

Training Delivery Plan

Program Name:		DRESSER					
Qualification Pack Name & Ref. ID		Frontline Health Worker - HSS/ Q 8601, Course Code - 14175					
Version No.		LUVVE/HSS/DRE/01			Version Update Date		24-07-18
Pre-requisites to Training		Preferred Class XII in Science , but Class X is also considered in certain situations					
Training Outcomes		<p>By the end of this program, the participants would have achieved the following competencies:</p> <ul style="list-style-type: none"> • Apply a number of different dressings and techniques available for managing, healing and /or preventing further damages to the wounds. • Majority of wounds to be handled such as acute trauma or surgical wounds. • Design dressing in such a way that it remains direct contact with the wound. • Have knowledge about their job profile and how they are different from other community health workers. • Assist the village health, sanitation and nutrition committee in various issues pertaining to village health and environment. • Provide effective healthcare advice on issues like STDs, STI/RTI, HIV/AIDS and other infectious diseases. • Provide antenatal/ intra-natal/ post-natal care in addition to new born care and child health. • Address issues related to adolescent health, nutrition and personal hygiene. • Assist other health care workers working in the community. • Provide information about the indigenous forms of medicine. 					
S.No.	Module	Sessions	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
1.1	Frontline Health Worker – I	Able to ensure the requirements of Village Health Plan(VHP), preparation and implementation of the VHP	<ul style="list-style-type: none"> • Ensure participation of all relevant stakeholders and communities in the village Health plan • Prepare for the Village Health Plan by observing 	HSS / N 8601 PC1 PC2 PC3 PC4 PC5 PC6 PC7	Theoretical Sessions:- Classroom Session Lecture Session Assignment Projects	Theoretical Sessions:- Audio-Visual Lab Projector Charts Diagram	45 min.

			<p>and prioritising health, nutrition and sanitation needs of the community</p> <ul style="list-style-type: none"> • 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 • Ensure participation of VHSNC members in the Village health nutrition day • Contribute to the Village Health Plan by undertaking 		<p>Practical Sessions:-</p> <p>E-modules, Attending VHSNC meetings</p>	<p>Practical Sessions:-</p> <p>Physical and/or appearances to the meeting</p>	45 min.
1.2	Frontline Health Worker – I	Knowledge of the Healthcare provider/ Organisation and its processes	<ul style="list-style-type: none"> • The vision and mission of the National Rural Health Mission • Tasks and support expected from ASHAs under the national health plans • The importance of the village health plan and its objectives • Role of ASHA in 	<p>HSS / N 8601</p> <p>KA1 KA2 KA3 KA4 KA5 KA6 KA7</p>	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p>	45 min.
					<p>Practical Sessions:-</p> <p>E-modules,</p>	<p>Practical Sessions:-</p> <p>Physical and/or appearances to</p>	45 min.

			<p>supporting village health planning</p> <ul style="list-style-type: none"> • The health infrastructure available to the local community (the Primary/ Sub-health centre, First referral unit, District hospital etc.) • The role and responsibility of the Village Health, Sanitation and Nutrition Committee • The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA 		Attending VHSNC meetings	the meeting	
1.3	Frontline Health Worker – I	Technical Knowledge	<ul style="list-style-type: none"> • Essentials of nutrition, sanitation and environment for the village: <ul style="list-style-type: none"> a. Water safety at home b. Determinants of diseases like malaria, tuberculosis, vector borne diseases, leprosy etc. c. Nutritional requirements d. Sanitary latrines e. How to protect water sources in village 	HSS / N 8601 KB1 KB2 KB3 KB4 KB5 KB6 KB7 KB8	Theoretical Sessions:- Classroom Session Lecture Session Assignment Projects Practical Sessions:- E-modules, Attending VHSNC	Theoretical Sessions:- Audio-Visual Lab Projector Charts Diagram Notes Practical Sessions:- Physical and/or appearances to the meeting	45 min. 45 min.

			<p>f. Importance of Smokeless Chulah</p> <p>g. Health hazards presented by rodents</p> <p>h. Disposal of waste and stagnant water</p> <ul style="list-style-type: none"> • Social determinants of nutrition and health and prevalence in the local community • How to conduct the household health survey with the ANM and AWW • How to identify key health, nutrition and sanitation risks in the village • How to incorporate risks into the Village Health Plan • The importance of incorporating representatives of all community members in the Village Health Plan • How to motivate representatives from all population groups (all castes, tribes, women and minorities) to participate in Village Health Plan • How to motivate NGO workers, school teachers, 		meetings		
--	--	--	---	--	----------	--	--

			representatives of self-help groups to participate in the Village Health Plan				
1.4	Frontline Health Worker – I	Core Skills/ Generic Skills	<ul style="list-style-type: none"> • Write at least one local/ official language used in the local community • Write well enough to be classified as literate • Record observations in the ASHA diary- • Record observations made during the household survey • Maintain records of births, deaths, and other health related statistics required of the ASHA • Read well enough to be classified as literate • Read records and registers to be maintained • Read communication material prepared for Behaviour Change Communication • Read the Village Health Plan prepared by the VHSNC • Speak at least one local language 	HSS / N 8601 SA1 SA2 SA3 SA4 SA5 SA6 SA7 SA8 SA9 SA10 SA11 SA12 SA13	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects Practical Sessions:- E-modules, Attending VHSNC meetings	Audio-Visual Lab Projector Charts Diagram Notes Practical Sessions:- Physical and/or appearances to the meeting	45 min.

