should score as per assessment grid.
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

<b>Skills Practical and Viva (80% weightage)</b>	
	<b>Marks Allotted</b>
<b>Grand Total-1 (Subject Domain)</b>	<b>400</b>
<b>Grand Total-2 (Soft Skills and Communication)</b>	<b>100</b>
<b>Grand Total-(Skills Practical and Viva)</b>	<b>500</b>
<b>Passing Marks (80% of Max. Marks)</b>	<b>400</b>
<b>Theory (20% weightage)</b>	
	<b>Marks Allotted</b>
<b>Grand Total-1 (Subject Domain)</b>	<b>80</b>
<b>Grand Total-2 (Soft Skills and Communication)</b>	<b>20</b>
<b>Grand Total-(Theory)</b>	<b>100</b>
<b>Passing Marks (50% of Max. Marks)</b>	<b>50</b>
<b>Grand Total-(Skills Practical and Viva + Theory)</b>	<b>600</b>



Overall Result		Criteria is to pass in both theory and practical individually. If fail in any one of them, then candidate is fail			
Detailed Break Up of Marks		Skills Practical & Viva			
Subject Domain		Pick any 2 NOS each of 200 marks totaling 400			
Assessable Outcomes	Assessment Criteria for the Assessable Outcomes	Total Marks (400)	Out Of	Marks Allocation	
				Viva	Skills Practical
1. HSS/ N 8601: Assist the village health, sanitation and nutrition committee (VHSNC)	PC1. Ensure participation of all relevant stakeholders and communities in the village Health plan	200	20	10	10
	PC2. Prepare for the Village Health Plan by observing and prioritising health, nutrition and sanitation needs of the community		30	10	20
	PC3. Contribute effectively to the implementation of the Village Health Plan by observing and reviewing all incidence of diseases covered under national health programmes, all the programmes under NRHM, ICDS and TSC; maternal and child deaths and other health indicators for the village		20	10	10
	PC4. Ensure participation of VHSNC members in the Village health nutrition day		20	0	20
	PC5. Contribute to the Village Health Plan by undertaking the Household Health Survey of the village		30	10	20
	PC6. Support the VHSNC in utilisation of the untied Fund for the VHSNC and the sub-centre as per the Village Health Plan		40	10	30
	PC7. Support the VHSNC in submitting the Utilisation Certificates for the untied Fund		40	20	20
			200	70	130
2. HSS/ N 8602: Counsel women on contraception and prevention of common infections and RTI/STI	PC1. Advise women on proper hygiene and cleanliness related to sexual and reproductive health	200	10	5	5
	PC2. Disseminate information about prevention of RTIs/HIV/AIDS		10	8	2
	PC3. Dispel any rumours or misconceptions about contraceptives in villages		10	5	5
	PC4. Talk about benefits of family planning to couples, individuals and adolescents at different occasions		10	8	2

PC5. Counsel couples on delay of first pregnancy immediately after marriage	5	3	2
PC6. Ensure that every couple that needs contraceptive services is counselled on where to avail of the service	5	2	3
PC7. Ensure that there is no unmet need for spacing contraception among the population living Below the Poverty Line (BPL)	5	3	2
PC8. Promote male participation in family planning	5	3	2
PC9. Educate men and women on natural contraceptive methods	20	15	5
PC10. Counsel women about contraceptive methods including Copper-T 320	10	5	5
PC11. Explain the duration of protection and provide advice on professionals qualified to insert longer term contraceptives (like the Copper T)	20	15	5
PC12. Accompany women to the nearest health centre for putting in place longer term contraceptives (like Copper T)	5	2	3
PC13. Escort women to the ANM/ Medical Officer prior to usage of oral contraceptives	5	2	3
PC14. Provide oral contraceptives to women after visit to the ANM/ Medical officer	5	2	3
PC15. Help the ANM to contact women wanting to have a Copper-T insertion	5	2	3
PC16. Explain the benefits of sterilisation to couples having two children or wanting terminal method	20	15	5
PC17. Explain the advantages of vasectomy over tubectomy	20	18	2
PC18. Explain the procedures available for sterilisation (for men and women) and the time, cost and processes required for each	5	3	2
PC19. Find out the facilities where sterilisation services such as No-Scalpel Vasectomy and female sterilisation are available	5	1	4
PC20. Accompany men and women wishing to undergo sterilisation to a facility where these services are provided	5	3	2
PC21. Advise men and women undergoing sterilisation about monetary incentives offered by the state if any	5	3	2
PC22. Ensure there is no unmet need for contraception in the village	5	2	3
PC23. Ensure constant availability of contraceptives as part of social marketing	5	4	1

			200	129	71
3. HSS/ N 8603: Provide healthcare services to adolescents	PC1. Advise adolescents on the changes to expect as they enter puberty	200	30	20	10
	PC2. Counsel adolescent girls on changes to expect related to menstruation, especially Pre-menstrual syndrome		30	20	10
	PC3. Counsel adolescent girls and community members on myths related to menstruation		20	10	10
	PC4. Advise adolescent girls on proper hygiene and cleanliness related to menstruation		20	10	10
	PC5. Answer any questions adolescents may have on sexuality, puberty and health		40	25	15
	PC6. Disseminate information about prevention of RTIs/HIV/AIDS		20	10	10
	PC7. Organise meetings, sessions and advice forums		15	10	5
	PC8. Distribute sanitary napkins		15	10	5
	PC9. Ensure a constant supply of sanitary napkins		10	5	5
			200	120	80
4. HSS/ N 8604: Counsel women on nutritional and health needs of young children	PC1. Communicate essential messages for prevention of malnutrition	200	20	5	15
	PC2. Provide advice on feeding and on prevention of illness, and on access to health and nutrition services		30	10	20
	PC3. Counsel families to prevent malnutrition and to reverse malnutrition in children below five years		30	10	20
	PC4. Counsel families to send young children to the Anganwadi for supplementary nutrition and mothers for take-home rations		10	5	5
	PC5. Ensure that all families with children below the age of two years are counselled and supported for the prevention and management of malnutrition and anaemia and for prevention of illness such as malaria, recurrent diarrhoea and respiratory infection		40	20	20
	PC6. Ensure that the mother of every child below five years with Diarrhoea, Fever, Acute Respiratory Infection (ARI) and worms is counselled on whether referral is immediately required or whether first contact curative care should be provided at home with home remedies and drugs in the ASHA kit		40	20	20
	PC7. Ensure that Child malnutrition rates are reduced in the village		10	5	5
	PC8. Ensure that 100% of children with diarrhoea receive ORS		20	10	10
			170	85	115