			<ul style="list-style-type: none"> • Communicate effectively with all community members • Discuss health and sanitation requirements with community members, the VHSNC and other Allied health workers • Explain the importance of the health plan to community members if required 				
1.5	Frontline Health Worker – I	Professional Skills	<ul style="list-style-type: none"> • Decide which health/sanitation issues are the most pressing for the village • How to plan their work to suit the needs of the community • How to plan work schedules to ensure participation of all community representatives in village health planning • How to plan the support to the VHSNC without conflicting with other Responsibilities • Put the needs of the community first • Be responsive to problems 	HSS / N 8601 SB1 SB2 SB3 SB4 SB5 SB6 SB7 SB8 SB9	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	
					Practical Sessions:-	Practical Sessions:-	45 min.
					E-modules, Attending VHSNC meetings	Physical and/or appearances to the meeting	

			<p>stated by all community members</p> <ul style="list-style-type: none"> • Create work-around to ensure participation of all community members and representatives in the Village Health Plan • 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 • Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action 				
2.1	Frontline Health Worker – I	Counselling , Disseminating information about, and Advising women and Couples on Contraception and Prevention of Common Infections and	<ul style="list-style-type: none"> • Advise women on proper hygiene and cleanliness related to sexual and reproductive health • Disseminate information about prevention of RTIs/HIV/AIDS • Dispel any rumours or 	HSS / N 8602 PC1 PC2 PC3 PC4 PC5 PC6 PC7 PC8 PC9 PC10 PC11 PC12 PC13 PC14 PC15 PC16	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p>	45 min.
							45 min.

		RTI/STI	<p>misconceptions about contraceptives in villages</p> <ul style="list-style-type: none"> • Talk about benefits of family planning to couples, individuals and adolescents at different occasions • Counsel couples on delay of first pregnancy immediately after marriage • Ensure that every couple that needs contraceptive services is counselled on where to avail of the service • Ensure that there is no unmet need for spacing contraception among the population living Below the Poverty Line (BPL) • Promote male participation in family planning • Educate men and women on natural contraceptive methods • Counsel women about contraceptive methods including Copper-T 320 • Explain the duration of protection and provide advice on professionals 	PC17 PC18 PC19 PC20 PC21 PC22 PC23	Various Contraceptive devices, e-modules, charts/models, role plays	Using and handling of Contraceptive devices	
--	--	---------	---	---	---	---	--

			<p>qualified to insert longer term contraceptives (like the Copper T)</p> <ul style="list-style-type: none"> • Accompany women to the nearest health centre for putting in place longer term contraceptives (like Copper T) • Escort women to the ANM/ Medical Officer prior to usage of oral contraceptives • Provide oral contraceptives to women after visit to the ANM/ Medical officer • Help the ANM to contact women wanting to have a Copper-T insertion • Explain the benefits of sterilisation to couples having two children or wanting terminal method • Explain the advantages of vasectomy over tubectomy • Explain the procedures available for sterilisation (for men and women) and the time, cost and processes required for each • Find out the facilities 				
--	--	--	---	--	--	--	--

			<p>where sterilisation services such as No-Scalpel Vasectomy and female sterilisation are available</p> <ul style="list-style-type: none"> • Accompany men and women wishing to undergo sterilisation to a facility where these services are provided • Advise men and women undergoing sterilisation about monetary incentives offered by the state if any • Ensure there is no unmet need for contraception in the village • Ensure constant availability of contraceptives as part of social marketing 				
2.2	Frontline Health Worker – I	Knowledge of the Healthcare provider/ Organisation and its processes	<ul style="list-style-type: none"> • The vision and mission of the National Rural Health Mission • Tasks and support expected from ASHAs under the national health plans • The Health infrastructure available to the local community (the Primary/ Sub 	HSS / N 8602 KA1 KA2 KA3 KA4 KA5 KA6	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	
					Practical Sessions:-	Practical Sessions:-	45 min.

			<p>Health Centre, First referral unit, District hospital etc.)</p> <ul style="list-style-type: none"> The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA Central and State Government policy on and incentives offered for contraception and sterilisation The contraceptive and sterilisation services available at Health facilities 		<p>Various Contraceptive devices, e-modules, charts/models, role plays</p>	<p>Using and handling of Contraceptive devices</p>	
2.3	Frontline Health Worker – I	Technical Knowledge	<ul style="list-style-type: none"> The benefits of family planning The different methods of contraception including: <ul style="list-style-type: none"> a. barrier methods (condoms) b. hormonal methods (oral contraceptives) c. intra-uterine devices (Copper T) d. natural methods e. permanent methods or sterilisation (male and 	<p>HSS / N 8602</p> <p>KB1 KB2 KB3 KB4 KB5 KB6 KB7 KB8 KB9 KB10 KB11 KB12 KB13 KB14 KB15 KB16 KB17 KB18 KB19 KB20 KB21 KB22 KB23 KB24 KB25</p>	<p>Theoretical Sessions:-</p>	<p>Theoretical Sessions:-</p>	45 min.
					<p>Classroom Session Lecture Session Assignment Projects</p>	<p>Audio-Visual Lab Projector Charts Diagram Notes</p>	<p>Practical Sessions:-</p>
					<p>Various Contraceptive devices, e-modules,</p>	<p>Using and handling of Contraceptive devices</p>	

			<p>female)</p> <ul style="list-style-type: none"> • Advantages of vasectomy over tubectomy • How to follow up with couples after sterilisation/ use of contraceptives • Risks and benefits of each method of contraception with respect to preventing pregnancy and avoiding RTIs/ STIs • How to dispel common myths and misconceptions about various forms of birth control/ contraception • 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: <ol style="list-style-type: none"> a. usage of emergency contraceptive pill b. information on where emergency contraceptive pills are available • Side effects of oral contraceptives • How to maintain supplies of oral contraceptives and 		<p>charts/models, role plays</p>		
--	--	--	--	--	----------------------------------	--	--

			<p>condoms</p> <ul style="list-style-type: none"> • How to market contraceptives to eligible couples (social marketing) • Fertile and non-fertile periods for women • How to discuss fertility awareness in the meetings of women's groups. • The causes and effects of common RTIs and STIs • Symptoms of common RTIs or STIs • How to prevent RTIs and STIs • How to motivate men and women suffering from RTIs and STIs to seek medical attention from qualified practitioners • How to provide information on treatments available or medical practitioners qualified to treat RTIs and STIs • The causes and methods of transmission of HIV/ AIDS • Methods of preventing/ avoiding HIV/ AIDS • Effects of using condoms 				
--	--	--	--	--	--	--	--