5. HSS/ N 8605: Provide antenatal counselling	PC1. Ensure 100% of non-institutional deliveries have skilled assistance	<b>200</b>	20	5	15
	PC2. Ensure 100% of institutional deliveries		20	5	15
	PC3. Ensure all eligible institutional deliveries claim benefits under the Janani Suraksha Yojana		20	5	15
	PC4. Ensure every pregnant woman receives a Tetanus Toxoid (TT) vaccine and iron folic acid supplements		20	5	15
	PC5. Ensure every pregnant woman showing danger signs is referred to the ANM or appropriate health facility		20	5	15
	PC6. Ensure that every pregnant woman and her family receive health information for promotion of appropriate healthcare practices - diet, rest and increased use of services which focus on care in pregnancy, delivery, postnatal care and family planning services		20	5	15
	PC7. Ensure that every pregnant woman avails of antenatal care (at least 3 visits) and postnatal care at the monthly health worker clinic/Village Health and Nutrition Day		20	5	15
	PC8. Ensure that every family with a pregnant woman has made a plan and is prepared for the event of childbirth		20	5	15
	PC9. Counsel women on contraception after delivery		40	30	10
			100	70	130
6. HSS/ N 8606: Provide postnatal counselling	PC1. Ensure that all new-borns are registered with the Anganwadi and the Gram Panchayat	<b>200</b>	20	5	15
	PC2. Ensure that new mothers receive at least one medical check-up within two weeks of delivery		20	5	15
	PC3. Counsel new mothers to visit the ANM for minor complaints		30	10	20
	PC4. Assist ANMs in conducting postnatal clinic and screening women and children with danger signals		20	10	10
	PC5. Referral of post-natal women in case of danger signs		30	15	15
	PC6. Counsel women on exclusive breast-feeding for the new born		10	5	5
	PC7. Counsel new mothers on contraceptive needs (temporary/permanent) as required and help the women/family to get the same		20	15	5

	PC8. Ensure that both new mothers and infants receive supplementary nutrition available at the Anganwadi Centre •		20	15	5
	PC9. Counsel new mothers on use of contraception post delivery		30	25	5
			80	105	95
7. HSS/ N 8607: Counsel women on new-born care and immunisation	PC1. Ensure that all new-borns are registered with the Anganwadi and the Gram Panchayat	200	10	5	5
	PC2. Assist ANMs in conducting postnatal clinic and screening women and children with danger signals		20	5	15
	PC3. Counsel and support women on exclusive breast-feeding for the new-born		30	20	10
	PC4. Ensure that both new mothers and infants receive supplementary nutrition available at the Anganwadi Centre		10	5	5
	PC5. Ensure that all new-borns are weighed at appropriate times and families are counselled on the importance of this activity		10	5	5
	PC6. Ensure 100% immunisation of children in the 12-23 months age group		30	20	10
	PC7. Ensure that every new-born is visited as per the schedule, more often if there are problems and receives essential home-based care as well as appropriate referral for the sick new-born		10	5	5
	PC8. Ensure that every family receives the information and support it needs to access immunisation		20	15	5
	PC9. Help reduce the Infant Mortality Rate in the village through proper care and immediate referrals in case of illness		20	15	5
	PC10. Ensure that all new mothers obtain a Mother & Child Protection Card filled by the ANM/ AWW		10	5	5
	PC11. Ensure that every new-born showing danger signs is referred to the ANM or appropriate health facility		30	20	10
			200	120	80
8. HSS/ N 8608: Counsel women on childlessness and abortion related issues	PC1. Counsel women and families on infertility and refer to a medical facility	200	40	10	30
	PC2. Ensure that all pregnancies are registered with the Anganwadi within 12-16 weeks		20	10	10

	PC3. Educate families and the community about the dangers of unsafe abortion		20	10	10
	PC4. Escort women to approved centres for medical termination of pregnancy (MTP), if needed		20	10	10
	PC5. Counsel women on safe abortions and the time duration within which abortions can be performed safely		30	10	20
	PC6. Educate them about the need to use effective contraception after undergoing an abortion, so as to minimise the need for further abortions		30	20	10
	PC7. Prevent termination of pregnancy after identification of the sex of the foetus as female		40	30	10
			200	100	100
9. HSS/ N 8609: Provide primary care and counselling for infectious diseases	PC1. Ensure 100% of fever cases receive chloroquine within the first week in a malaria endemic area	200	10	5	5
	PC2. Help in increasing number of cases of Tuberculosis diagnosed correctly and early		10	5	5
	PC3. Help in increasing number of cases of leprosy diagnosed correctly and early		10	5	5
	PC4. Communicate key facts about malaria and its prevention to the community		20	15	5
	PC5. Make a blood smear and test using a rapid diagnostic test for malaria		20	5	15
	PC6. Manage fever in a young child		20	5	15
	PC7. Know when to suspect malaria, how and when to test, when to refer, when and what to treat		20	15	5
	PC8. Understand the manner of spread of Tuberculosis and methods of diagnosis		20	15	5
	PC9. Support treatment of Tuberculosis and follow-up with patients		10	5	5
	PC10. Understand the manner of spread of leprosy and methods of diagnosis		10	5	5
	PC11. Support treatment of leprosy and follow-up with patients		10	5	5
	PC12. Maintain adequate stocks of DOTS, chloroquine and other primary care medicines contained in the ASHA kit		10	5	5



	PC13. Maintain stocks of rapid diagnostic kits, especially in malaria endemic areas		10	5	5
	PC14. Ensure that those with fever which could be malaria (or kala – azar) have their blood tested to detect the disease and provide appropriate care/referral		10	5	5
	PC15. Ensure that village/ medical authorities are alerted in case of an outbreak of malaria, leprosy or TB		10	5	5
			200	105	95
10. HSS/ N 8610: Provide primary medical care for minor ailments and first aid for minor injuries	PC1. Provide first aid for wounds, animal bites and burns	<b>200</b>	50	20	30
	PC2. Refer serious cases requiring stiches, rabies shots and advanced burn treatment to the appropriate medical facility		50	30	20
	PC3. Provide primary care for coughs, colds, fever and diarrhoea		50	20	30
	PC4. Refer patients to the appropriate medical facility when required		50	30	20
			200	100	100
11. HSS/ N 8611: Undertake timely referrals and escort patients to a hospital where required	PC1. Diagnose common health problems including:a) Danger signs during pregnancy, b)Symptoms of chronic infectious diseases like TB, c)Symptoms of infectious diseases like Malaria, d)Danger signs in infants and small children	<b>200</b>	50	30	20
	PC2. Refer patients to the appropriate medical facility when required		20	10	10
	PC3. Escort patients to the appropriate medical facility when required		40	10	30
	PC4. Arrange for transportation to the nearest medical facility when escorting a patient		40	20	20
	PC5. Ensure display of referral transport details in prominent places		50	30	20
			200	100	100
12. HSS/ N 8612: Provide information on primary curative properties of common AYUSH medicines	PC1. Diagnose common ailments	<b>200</b>	100	50	50
	PC2. Provide information on AYUSH medicines for common ailments		100	50	50
			200	100	100
13. HSS/ N 8613: Promote construction of	PC1. Mobilise the community to construct household toilets in the village	<b>200</b>	50	30	20

household toilets under Total Sanitation Campaign	PC2. Reduce the incidence of open defecation in the village		50	30	20
	PC3. Conduct Information, Education and Communication (IEC) activities to promote sanitation		100	70	30
			200	130	70
14. HSS/ N 8614: Make home visits	PC1. Build a rapport with the community members, especially the women in the community	200	20	5	15
	PC2. Organise a home visit schedule to cover all homes in the community		20	10	10
	PC3. Mobilise pregnant women and new mothers to receive ante and postnatal care and supplementary nutrition		20	10	10
	PC4. Mobilise pregnant women to have institutional deliveries		30	20	10
	PC5. Mobilise parents to have their children immunised		20	10	10
	PC6. Mobilise community members with possibility of STIs/ RTIs, communicable diseases, chronic diseases or other ailments to have tests done or to take treatment		30	20	10
	PC7. Mobilise the community to adopt health and hygiene related precautions (e.g. disinfect stagnant pools of water, wash hands often etc.)		40	20	20
	PC8. Facilitate implementation of national health plans and schemes		20	15	5
			200	110	90
15. HSS/ N 8615: Support the Anganwadi Worker	PC1. Build a rapport with the community members, especially the women in the community	200	20	10	10
	PC2. Provide information on health related issues to women, adolescent girls and children		30	20	10
	PC3. Mobilise pregnant women to have antenatal check-ups and supplementary nutrition		15	5	10
	PC4. Mobilise pregnant women to have institutional deliveries		15	5	10
	PC5. Explain the importance of postnatal check-ups and supplementary nutrition		20	5	15
	PC6. Provide information on home remedies for minor ailments, burns, wounds and animal bites		20	5	15
	PC7. Explain the importance of immunisation		40	30	10

	PC8. Mobilise community members with possibility of STIs/ RTIs, communicable diseases, chronic diseases or other ailments to have tests done or to take treatment		20	10	10
	PC9. Mobilise the community to adopt health and hygiene related precautions (e.g. disinfect stagnant pools of water, wash hands often etc.)		20	10	10
			200	100	100
16. HSS/ N 8616: Support the Auxiliary Nurse Midwife	PC1. Build a rapport with the community members, especially the women in the community	200	20	5	15
	PC2. Mobilise pregnant women to have antenatal check-ups and supplementary nutrition		30	15	15
	PC3. Mobilise new mothers to have postnatal check-ups and supplementary nutrition		40	20	20
	PC4. Mobilise community members to seek medical attention from the ANM for ailments, burns, wounds and animal bites		30	15	15
	PC5. Explain the importance of immunisation and mobilise parents to have their children immunised		40	20	20
	PC6. Mobilise community members with possibility of STIs/ RTIs to have tests done by the ANM		20	10	10
	PC7. Mobilise young couples to approach the ANM for contraception		20	10	10
			200	95	105
17. HSS/ N 8617: Support the Traditional Birth Attendant	PC1. Explain the importance of a medically safe and hygienic childbirth process	200	20	5	15
	PC2. Explain the potential risks associated with childbirth at home		20	5	15
	PC3. Explain the essential requirements for a clean and safe childbirth process at home with a TBA		20	5	15
	PC4. Counsel women opting for childbirth with a TBA		20	5	5
	PC5. Obtain Clean childbirth kits for the TBA as required		20	5	15
	PC6. Counsel the TBA and the pregnant woman on precautions to be taken during childbirth at home		20	10	10
	PC7. Counsel the TBA and the pregnant woman on potential danger signs to be aware of during the childbirth process		20	10	10

	PC8. Counsel TBA and pregnant woman on referring in case of danger signs		20	10	10
	PC9. Keep contact with TBA to keep track of pregnancies		10	5	5
	PC10. Counsel TBA on being aware of potential female foeticide and identifying possible cases of sex determination		30	15	15
			200	60	100
18. HSS/ N 8618: Support the Male Swasthya Karmi	PC1. Explain the causes of malaria and precautions to be taken for its prevention	200	25	10	15
	PC2. Explain symptoms of malaria		25	10	15
	PC3. Identify possible cases of malaria before an outbreak		25	10	15
	PC4. Mobilise suspected cases of malaria to be tested by the MPW		30	20	10
	PC5. Inform the MPW of suspected cases of malaria		30	10	20
	PC6. Assist the MPW in collecting blood samples from suspected cases of malaria		40	20	20
	PC7. Inform the Primary Health Centre of suspected outbreaks of malaria		25	10	15
			200	90	110
19. HSS/ N 8619: Maintain Records and Registration	PC1. Keep track of all births, still births and deaths in the village in the course of home visits and other daily work	200	20	10	10
	PC2. Register every birth/still birth with the gram Panchayat within 14 days		20	10	10
	PC3. Register every death with the Gram Panchayat in 7 days		20	10	10
	PC4. Keep a record of work done in ASHA register/diary		20	5	15
	PC5. Track incentive payments due for work done		20	5	15
	PC6. Claim incentive payments		20	10	10
	PC7. Keep a diary for noting experiences, difficulties and thoughts		20	10	10
	PC8. Tally records with those at the Anganwadi and Health sub-centre		20	10	10
	PC9. Keep minutes of the VHSNC meetings		40	20	20
			200	90	110
20. HSS/ N 8620: Inform Primary Health Centre of Disease Outbreaks	PC1. Keep track of any unusual symptoms during the course of home visits and daily work	200	50	20	30
	PC2. Identify disease outbreaks		100	50	50