			<p>on prevention of transmission of HIV/ AIDS</p> <ul style="list-style-type: none"> • Common myths and misconceptions about HIV/ AIDS • How to facilitate removal of stigma from HIV positive persons and persons living with AIDS • How to raise awareness of life-prolonging treatments available for HIV/ AIDS • How to help HIV positive persons and persons living with AIDS in accessing Anti-Retroviral Therapies • How to counsel persons with risky sexual behaviour to have themselves tested for HIV/ AIDS and other RTIs/ STIs 				
2.4	Frontline Health Worker – I	Core Skills/ Generic Skills	<ul style="list-style-type: none"> • Write at least one local/ official language used in the local community • Write well enough to be classified as literate • Record observations in the ASHA diary • Record observations made during home visits 	HSS / N 8602 SA1 SA2 SA3 SA4 SA5 SA6 SA7 SA8 SA9 SA10 SA11 SA12 SA13	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	

			<ul style="list-style-type: none"> • Maintain records of births, deaths, and other health related statistics required of the ASHA • Read well enough to be classified as literate • Read records and registers to be maintained by ASHAs • Read instructions and pamphlets provided as part of ASHA training • Read communication material prepared for Behaviour Change Communication • Read the village health plan prepared by the VHSNC • Read ASHA manuals to remain updated • Speak at least one local language • Communicate effectively with all community members 		Various Contraceptive devices, e-modules, charts/models, role plays	Using and handling of Contraceptive devices	
2.5	Frontline Health Worker – I	Professional Skills	<ul style="list-style-type: none"> • Make decisions related to roles and responsibilities of the ASHA • How to plan their work to 	HSS / N 8602 SB1 SB2 SB3 SB4 SB5 SB6	Theoretical Sessions:- Classroom Session	Theoretical Sessions:- Audio-Visual Lab Projector	45 min.

			<p>suit the needs of the community</p> <ul style="list-style-type: none"> • How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities • Put the needs of the community first • Be responsive to problems stated by all community members • Be available to guide, counsel and help local community members at all times • Create work-around to overcome problems faced in carrying out roles and duties • Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities • Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or 	SB7 SB8 SB9	<p>Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Various Contraceptive devices, e-modules, charts/models, role plays</p>	<p>Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Using and handling of Contraceptive devices</p>	45 min.
--	--	--	--	-------------	---	--	---------

			communication, as a guide to thought and action				
3.1	Frontline Health Worker – I	Advising and Counselling adolescents Boys and Girls	<ul style="list-style-type: none"> Advise adolescents on the changes to expect as they enter puberty Counsel adolescent girls on changes to expect related to menstruation, especially Pre-menstrual syndrome Counsel adolescent girls and community members on myths related to menstruation Advise adolescent girls on proper hygiene and cleanliness related to menstruation Answer any questions adolescents may have on sexuality, puberty and health Disseminate information about prevention of RTIs/HIV/AIDS Organise meetings, sessions and advice forums Distribute sanitary napkins Ensure a constant supply 	HSS / N 8603 PC1 PC2 PC3 PC4 PC5 PC6 PC7 PC8	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	Practical Sessions:- e-modules, charts/models, role plays, field visits

			of sanitary napkins				
3.2	Frontline Health Worker – I	Knowledge of the Healthcare provider/ Organisation and its processes	<ul style="list-style-type: none"> The vision and mission of the National Rural Health Mission Tasks and support expected from ASHAs under the national health plans The Health infrastructure available to the local community (the Primary/ Sub-health centre, First referral unit, District hospital etc.) The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA Availability of the following at Health Centres: <ol style="list-style-type: none"> Health services for pregnancy and institutional delivery Contraceptives Services for RTIs/STIs and menstrual problems 	HSS / N 8603 KA1 KA2 KA3 KA4 KA5	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	
					Practical Sessions:-	Practical Sessions:-	45 min.
					e-modules, charts/models, role plays, field visits	e-modules, charts/models, role plays, field visits	
3.3	Frontline	Technical Knowledge	<ul style="list-style-type: none"> The changes anticipated in 	HSS / N 8603	Theoretical Sessions:-	Theoretical Sessions:-	45 min.

	Health Worker – I		<p>boys and girls attaining puberty</p> <ul style="list-style-type: none"> • Common questions related to sexuality in adolescents • The effects of the on-set of menstruation for adolescent girls • The proper procedures for maintaining hygiene during menstruation • Causes and effects of Pre-Menstrual Syndrome (PMS) • Ways of managing symptoms of PMS • The different methods of contraception including: <ol style="list-style-type: none"> a. barrier methods (condoms) b. hormonal methods (oral contraceptives) c. intra-uterine devices (Copper T) d. natural methods e. permanent methods or sterilisation (male and female) • How to market sanitary napkins • How to ensure supply of sanitary napkins at all 	KB1 KB2 KB3 KB4 KB5 KB6 KB7 KB8 KB9 KB10 KB11 KB12 KB13 KB14 KB15 KB16 KB17 KB18 KB19 KB20 KB21 KB22	<p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>e-modules, charts/models, role plays, field visits</p>	<p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>e-modules, charts/models, role plays, field visits</p>	45 min.
--	-------------------	--	--	---	--	--	---------

			<p>times</p> <ul style="list-style-type: none"> • Risks and benefits of each method of contraception with respect to preventing pregnancy and avoiding RTIs/ STIs • How to dispel common myths and misconceptions about various forms of birth control/ contraception • 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: <ol style="list-style-type: none"> a. usage of emergency contraceptive pill b. information on where emergency contraceptive pills are available • Side effects of oral contraceptives • How to maintain supplies of oral contraceptives and condoms • The causes and effects of common RTIs and STIs • Symptoms of common RTIs or STIs 				
--	--	--	---	--	--	--	--

			<ul style="list-style-type: none"> • How to prevent RTIs and STIs • The causes and methods of transmission of HIV/ AIDS • Methods of preventing/ avoiding HIV/ AIDS • Effects of using condoms on prevention of transmission of HIV/ AIDS • Common myths and misconceptions about HIV/ AIDS • How to facilitate removal of stigma from HIV positive persons and persons living with AIDS 				
3.4	Frontline Health Worker – I	Core Skills/ Generic Skills	<ul style="list-style-type: none"> • Write at least one local/ official language used in the local community • Write well enough to be classified as literate • Record observations in the ASHA diary • Record observations made during home visits • Maintain records of births, deaths, and other health related statistics required of the ASHA 	HSS / N 8603 SA1 SA2 SA3 SA4 SA5 SA6 SA7 SA8 SA9 SA10 SA11 SA12 SA13	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects Practical Sessions:- e-modules, charts/models, role plays, field	Audio-Visual Lab Projector Charts Diagram Notes Practical Sessions:- e-modules, charts/models, role plays, field	45 min.

			<ul style="list-style-type: none"> • Read well enough to be classified as literate • Read records and registers to be maintained by ASHAs • Read instructions and pamphlets provided as part of ASHA training • Read communication material prepared for Behaviour Change Communication • Read the village health plan prepared by the VHSNC • Read ASHA manuals to remain updated • Speak at least one local language • Communicate effectively with all community members 		visits	visits	
3.5	Frontline Health Worker – I	Professional Skills	<ul style="list-style-type: none"> • Make decisions related to roles and responsibilities of the ASHA • How to plan their work to suit the needs of the community • How to plan the support to the VHSNC and other Allied Health Workers in 	HSS / N 8603 SB1 SB2 SB3 SB4 SB5 SB6 SB7 SB8 SB9 SB10	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects Practical	Audio-Visual Lab Projector Charts Diagram Notes Practical	45 min.

			<p>the village without conflicting with other responsibilities</p> <ul style="list-style-type: none"> • Put the needs of the community first • Be responsive to problems stated by all community members • Be available to guide, counsel and help local community members at all times • Be patient and non-judgemental at all times • Create work-around to overcome problems faced in carrying out roles and duties • Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities • Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action 		<p>Sessions:-</p> <p>e-modules, charts/models, role plays, field visits</p>	<p>Sessions:-</p> <p>e-modules, charts/models, role plays, field visits</p>	
--	--	--	--	--	---	---	--

4.1	Frontline Health Worker – I	Communicating essential messages, Counselling and Advising families on nutritional and health needs of young children	<ul style="list-style-type: none"> Communicate essential messages for prevention of malnutrition Provide advice on feeding and on prevention of illness, and on access to health and nutrition services. Counsel families to prevent malnutrition and to reverse malnutrition in children below five years Counsel families to send young children to the Anganwadi for supplementary nutrition and mothers for take-home rations 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 Ensure that the mother of every child below five 	HSS / N 8604 PC1 PC2 PC3 PC4 PC5 PC6 PC7 PC8	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	
					Practical Sessions:-	Practical Sessions:-	45 min.
					e-modules, home-visits, sample of various emergency drugs, demonstrative videos, charts for health talks, Nischay Kit	Examining various emergency drugs, Charts for Health talks, Nischay Kit	

			<p>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> <ul style="list-style-type: none"> • Ensure that Child malnutrition rates are reduced in the village • Ensure that 100% of children with diarrhoea receive ORS 				
4.2	Frontline Health Worker – I	Knowledge of the Healthcare provider/ Organisation and its processes	<ul style="list-style-type: none"> • The vision and mission of the National Rural Health Mission • Tasks and support expected from ASHAs under the national health plans • The Health infrastructure available to the local community (the Primary/ Sub-health centre, First referral unit, District hospital etc.) • The roles and 	HSS / N 8604 KA1 KA2 KA3 KA4 KA5 KA6 KA7	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p>	45 min.
					<p>Practical Sessions:-</p> <p>e-modules, home-visits, sample of various emergency drugs,</p>	<p>Practical Sessions:-</p> <p>Examining various emergency drugs, Charts for</p>	45 min.

			<p>responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA</p> <ul style="list-style-type: none"> • Availability of services related to nutrition and child health at local medical facilities • Nutritional supplements available for infants and children with the ANM and the village medical facilities • Emergency medicines available with the ANM and AWW (such as ORS) 		demonstrative videos, charts for health talks, Nischay Kit	Health talks, Nischay Kit	
4.3	Frontline Health Worker – I	Technical Knowledge	<ul style="list-style-type: none"> • The causes of malnutrition in a specific child – the role of feeding practices, illnesses, familial and economic factors and of access to services • How to identify general danger signs among sick children • How to recognise symptoms of common illnesses such as diarrhoea, fever, cough & cold and acute respiratory 	HSS / N 8604 KB1 KB2 KB3 KB4 KB5 KB6 KB7 KB8	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	
					Practical Sessions:-	Practical Sessions:-	45 min.
					e-modules, home-visits, sample of various emergency drugs, demonstrative	Examining various emergency drugs, Charts for Health talks,	

			<p>infection</p> <ul style="list-style-type: none"> • How to promptly refer sick children to the appropriate medical facility • How to escort a mother and child to the appropriate medical facility when required • How to manage common diseases (diarrhoea, fever, cough & cold and acute respiratory infection) at home when not immediately dangerous • How to maintain an adequate supply of primary care drugs provided in the ASHA kit • How to ensure that families to send young children to the Anganwadi for supplementary nutrition and mothers for take-home rations 		<p>videos, charts for health talks, Nischay Kit</p>	<p>Nischay Kit</p>	
4.4	Frontline Health Worker – I	Core Skills/ Generic Skills	<ul style="list-style-type: none"> • Write at least one local/ official language used in the local community • Write well enough to be classified as literate 	<p>HSS / N 8604 SA1 SA2 SA3 SA4 SA5 SA6 SA7 SA8 SA9 SA10 SA11</p>	<p>Theoretical Sessions:- Classroom Session Lecture Session Assignment</p>	<p>Theoretical Sessions:- Audio-Visual Lab Projector Charts Diagram</p>	45 min.