	PC3. Inform the Primary Health Centre of a suspected disease outbreak in a timely manner		50	30	20
			200	100	100
21. HSS/ N 9610 (Follow infection control policies and procedures)	PC1. Perform the standard precautions to prevent the spread of infection in accordance with organisation requirements	200	5	0	5
	PC2. Perform the additional precautions when standard precautions alone may not be sufficient to prevent transmission of infection		5	0	5
	PC3. Minimise contamination of materials, equipment and instruments by aerosols and splatter		5	5	0
	PC4. Identify infection risks and implement an appropriate response within own role and responsibility		20	10	10
	PC5. Document and report activities and tasks that put patients and/or other workers at risk		5	0	5
	PC6. Respond appropriately to situations that pose an infection risk in accordance with the policies and procedures of the organization		5	0	5
	PC7. Follow procedures for risk control and risk containment for specific risks		10	0	10
	PC8. Follow protocols for care following exposure to blood or other body fluids as required		10	0	10
	PC9. Place appropriate signs when and where appropriate		20	10	10
	PC10. Remove spills in accordance with the policies and procedures of the organization		5	0	5
	PC11. Maintain hand hygiene by washing hands before and after patient contact and/or after any activity likely to cause contamination		5	0	5
	PC12. Follow hand washing procedures		5	0	5
	PC13. Implement hand care procedures		5	0	5
	PC14. Cover cuts and abrasions with water-proof dressings and change as necessary		5	5	0
	PC15. Wear personal protective clothing and equipment that complies with Indian Standards, and is appropriate for the intended use		5	0	5
	PC16. Change protective clothing and gowns/aprons daily, more frequently if soiled and where appropriate, after each patient contact		5	0	5

PC17. Demarcate and maintain clean and contaminated zones in all aspects of health care work			
PC18. Confine records, materials and medicaments to a well-designated clean zone	20	10	10
PC19. Confine contaminated instruments and equipment to a well-designated contaminated zone			
PC20. Wear appropriate personal protective clothing and equipment in accordance with occupational health and safety policies and procedures when handling waste	5	0	5
PC21. Separate waste at the point where it has been generated and dispose of into waste containers that are colour coded and identified	5	0	5
PC22. Store clinical or related waste in an area that is accessible only to authorised persons	5	5	0
PC23. Handle, package, label, store, transport and dispose of waste appropriately to minimise potential for contact with the waste and to reduce the risk to the environment from accidental release	5	0	5
PC24. Dispose of waste safely in accordance with policies and procedures of the organisation and legislative requirements	5	5	0
PC25. Wear personal protective clothing and equipment during cleaning procedures	5	0	5
PC26. Remove all dust, dirt and physical debris from work surfaces	5	0	5
PC27. Clean all work surfaces with a neutral detergent and warm water solution before and after each session or when visibly soiled	5	0	5
PC28. Decontaminate equipment requiring special processing in accordance with quality management systems to ensure full compliance with cleaning, disinfection and sterilisation protocols	5	0	5
PC29. Dry all work surfaces before and after use	5	0	5
PC30. Replace surface covers where applicable	5	0	5
PC31. Maintain and store cleaning equipment	5	5	0
	200	55	145
<b>Grand Total-1 (Subject Domain)</b>	<b>400</b>		



Soft Skills and Communication		Pick part 1 or part 2 as per NOS of subject domain each carrying 50 marks totaling 100			
Assessable Outcomes	Assessment Criteria for the Assessable Outcomes	Total Marks (100)	Out Of	Marks Allocation	
				Viva	Observation/ Role Play
<b>Part 1 (Pick one field randomly carrying 50 marks)</b>					
<b>1. Attitude</b>					
HSS/ N 9603 (Act within the limits of one's competence and authority)	PC1. Adhere to legislation, protocols and guidelines relevant to one's role and field of practice	<b>50</b>	4	0	4
	PC2. Work within organisational systems and requirements as appropriate to one's role		4	0	4
	PC3. Recognise the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority		16	8	8
	PC4. Maintain competence within one's role and field of practice		4	0	4
	PC5. Use relevant research based protocols and guidelines as evidence to inform one's practice		8	4	4
	PC6. Promote and demonstrate good practice as an individual and as a team member at all times		6	4	2
	PC7. Identify and manage potential and actual risks to the quality and safety of practice		4	2	2
	PC8. Evaluate and reflect on the quality of one's work and make continuing improvements		4	2	2
	<b>Attitude Total</b>			<b>50</b>	<b>20</b>
<b>2. Work Management</b>					
HSS/ N 9602 (Ensure availability of medical and diagnostic supplies)	PC1. Maintain adequate supplies of medical and diagnostic supplies	<b>50</b>	10	5	5
	PC2. Arrive at actual demand as accurately as possible		10	5	5
	PC3. Anticipate future demand based on internal, external and other contributing factors as accurately as possible		20	10	10

	PC4. Handle situations of stock-outs or unavailability of stocks without compromising health needs of patients/ individuals		10	5	5
			50	25	25
<b>Work Management Total</b>		<b>50</b>			
<b>3. Attiquete</b>					
HSS/ N 9601 (Collate and Communicate Health Information)	PC1. Respond to queries and information needs of all individuals	<b>50</b>	4	4	0
	PC2. Communicate effectively with all individuals regardless of age, caste, gender, community or other characteristics		10	0	10
	PC3. Communicate with individuals at a pace and level fitting their understanding, without using terminology unfamiliar to them		10	0	10
	PC4. Utilise all training and information at one's disposal to provide relevant information to the individual		10	10	0
	PC5. Confirm that the needs of the individual have been met		4	4	0
	PC6. Adhere to guidelines provided by one's organisation or regulatory body relating to confidentiality		4	4	0
	PC7. Respect the individual's need for privacy		4	4	0
	PC8. Maintain any records required at the end of the interaction		4	4	0
				50	30
<b>Work Management Total</b>		<b>50</b>	50	30	20
<b>Part 2 (Pick one field as per NOS marked carrying 50 marks)</b>					
<b>1. Safety management</b>					
HSS/ N 9606 (Maintain a safe, healthy, and secure working environment)	PC1. Identify individual responsibilities in relation to maintaining workplace health safety and security requirements	<b>50</b>	6	2	4
	PC2. Comply with health, safety and security procedures for the workplace		4	0	4
	PC3. Report any identified breaches in health, safety, and security procedures to the designated person		4	3	1
	PC4. Identify potential hazards and breaches of safe work practices		6	4	2
	PC5. Correct any hazards that individual can deal with safely, competently and within the limits of authority		6	4	2