				SA12 SA13	Projects	Notes	
			<ul style="list-style-type: none"> Record observations in the ASHA diary Record observations made during home visits Maintain records of births, deaths, and other health related statistics required of the ASHA Read well enough to be classified as literate Read records and registers to be maintained by ASHAs Read instructions and pamphlets provided as part of ASHA training Read communication material prepared for Behaviour Change Communication Read the village health plan prepared by the VHSNC Read ASHA manuals to remain updated Speak at least one local language Communicate effectively with all community members 		Practical Sessions:- e-modules, home-visits, sample of various emergency drugs, demonstrative videos, charts for health talks, Nischay Kit	Practical Sessions:- Examining various emergency drugs, Charts for Health talks, Nischay Kit	45 min.

4.5	Frontline Health Worker – I	Professional Skills	<ul style="list-style-type: none"> • Make decisions related to roles and responsibilities of the ASHA • How to plan their work to suit the needs of the community • How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities • Put the needs of the community first • Be responsive to problems stated by all community members • Be available to guide, counsel and help local community members at all times • Be patient and non-judgemental at all times • Create work-around to overcome problems faced in carrying out roles and duties • Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and 	HSS / N 8604 SB1 SB2 SB3 SB4 SB5 SB6 SB7 SB8 SB9 SB10	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	45 min.
					Practical Sessions:- e-modules, home-visits, sample of various emergency drugs, demonstrative videos, charts for health talks, Nischay Kit	Practical Sessions:- Examining various emergency drugs, Charts for Health talks, Nischay Kit	

			<p>responsibilities</p> <ul style="list-style-type: none"> Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action 				
5.1	Frontline Health Worker – I	Counselling and Advising Pregnant Women on antenatal Issues	<ul style="list-style-type: none"> Ensure 100% of non-institutional deliveries have skilled assistance Ensure 100% of institutional deliveries Ensure all eligible institutional deliveries claim benefits under the Janani Suraksha Yojana Ensure every pregnant woman receives a Tetanus Toxoid (TT) vaccine and iron folic acid supplements Ensure every pregnant woman showing danger signs is referred to the ANM or appropriate health facility Ensure that every pregnant woman and her family receive health information for promotion of appropriate healthcare 	HSS / N 8605 PC1 PC2 PC3 PC4 PC5 PC6 PC7 PC8 PC9	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	
					Practical Sessions:-	Practical Sessions:-	45 min.
					e-modules, charts/models, role plays, field visits, Iron- folic acid tablets, weighing machine, BP apparatus, various sample drugs, various sample vaccines like TT.	e-modules, charts/models, role plays, field visits, Iron- folic acid tablets, weighing machine, BP apparatus, various sample drugs, various sample vaccines like TT.	

			<p>practices - diet, rest and increased use of services which focus on care in pregnancy, delivery, postnatal care and family planning services</p> <ul style="list-style-type: none"> • 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 • Ensure that every family with a pregnant woman has made a plan and is prepared for the event of childbirth • Counsel women on contraception after delivery 				
5.2	Frontline Health Worker – I	Knowledge of the Healthcare provider/ Organisation and its processes	<ul style="list-style-type: none"> • The vision and mission of the National Rural Health Mission • Tasks and support expected from ASHAs under the national health plans • The Health infrastructure available to the local community (the Primary/ 	HSS / N 8605 KA1 KA2 KA3 KA4 KA5 KA6 KA7 KA8 KA9 KA10	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	
					Practical Sessions:-	Practical Sessions:- e-modules,	45 min.

			<p>Sub-health centre, First referral unit, District hospital etc.)</p> <ul style="list-style-type: none"> • The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA • Availability of services related to nutrition and care during pregnancy at local medical facilities • Time and availability of the ANM at the village for antenatal check-ups • Nutritional supplements available for pregnant women with the ANM and the village medical facilities • Emergency medicines available with the ANM and AWW • Institutional birth services available at local medical facilities • Process and policies for registration of pregnancies in the village 		<p>e-modules, charts/models, role plays, field visits, Iron- folic acid tablets, weighing machine, BP apparatus, various sample drugs, various sample vaccines like TT.</p>	<p>charts/models, role plays, field visits, Iron- folic acid tablets, weighing machine, BP apparatus, various sample drugs, various sample vaccines like TT.</p>	
5.3	Frontline	Technical Knowledge	<ul style="list-style-type: none"> • How to ensure that all 	HSS / N 8605 KB1 KB2 KB3	Theoretical Sessions:-	Theoretical Sessions:-	45 min.

	Health Worker – I		<p>pregnancies are registered with the Anganwadi and</p> <ul style="list-style-type: none"> • the ANM within 16 weeks of the pregnancy • Care and nutritional needs of pregnant women • The possible complications that could arise during pregnancy especially related to anaemia, malaria and high blood pressure • Essentials of home care necessary during a pregnancy • The importance of and the procedures followed during ante-natal visits to the ANM • Support required from family members during pregnancy • How to counsel family members on care of pregnant women • Potential danger signs during pregnancy including: <ol style="list-style-type: none"> a. Any vaginal bleeding during pregnancy b. Heavy vaginal bleeding 	KB4 KB5 KB6 KB7 KB8 KB9 KB10 KB11 KB12 KB13 KB14	<p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>e-modules, charts/models, role plays, field visits, Iron- folic acid tablets, weighing machine, BP apparatus, various sample drugs, various sample vaccines like TT.</p>	<p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>e-modules, charts/models, role plays, field visits, Iron- folic acid tablets, weighing machine, BP apparatus, various sample drugs, various sample vaccines like TT.</p>	45 min.
--	-------------------	--	--	--	--	--	---------