	PC6. Promptly and accurately report the hazards that individual is not allowed to deal with, to the relevant person and warn other people who may get affected		6	4	2
	PC7. Follow the organisation’s emergency procedures promptly, calmly, and efficiently		6	2	4
	PC8. Identify and recommend opportunities for improving health, safety, and security to the designated person		6	4	2
	PC9. Complete any health and safety records legibly and accurately		6	2	4
			50	25	25
<b>2. Waste Management</b>					
HSS/ N 9609 (Follow biomedical waste disposal protocols)	PC1. Follow the appropriate procedures, policies and protocols for the method of collection and containment level according to the waste type	50	6	2	4
	PC2. Apply appropriate health and safety measures and standard precautions for infection prevention and control and personal protective equipment relevant to the type and category of waste		8	4	4
	PC3. Segregate the waste material from work areas in line with current legislation and organisational requirements		4	0	4
	PC4. Segregation should happen at source with proper containment, by using different colour coded bins for different categories of waste		8	4	4
	PC5. Check the accuracy of the labelling that identifies the type and content of waste		4	2	2
	PC6. Confirm suitability of containers for any required course of action appropriate to the type of waste disposal		4	4	0
	PC7. Check the waste has undergone the required processes to make it safe for transport and disposal		4	4	0
	PC8. Transport the waste to the disposal site, taking into consideration its associated risks		4	4	0
	PC9. Report and deal with spillages and contamination in accordance with current legislation and procedures		4	4	0

	PC10. Maintain full, accurate and legible records of information and store in correct location in line with current legislation, guidelines, local policies and protocols		4	4	0
			50	32	18
<b>Grand Total-2 (Soft Skills and Communication)</b>			<b>100</b>		
<b>Detailed Break Up of Marks</b>			<b>Theory</b>		
<b>Subject Domain</b>			<b>Select each NOS each carrying different marks totalling 80</b>		
<b>National Occupational Standards (NOS)</b>	<b>Performance Criteria (PC)</b>	<b>Total Marks (80)</b>	<b>Out Of</b>	<b>Marks Allocation</b>	
				<b>THEORY</b>	
1. HSS/ N 8601: Assist the village health, sanitation and nutrition committee (VHSNC)	PC1. Ensure participation of all relevant stakeholders and communities in the village Health plan	<b>6</b>	<b>6</b>	<b>0</b>	<b>0</b>
	PC2. Prepare for the Village Health Plan by observing and prioritising health, nutrition and sanitation needs of the community				
	PC3. Contribute effectively to the implementation of the Village Health Plan by observing and reviewing all incidence of diseases covered under national health programmes, all the programmes under NRHM, ICDS and TSC; maternal and child deaths and other health indicators for the village				
	PC4. Ensure participation of VHSNC members in the Village health nutrition day				
	PC5. Contribute to the Village Health Plan by undertaking the Household Health Survey of the village				
	PC6. Support the VHSNC in utilisation of the untied Fund for the VHSNC and the sub-centre as per the Village Health Plan				
	PC7. Support the VHSNC in submitting the Utilisation Certificates for the untied Fund				
			<b>6</b>	<b>0</b>	<b>0</b>
HSS/ N 8602: Counsel women on contraception and prevention of common infections and RTI/STI	PC1. Advise women on proper hygiene and cleanliness related to sexual and reproductive health	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>
	PC2. Disseminate information about prevention of RTIs/HIV/AIDS				

PC3. Dispel any rumours or misconceptions about contraceptives in villages		
PC4. Talk about benefits of family planning to couples, individuals and adolescents at different occasions		
PC5. Counsel couples on delay of first pregnancy immediately after marriage		
PC6. Ensure that every couple that needs contraceptive services is counselled on where to avail of the service		
PC7. Ensure that there is no unmet need for spacing contraception among the population living Below the Poverty Line (BPL)		
PC8. Promote male participation in family planning		
PC9. Educate men and women on natural contraceptive methods		
PC10. Counsel women about contraceptive methods including Copper-T 320		
PC11. Explain the duration of protection and provide advice on professionals qualified to insert longer term contraceptives (like the Copper T)		
PC12. Accompany women to the nearest health centre for putting in place longer term contraceptives (like Copper T)		
PC13. Escort women to the ANM/ Medical Officer prior to usage of oral contraceptives		
PC14. Provide oral contraceptives to women after visit to the ANM/ Medical officer		
PC15. Help the ANM to contact women wanting to have a Copper-T insertion		
PC16. Explain the benefits of sterilisation to couples having two children or wanting terminal method		
PC17. Explain the advantages of vasectomy over tubectomy		
PC18. Explain the procedures available for sterilisation (for men and women) and the time, cost and processes required for each		
PC19. Find out the facilities where sterilisation services such as No-Scalpel Vasectomy and female sterilisation are available		
PC20. Accompany men and women wishing to undergo sterilisation to a facility where these services are provided		

	PC21. Advise men and women undergoing sterilisation about monetary incentives offered by the state if any				
	PC22. Ensure there is no unmet need for contraception in the village				
	PC23. Ensure constant availability of contraceptives as part of social marketing				
			4	0	0
HSS/ N 8603: Provide healthcare services to adolescents	PC1. Advise adolescents on the changes to expect as they enter puberty	2	2		
	PC2. Counsel adolescent girls on changes to expect related to menstruation, especially Pre-menstrual syndrome				
	PC3. Counsel adolescent girls and community members on myths related to menstruation				
	PC4. Advise adolescent girls on proper hygiene and cleanliness related to menstruation				
	PC5. Answer any questions adolescents may have on sexuality, puberty and health				
	PC6. Disseminate information about prevention of RTIs/HIV/AIDS				
	PC7. Organise meetings, sessions and advice forums				
	PC8. Distribute sanitary napkins				
	PC9. Ensure a constant supply of sanitary napkins				
			2	0	0
HSS/ N 8604: Counsel women on nutritional and health needs of young children	PC1. Communicate essential messages for prevention of malnutrition	2	2		
	PC2. Provide advice on feeding and on prevention of illness, and on access to health and nutrition services				
	PC3. Counsel families to prevent malnutrition and to reverse malnutrition in children below five years				
	PC4. Counsel families to send young children to the Anganwadi for supplementary nutrition and mothers for take-home rations				



	<p>PC5. Ensure that all families with children below the age of two years are counselled and supported for the prevention and management of malnutrition and anaemia and for prevention of illness such as malaria, recurrent diarrhoea and respiratory infection</p> <p>PC6. Ensure that the mother of every child below five years with Diarrhoea, Fever, Acute Respiratory Infection (ARI) and worms is counselled on whether referral is immediately required or whether first contact curative care should be provided at home with home remedies and drugs in the ASHA kit</p> <p>PC7. Ensure that Child malnutrition rates are reduced in the village</p> <p>PC8. Ensure that 100% of children with diarrhoea receive ORS</p>				
			2	0	0
HSS/ N 8605: Provide antenatal counselling	<p>PC1. Ensure 100% of non-institutional deliveries have skilled assistance</p> <p>PC2. Ensure 100% of institutional deliveries</p> <p>PC3. Ensure all eligible institutional deliveries claim benefits under the Janani Suraksha Yojana</p> <p>PC4. Ensure every pregnant woman receives a Tetanus Toxoid (TT) vaccine and iron folic acid supplements</p> <p>PC5. Ensure every pregnant woman showing danger signs is referred to the ANM or appropriate health facility</p> <p>PC6. Ensure that every pregnant woman and her family receive health information for promotion of appropriate healthcare practices - diet, rest and increased use of services which focus on care in pregnancy, delivery, postnatal care and family planning services</p> <p>PC7. Ensure that every pregnant woman avails of antenatal care (at least 3 visits) and postnatal care at the monthly health worker clinic/Village Health and Nutrition Day</p> <p>PC8. Ensure that every family with a pregnant woman has made a plan and is prepared for the event of childbirth</p> <p>PC9. Counsel women on contraception after delivery</p>	4	4		
			4		
HSS/ N 8606: Provide postnatal	<p>PC1. Ensure that all new-borns are registered with the Anganwadi and the Gram Panchayat</p>	2	2		

counselling	<p>PC2. Ensure that new mothers receive at least one medical check-up within two weeks of delivery</p> <p>PC3. Counsel new mothers to visit the ANM for minor complaints</p> <p>PC4. Assist ANMs in conducting postnatal clinic and screening women and children with danger signals</p> <p>PC5. Referral of post-natal women in case of danger signs</p> <p>PC6. Counsel women on exclusive breast-feeding for the new born</p> <p>PC7. Counsel new mothers on contraceptive needs (temporary/permanent) as required and help the women/family to get the same</p> <p>PC8. Ensure that both new mothers and infants receive supplementary nutrition available at the Anganwadi Centre •</p> <p>PC9. Counsel new mothers on use of contraception post delivery</p>			
			2	
HSS/ N 8607: Counsel women on new-born care and immunisation	<p>PC1. Ensure that all new-borns are registered with the Anganwadi and the Gram Panchayat</p> <p>PC2. Assist ANMs in conducting postnatal clinic and screening women and children with danger signals</p> <p>PC3. Counsel and support women on exclusive breast-feeding for the new-born</p> <p>PC4. Ensure that both new mothers and infants receive supplementary nutrition available at the Anganwadi Centre</p> <p>PC5. Ensure that all new-borns are weighed at appropriate times and families are counselled on the importance of this activity</p> <p>PC6. Ensure 100% immunisation of children in the 12-23 months age group</p> <p>PC7. Ensure that every new-born is visited as per the schedule, more often if there are problems and receives essential home-based care as well as appropriate referral for the sick new-born</p> <p>PC8. Ensure that every family receives the information and support it needs to access immunisation</p>	4	4	

	PC9. Help reduce the Infant Mortality Rate in the village through proper care and immediate referrals in case of illness			
	PC10. Ensure that all new mothers obtain a Mother & Child Protection Card filled by the ANM/ AWW			
	PC11. Ensure that every new-born showing danger signs is referred to the ANM or appropriate health facility			
			4	
HSS/ N 8608: Counsel women on childlessness and abortion related issues	PC1. Counsel women and families on infertility and refer to a medical facility	6	6	
	PC2. Ensure that all pregnancies are registered with the Anganwadi within 12-16 weeks			
	PC3. Educate families and the community about the dangers of unsafe abortion			
	PC4. Escort women to approved centres for medical termination of pregnancy (MTP), if needed			
	PC5. Counsel women on safe abortions and the time duration within which abortions can be performed safely			
	PC6. Educate them about the need to use effective contraception after undergoing an abortion, so as to minimise the need for further abortions			
	PC7. Prevent termination of pregnancy after identification of the sex of the foetus as female			
			6	
HSS/ N 8609: Provide primary care and counselling for infectious diseases	PC1. Ensure 100% of fever cases receive chloroquine within the first week in a malaria endemic area	6	6	
	PC2. Help in increasing number of cases of Tuberculosis diagnosed correctly and early			
	PC3. Help in increasing number of cases of leprosy diagnosed correctly and early			
	PC4. Communicate key facts about malaria and its prevention to the community			
	PC5. Make a blood smear and test using a rapid diagnostic test for malaria			
	PC6. Manage fever in a young child			
	PC7. Know when to suspect malaria, how and when to test, when to refer, when and what to treat			
	PC8. Understand the manner of spread of Tuberculosis and methods of diagnosis			

	PC9. Support treatment of Tuberculosis and follow-up with patients				
	PC10. Understand the manner of spread of leprosy and methods of diagnosis				
	PC11. Support treatment of leprosy and follow-up with patients				
	PC12. Maintain adequate stocks of DOTS, chloroquine and other primary care medicines contained in the ASHA kit				
	PC13. Maintain stocks of rapid diagnostic kits, especially in malaria endemic areas				
	PC14. Ensure that those with fever which could be malaria (or kala – azar) have their blood tested to detect the disease and provide appropriate care/referral				
	PC15. Ensure that village/ medical authorities are alerted in case of an outbreak of malaria, leprosy or TB				
			6	0	0
HSS/ N 8610: Provide primary medical care for minor ailments and first aid for minor injuries	PC1. Provide first aid for wounds, animal bites and burns	4	4		
	PC2. Refer serious cases requiring stiches, rabies shots and advanced burn treatment to the appropriate medical facility				
	PC3. Provide primary care for coughs, colds, fever and diarrhoea				
	PC4. Refer patients to the appropriate medical facility when required				
			4		
HSS/ N 8611: Undertake timely referrals and escort patients to a hospital where required	PC1. Diagnose common health problems including:a) Danger signs during pregnancy, b)Symptoms of chronic infectious diseases like TB, c)Symptoms of infectious diseases like Malaria, d)Danger signs in infants and small children	6	6		
	PC2. Refer patients to the appropriate medical facility when required				
	PC3. Escort patients to the appropriate medical facility when required				