			<p>during and following delivery, especially if the woman is feeling weak and faint</p> <p>c. Severe headache/blurring of vision</p> <p>d. Convulsions or loss of consciousness</p> <p>e. Labour pains lasting more than 12 hours</p> <p>f. Labour pains before eight months or 32-36 weeks of pregnancy</p> <p>g. Premature rupture of the bag of waters or leakage of water from uterus membranes, leaking etc.</p> <p>h. Failure of the placenta to come out within 30 minutes after delivery</p> <p>i. Baby stops kicking inside the womb</p> <ul style="list-style-type: none"> • How to help eligible women access benefits under the Janani Suraksha Yojana • How to facilitate immediate transfer of a pregnant women to the nearest health care facility in case of an emergency 				
--	--	--	---	--	--	--	--

			<ul style="list-style-type: none"> • How to escort pregnant women to a healthcare facility for institutional delivery • How to enable traditional birth attendants (in case of home births) to obtain a Dai delivery kit from the healthcare centre • The importance of being alert to the possibility of female foeticide • How to ensure all under-nourished pregnant women receive supplementary nutrition from the Anganwadi 				
5.4	Frontline Health Worker – I	Core Skills/ Generic Skills	<ul style="list-style-type: none"> • Write at least one local/official language used in the local community • Write well enough to be classified as literate • Record observations in the ASHA diary • Record observations made during home visits • Maintain records of births, deaths, and other health related statistics required of the ASHA • Read well enough to be 	HSS / N 8605 SA1 SA2 SA3 SA4 SA5 SA6 SA7 SA8 SA9 SA10 SA11 SA12 SA13	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	
					Practical Sessions:-	Practical Sessions:-	45 min.
					e-modules, charts/models, role plays, field visits, Iron- folic	e-modules, charts/models, role plays, field visits, Iron- folic acid tablets,	

			<p>classified as literate</p> <ul style="list-style-type: none"> • Read records and registers to be maintained by ASHAs • Read instructions and pamphlets provided as part of ASHA training • Read communication material prepared for Behaviour Change Communication • Read the village health plan prepared by the VHSNC • Read ASHA manuals to remain updated • Speak at least one local language • Communicate effectively with all community members 		acid tablets, weighing machine, BP apparatus, various sample drugs, various sample vaccines like TT.	weighing machine, BP apparatus, various sample drugs, various sample vaccines like TT.	
5.5	Frontline Health Worker – I	Professional Skills	<ul style="list-style-type: none"> • Make decisions related to referrals for women exhibiting danger signs during pregnancy • Make decisions on escorting women to appropriate medical facilities when required • How to plan their work to 	HSS / N 8605 SB1 SB2 SB3 SB4 SB5 SB6 SB7 SB8 SB9 SB10 SB11	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	
					Practical Sessions:-	Practical Sessions:-	45 min.

			<p>suit the needs of the community</p> <ul style="list-style-type: none"> • How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities • Put the needs of the community first • Be responsive to problems stated by all community members • Be available to guide, counsel and help local community members at all times • Be patient and non-judgemental at all times • Create work-around to overcome problems faced in carrying out roles and duties • Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities • Apply, analyse, and evaluate the information 	<p>e-modules, charts/models, role plays, field visits, Iron- folic acid tablets, weighing machine, BP apparatus, various sample drugs, various sample vaccines like TT.</p>	<p>e-modules, charts/models, role plays, field visits, Iron- folic acid tablets, weighing machine, BP apparatus, various sample drugs, various sample vaccines like TT.</p>	
--	--	--	--	---	---	--

			gathered from observation, experience, reasoning, or communication, as a guide to thought and action				
6.1	Frontline Health Worker – I	Counseling women on breast feeding, immunisation and care of a young child, proper nutrition after birth of a child, and Supporting the AWW in mobilising lactating women and infants for nutrition supplement	<ul style="list-style-type: none"> • Ensure that all new-borns are registered with the Anganwadi and the Gram Panchayat • Ensure that new mothers receive at least one medical check-up within two weeks of delivery • Counsel new mothers to visit the ANM for minor complaints • Assist ANMs in conducting postnatal clinic and screening women and children with danger signals. • Referral of post-natal women in case of danger signs • Counsel women on exclusive breast-feeding for the new born • Counsel new mothers on contraceptive needs (temporary/permanent) as required and help the 	HSS / N 8606 PC1 PC2 PC3 PC4 PC5 PC6 PC7 PC8 PC9	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	
					Practical Sessions:-	Practical Sessions:-	45 min.
					e-modules, charts/models, role plays, field visits, Iron- folic acid tablets, weighing machine, BP apparatus, various sample drugs, various sample vaccines like TT.	e-modules, charts/models, role plays, field visits, Iron- folic acid tablets, weighing machine, BP apparatus, various sample drugs, various sample vaccines like TT.	

			<p>women/family to get the same</p> <ul style="list-style-type: none"> • Ensure that both new mothers and infants receive supplementary nutrition available at the Anganwadi Centre • Counsel new mothers on use of contraception post delivery 				
6.2	Frontline Health Worker – I	Knowledge of the Healthcare provider/ Organisation and its processes	<ul style="list-style-type: none"> • The vision and mission of the National Rural Health Mission • Tasks and support expected from ASHAs under the national health plans • The health infrastructure available to the local community (the Primary/ Sub- health centre, First referral unit, District hospital etc.) • The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA • Availability of services related to nutrition and 	HSS / N 8606 KA1 KA2 KA3 KA4	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p>	45 min.
					<p>Practical Sessions:-</p> <p>e-modules, charts/models, role plays, field visits, Iron- folic acid tablets, weighing machine, BP apparatus, various sample drugs, various sample vaccines like TT.</p>	<p>Practical Sessions:-</p> <p>e-modules, charts/models, role plays, field visits, Iron- folic acid tablets, weighing machine, BP apparatus, various sample drugs, various sample vaccines like TT.</p>	45 min.