	PC4. Arrange for transportation to the nearest medical facility when escorting a patient				
	PC5. Ensure display of referral transport details in prominent places				
			6		
HSS/ N 8612: Provide information on primary curative properties of common AYUSH medicines	PC1. Diagnose common ailments	6	6		
	PC2. Provide information on AYUSH medicines for common ailments				
			6	0	0
HSS/ N 8613: Promote construction of household toilets under Total Sanitation Campaign	PC1. Mobilise the community to construct household toilets in the village	4	4		
	PC2. Reduce the incidence of open defecation in the village				
	PC3. Conduct Information, Education and Communication (IEC) activities to promote sanitation				
			4		
HSS/ N 8614: Make home visits	PC1. Build a rapport with the community members, especially the women in the community	2	2		
	PC2. Organise a home visit schedule to cover all homes in the community				
	PC3. Mobilise pregnant women and new mothers to receive ante and postnatal care and supplementary nutrition				
	PC4. Mobilise pregnant women to have institutional deliveries				
	PC5. Mobilise parents to have their children immunised				
	PC6. Mobilise community members with possibility of STIs/ RTIs, communicable diseases, chronic diseases or other ailments to have tests done or to take treatment				
	PC7. Mobilise the community to adopt health and hygiene related precautions (e.g. disinfect stagnant pools of water, wash hands often etc.)				
	PC8. Facilitate implementation of national health plans and schemes				

			2	0	0
HSS/ N 8615: Support the Anganwadi Worker	PC1. Build a rapport with the community members, especially the women in the community	2	2		
	PC2. Provide information on health related issues to women, adolescent girls and children				
	PC3. Mobilise pregnant women to have antenatal check-ups and supplementary nutrition				
	PC4. Mobilise pregnant women to have institutional deliveries				
	PC5. Explain the importance of postnatal check-ups and supplementary nutrition				
	PC6. Provide information on home remedies for minor ailments, burns, wounds and animal bites				
	PC7. Explain the importance of immunisation				
	PC8. Mobilise community members with possibility of STIs/ RTIs, communicable diseases, chronic diseases or other ailments to have tests done or to take treatment				
	PC9. Mobilise the community to adopt health and hygiene related precautions (e.g. disinfect stagnant pools of water, wash hands often etc.)				
			2	0	0
HSS/ N 8616: Support the Auxiliary Nurse Midwife	PC1. Build a rapport with the community members, especially the women in the community	2	2		
	PC2. Mobilise pregnant women to have antenatal check-ups and supplementary nutrition				
	PC3. Mobilise new mothers to have postnatal check-ups and supplementary nutrition				
	PC4. Mobilise community members to seek medical attention from the ANM for ailments, burns, wounds and animal bites				



	PC5. Explain the importance of immunisation and mobilise parents to have their children immunised				
	PC6. Mobilise community members with possibility of STIs/ RTIs to have tests done by the ANM				
	PC7. Mobilise young couples to approach the ANM for contraception				
			2	0	0
HSS/ N 8617: Support the Traditional Birth Attendant	PC1. Explain the importance of a medically safe and hygienic childbirth process	2	2		
	PC2. Explain the potential risks associated with childbirth at home				
	PC3. Explain the essential requirements for a clean and safe childbirth process at home with a TBA				
	PC4. Counsel women opting for childbirth with a TBA				
	PC5. Obtain Clean childbirth kits for the TBA as required				
	PC6. Counsel the TBA and the pregnant woman on precautions to be taken during childbirth at home				
	PC7. Counsel the TBA and the pregnant woman on potential danger signs to be aware of during the childbirth process				
	PC8. Counsel TBA and pregnant woman on referring in case of danger signs				
	PC9. Keep contact with TBA to keep track of pregnancies				
	PC10. Counsel TBA on being aware of potential female foeticide and identifying possible cases of sex determination				
			2	0	0
HSS/ N 8618: Support the Male Swasthya Karmi	PC1. Explain the causes of malaria and precautions to be taken for its prevention	4	4		
	PC2. Explain symptoms of malaria				
	PC3. Identify possible cases of malaria before an outbreak				
	PC4. Mobilise suspected cases of malaria to be tested by the MPW				
	PC5. Inform the MPW of suspected cases of malaria				
	PC6. Assist the MPW in collecting blood samples from suspected cases of malaria				

	PC7. Inform the Primary Health Centre of suspected outbreaks of malaria				
			4		
HSS/ N 8619: Maintain Records and Registration	PC1. Keep track of all births, still births and deaths in the village in the course of home visits and other daily work	2	2		
	PC2. Register every birth/still birth with the gram Panchayat within 14 days				
	PC3. Register every death with the Gram Panchayat in 7 days				
	PC4. Keep a record of work done in ASHA register/diary				
	PC5. Track incentive payments due for work done				
	PC6. Claim incentive payments				
	PC7. Keep a diary for noting experiences, difficulties and thoughts				
	PC8. Tally records with those at the Anganwadi and Health sub-centre				
	PC9. Keep minutes of the VHSNC meetings				
			2	0	0
HSS/ N 8620: Inform Primary Health Centre of Disease Outbreaks	PC1. Keep track of any unusual symptoms during the course of home visits and daily work	6	6		
	PC2. Identify disease outbreaks				
	PC3. Inform the Primary Health Centre of a suspected disease outbreak in a timely manner				
			6		
9. HSS/ N 9610 (Follow infection control policies and procedures)	PC1. Perform the standard precautions to prevent the spread of infection in accordance with organisation requirements	4	4		
	PC2. Perform the additional precautions when standard precautions alone may not be sufficient to prevent transmission of infection				
	PC3. Minimise contamination of materials, equipment and instruments by aerosols and splatter				
	PC4. Identify infection risks and implement an appropriate response within own role and responsibility				