			<p>care during pregnancy at local medical facilities</p> <ul style="list-style-type: none"> • Time and availability of the ANM at the village for Post-natal check-ups • Nutritional supplements available for lactating women and infants with the ANM and the village medical facilities • Emergency medicines available with the ANM and AWW • Process and policies for registration of births in the village 				
6.3	Frontline Health Worker – I	Technical Knowledge	<ul style="list-style-type: none"> • How to ensure that all births are registered • Care and nutritional needs of infants and lactating women • The importance of and the processes involved in postnatal check-ups • Symptoms which require women to visit the ANM (e.g. sore breasts, foul smelling discharges etc.) • Danger signals for postnatal health of the 	HSS / N 8606 KB1 KB2 KB3 KB4 KB5 KB6 KB7 KB8	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	
					Practical Sessions:-	Practical Sessions:-	45 min.
					e-modules, charts/models, role plays, field visits, Iron- folic acid tablets,	e-modules, charts/models, role plays, field visits, Iron- folic acid tablets, weighing	

			<p>mother such as:</p> <ol style="list-style-type: none"> Excessive vaginal bleeding Loss of consciousness Fast or difficult breathing Fever Severe abdominal pain <ul style="list-style-type: none"> The importance of exclusively breast feeding infants How to counsel women (and escort them when necessary) to receive supplementary nutrition from the ANM/ AWW How to counsel new mothers on use of contraception after delivery 		weighing machine, BP apparatus, various sample drugs, various sample vaccines like TT.	machine, BP apparatus, various sample drugs, various sample vaccines like TT.	
6.4	Frontline Health Worker – I	Core Skills/ Generic Skills	<ul style="list-style-type: none"> Write at least one local/ official language used in the local community Write well enough to be classified as literate Record observations in the ASHA diary Record observations made during home visits Maintain records of births, deaths, and other health related statistics required 	HSS / N 8606 SA1 SA2 SA3 SA4 SA5 SA6 SA7 SA8 SA9 SA10 SA11 SA12 SA13	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	
					Practical Sessions:-	Practical Sessions:-	45 min.
					e-modules, charts/models, role plays, field	e-modules, charts/models, role plays, field visits, Iron- folic	

			<p>of the ASHA</p> <ul style="list-style-type: none"> • Read well enough to be classified as literate • Read records and registers to be maintained by ASHAs • Read instructions and pamphlets provided as part of ASHA training • Read communication material prepared for Behaviour Change Communication • Read the village health plan prepared by the VHSNC • Read ASHA manuals to remain updated • Speak at least one local language • Communicate effectively with all community members 		visits, Iron- folic acid tablets, weighing machine, BP apparatus, various sample drugs, various sample vaccines like TT.	acid tablets, weighing machine, BP apparatus, various sample drugs, various sample vaccines like TT.	
6.5	Frontline Health Worker – I	Professional Skills	<ul style="list-style-type: none"> • Make decisions related to roles and responsibilities of the ASHA • How to plan their work to suit the needs of the community • How to plan the support to 	HSS / N 8606 SB1 SB2 SB3 SB4 SB5 SB6 SB7 SB8 SB9 SB10	Theoretical Sessions:- Classroom Session Lecture Session Assignment Projects	Theoretical Sessions:- Audio-Visual Lab Projector Charts Diagram Notes	45 min.

			<p>the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities</p> <ul style="list-style-type: none"> • Put the needs of the community first • Be responsive to problems stated by all community members • Be available to guide, counsel and help local community members at all times • Be patient and non-judgemental at all times • Create work-around to overcome problems faced in carrying out roles and duties • Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities • Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide 		<p>Practical Sessions:-</p> <p>e-modules, charts/models, role plays, field visits, Iron- folic acid tablets, weighing machine, BP apparatus, various sample drugs, various sample vaccines like TT.</p>	<p>Practical Sessions:-</p> <p>e-modules, charts/models, role plays, field visits, Iron- folic acid tablets, weighing machine, BP apparatus, various sample drugs, various sample vaccines like TT.</p>	<p>45 min.</p>
--	--	--	---	--	---	---	----------------

		to thought and action					
7.1	Frontline Health Worker – I	Counselling women on breast feeding and complementary feeding, immunisation and care of a young child and Observing new-born for danger signs	<ul style="list-style-type: none"> Ensure that all new-borns are registered with the Anganwadi and the Gram Panchayat Assist ANMs in conducting postnatal clinic and screening women and children with danger signals Counsel and support women on exclusive breast-feeding for the new-born Ensure that both new mothers and infants receive supplementary nutrition available at the Anganwadi Centre Ensure that all new-borns are weighed at appropriate times and families are counselled on the importance of this activity Ensure 100% immunisation of children in the 12-23 months age group Ensure that every new-born is visited as per the 	HSS / N 8607 PC1 PC2 PC3 PC4 PC5 PC6 PC7 PC8	Theoretical Sessions:- Classroom Session Lecture Session Assignment Projects Practical Sessions:- e-modules, charts/models, role plays, field visits, Iron- folic acid tablets, weighing machine, BP apparatus, various sample drugs, various sample vaccines like TT.	Theoretical Sessions:- Audio-Visual Lab Projector Charts Diagram Notes Practical Sessions:- e-modules, charts/models, role plays, field visits, Iron- folic acid tablets, weighing machine, BP apparatus, various sample drugs, various sample vaccines like TT.	45 min. 45 min.

			<p>schedule, more often if there are problems and receives essential home-based care as well as appropriate referral for the sick new-born</p> <ul style="list-style-type: none"> • Ensure that every family receives the information and support it needs to • access immunisation • PC6. Help reduce the Infant Mortality Rate in the village through proper care and • immediate referrals in case of illness • PC7. Ensure that all new mothers obtain a Mother & Child Protection Card filled by • the ANM/ AWW • PC8. Ensure that every new-born showing danger signs is referred to the ANM or • appropriate health facility 				
7.2	Frontline Health Worker – I	Knowledge of the Healthcare provider/ Organisation and its processes	<ul style="list-style-type: none"> • The vision and mission of the National Rural Health Mission • Tasks and support expected from ASHAs 	HSS / N 8607 KA1 KA2 KA3 KA4 KA5 KA6	Theoretical Sessions:- Classroom Session Lecture Session	Theoretical Sessions:- Audio-Visual Lab Projector Charts	45 min.