PC5. Document and report activities and tasks that put patients and/or other workers at risk		
PC6. Respond appropriately to situations that pose an infection risk in accordance with the policies and procedures of the organization		
PC7. Follow procedures for risk control and risk containment for specific risks		
PC8. Follow protocols for care following exposure to blood or other body fluids as required		
PC9. Place appropriate signs when and where appropriate		
PC10. Remove spills in accordance with the policies and procedures of the organization		
PC11. Maintain hand hygiene by washing hands before and after patient contact and/or after any activity likely to cause contamination		
PC12. Follow hand washing procedures		
PC13. Implement hand care procedures		
PC14. Cover cuts and abrasions with water-proof dressings and change as necessary		
PC15. Wear personal protective clothing and equipment that complies with Indian Standards, and is appropriate for the intended use		
PC16. Change protective clothing and gowns/aprons daily, more frequently if soiled and where appropriate, after each patient contact		
PC17. Demarcate and maintain clean and contaminated zones in all aspects of health care work		
PC18. Confine records, materials and medicaments to a well-designated clean zone		
PC19. Confine contaminated instruments and equipment to a well-designated contaminated zone		

PC20. Wear appropriate personal protective clothing and equipment in accordance with occupational health and safety policies and procedures when handling waste			
PC21. Separate waste at the point where it has been generated and dispose of into waste containers that are colour coded and identified			
PC22. Store clinical or related waste in an area that is accessible only to authorised persons			
PC23. Handle, package, label, store, transport and dispose of waste appropriately to minimise potential for contact with the waste and to reduce the risk to the environment from accidental release			
PC24. Dispose of waste safely in accordance with policies and procedures of the organisation and legislative requirements			
PC25. Wear personal protective clothing and equipment during cleaning procedures			
PC26. Remove all dust, dirt and physical debris from work surfaces			
PC27. Clean all work surfaces with a neutral detergent and warm water solution before and after each session or when visibly soiled			
PC28. Decontaminate equipment requiring special processing in accordance with quality management systems to ensure full compliance with cleaning, disinfection and sterilisation protocols			
PC29. Dry all work surfaces before and after use			
PC30. Replace surface covers where applicable			
PC31. Maintain and store cleaning equipment			
		4	
<b>Grand Total-1 (Subject Domain)</b>		<b>80</b>	

Soft Skills and Communication		Select each part each carrying 10 marks totalling 20		
National Occupational Standards (NOS)	Performance Criteria (PC)	Total Marks (20)	Out Of	Marks Allocation
				THEORY
<b>Part 1 (Pick one field randomly carrying 50 marks)</b>				
<b>1. Attitude</b>				
HSS/ N 9603 (Act within the limits of one's competence and authority)	PC1. Adhere to legislation, protocols and guidelines relevant to one's role and field of practice	2	2	
	PC2. Work within organisational systems and requirements as appropriate to one's role			
	PC3. Recognise the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority			
	PC4. Maintain competence within one's role and field of practice			
	PC5. Use relevant research based protocols and guidelines as evidence to inform one's practice			
	PC6. Promote and demonstrate good practice as an individual and as a team member at all times			
	PC7. Identify and manage potential and actual risks to the quality and safety of practice			
	PC8. Evaluate and reflect on the quality of one's work and make continuing improvements			
<b>2. Work Management</b>				
HSS/ N 9602 (Ensure availability of	PC1. Maintain adequate supplies of medical and diagnostic supplies	6	6	
	PC2. Arrive at actual demand as accurately as possible			

medical and diagnostic supplies)	PC3. Anticipate future demand based on internal, external and other contributing factors as accurately as possible				
	PC4. Handle situations of stock-outs or unavailability of stocks without compromising health needs of patients/ individuals				
<b>3. Attiquete</b>					
HSS/ N 9601 (Collate and Communicate Health Information)	PC1. Respond to queries and information needs of all individuals	<b>2</b>	<b>2</b>		
	PC2. Communicate effectively with all individuals regardless of age, caste, gender, community or other characteristics				
	PC3. Communicate with individuals at a pace and level fitting their understanding, without using terminology unfamiliar to them				
	PC4. Utilise all training and information at one's disposal to provide relevant information to the individual				
	PC5. Confirm that the needs of the individual have been met				
	PC6. Adhere to guidelines provided by one's organisation or regulatory body relating to confidentiality				
	PC7. Respect the individual's need for privacy				
	PC8. Maintain any records required at the end of the interaction				
			<b>2</b>	<b>0</b>	<b>0</b>
<b>Part 2</b>					
<b>1. Safety management</b>					
HSS/ N 9606 (Maintain a safe, healthy, and secure working environment)	PC1. Identify individual responsibilities in relation to maintaining workplace health safety and security requirements	<b>6</b>	<b>6</b>		



	<p>PC2. Comply with health, safety and security procedures for the workplace</p> <p>PC3. Report any identified breaches in health, safety, and security procedures to the designated person</p> <p>PC4. Identify potential hazards and breaches of safe work practices</p> <p>PC5. Correct any hazards that individual can deal with safely, competently and within the limits of authority</p> <p>PC6. Promptly and accurately report the hazards that individual is not allowed to deal with, to the relevant person and warn other people who may get affected</p> <p>PC7. Follow the organisation's emergency procedures promptly, calmly, and efficiently</p> <p>PC8. Identify and recommend opportunities for improving health, safety, and security to the designated person</p> <p>PC9. Complete any health and safety records legibly and accurately</p>				
			6	0	0
<b>2. Waste Management</b>					
HSS/ N 9609 (Follow biomedical waste disposal protocols)	<p>PC1. Follow the appropriate procedures, policies and protocols for the method of collection and containment level according to the waste type</p> <p>PC2. Apply appropriate health and safety measures and standard precautions for infection prevention and control and personal protective equipment relevant to the type and category of waste</p> <p>PC3. Segregate the waste material from work areas in line with current legislation and organisational requirements</p> <p>PC4. Segregation should happen at source with proper containment, by using different colour coded bins for different categories of waste</p>		4	4	

PC5. Check the accuracy of the labelling that identifies the type and content of waste				
PC6. Confirm suitability of containers for any required course of action appropriate to the type of waste disposal				
PC7. Check the waste has undergone the required processes to make it safe for transport and disposal				
PC8. Transport the waste to the disposal site, taking into consideration its associated risks				
PC9. Report and deal with spillages and contamination in accordance with current legislation and procedures				
PC10. Maintain full, accurate and legible records of information and store in correct location in line with current legislation, guidelines, local policies and protocols				
		4	0	0
<b>Grand Total-2 (Soft Skills and Communication)</b>		<b>20</b>		