			<p>under the national health plans</p> <ul style="list-style-type: none"> • The Health infrastructure available to the local community (the Primary/ Sub-health centre, First referral unit, District hospital etc.) • The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA • Time and availability of the ANM at the village for postnatal check-ups for mother and child • Nutritional supplements available for lactating women and infants with the ANM and the village medical facilities • Emergency medicines available with the ANM and AWW • Process and policies for registration of births in the village • Immunisation schedule for the village 	KA7 KA8 KA9	<p>Assignment Projects</p> <p>Practical Sessions:-</p> <p>e-modules, charts/models, role plays, field visits, Iron- folic acid tablets, weighing machine, BP apparatus, various sample drugs, various sample vaccines like TT.</p>	<p>Diagram Notes</p> <p>Practical Sessions:-</p> <p>e-modules, charts/models, role plays, field visits, Iron- folic acid tablets, weighing machine, BP apparatus, various sample drugs, various sample vaccines like TT.</p>	45 min.
--	--	--	---	-------------	--	--	---------

7.3	Frontline Health Worker – I	Technical Knowledge	<ul style="list-style-type: none"> • How to ensure that all births are registered • Care and nutritional needs of infants and lactating women • The importance of and the processes involved in postnatal check-ups for neonatal children • The importance of exclusively breast feeding infants • How to counsel women (and escort them when necessary) to obtain supplementary nutrition for neonates from the ANM/ AWW • The schedule for making visits to new mothers and infants to: <ol style="list-style-type: none"> a. Weigh the child and measure growth b. Check for illness/ danger signs c. Diagnose common illnesses such as fever, cold, cough, diarrhoea d. Check if immunisation schedule is being followed 	HSS / N 8607 KB1 KB2 KB3 KB4 KB5 KB6 KB7 KB8 KB9 KB10 KB11 KB12 KB13 KB14 KB15 KB16 KB17 KB18 KB19	Theoretical Sessions:- Classroom Session Lecture Session Assignment Projects	Theoretical Sessions:- Audio-Visual Lab Projector Charts Diagram Notes	45 min.
					Practical Sessions:- e-modules, charts/models, role plays, field visits, Iron- folic acid tablets, weighing machine, BP apparatus, various sample drugs, various sample vaccines like TT.	Practical Sessions:- e-modules, charts/models, role plays, field visits, Iron- folic acid tablets, weighing machine, BP apparatus, various sample drugs, various sample vaccines like TT.	45 min.

			<ul style="list-style-type: none"> • How to provide special care for low birth weight babies born at home or who have discharged • Steps to be taken in case of fever, cold, cough or diarrhoea in an infant • How to manage inventory of ORS for diarrhoea • How to help mothers/ families access common medicines/ ORS for infant care from the ANM/ AWW • Danger signals for neo-natal health such as: <ol style="list-style-type: none"> a. Poor sucking of breast b. Sickness c. Fever d. Fast breathing/ Difficulty in breathing e. Blood in stool f. Pallor and colour of palms/soles (blue or yellow staining) g. Abnormal movements (convulsions) h. Excessive drowsiness or crying i. Cold or hot to touch j. Bleeding from any site k. Abdominal distension 				
--	--	--	---	--	--	--	--

			<p>l. No meconium passed within 24 hours of birth m. No urine passed in 48 hours n. Loss of consciousness o. Severe abdominal pain</p> <ul style="list-style-type: none"> • When to make an immediate referral for infants • Precautions to be taken during referral of infants • 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) • The importance of immunisation and schedule for immunisation of infants and children • How to counsel women and families on the importance of immunisation • How to facilitate families in accessing immunisation services • How to help the ANM/ AWW in mobilising village community in using 			
--	--	--	--	--	--	--

			<p>immunisation services/ attending immunisation camps</p> <ul style="list-style-type: none"> How to ensure that all new mothers obtain a Mother & Child Protection Card filled by the ANM/ AWW 				
7.4	Frontline Health Worker – I	Core Skills/ Generic Skills	<ul style="list-style-type: none"> Write at least one local/ official language used in the local community Write well enough to be classified as literate Record observations in the ASHA diary Record observations made during home visits Maintain records of births, deaths, and other health related statistics required of the ASHA Read well enough to be classified as literate Read records and registers to be maintained by ASHAs Read instructions and pamphlets provided as part of ASHA training Read communication material prepared for 	HSS / N 8607 SA1 SA2 SA3 SA4 SA5 SA6 SA7 SA8 SA9 SA10 SA11 SA12 SA13	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	45 min.
					Practical Sessions:-	Practical Sessions:-	
					e-modules, charts/models, role plays, field visits, Iron- folic acid tablets, weighing machine, BP apparatus, various sample drugs, various sample vaccines like TT.	e-modules, charts/models, role plays, field visits, Iron- folic acid tablets, weighing machine, BP apparatus, various sample drugs, various sample vaccines like TT.	

			<p>Behaviour Change Communication</p> <ul style="list-style-type: none"> • Read the village health plan prepared by the VHSNC • Read ASHA manuals to remain updated • Speak at least one local language • Communicate effectively with all community members 				
7.5	Frontline Health Worker – I	Professional Skills	<ul style="list-style-type: none"> • Make decisions related to roles and responsibilities of the ASHA • How to plan their work to suit the needs of the community • How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities • Put the needs of the community first • Be responsive to problems stated by all community members • Be available to guide, counsel and help local 	<p>HSS / N 8607 SB1 SB2 SB3 SB4 SB5 SB6 SB7 SB8 SB9 SB10</p>	<p>Theoretical Sessions:-</p>	<p>Theoretical Sessions:-</p>	45 min.
					<p>Classroom Session Lecture Session Assignment Projects</p>	<p>Audio-Visual Lab Projector Charts Diagram Notes</p>	<p>Practical Sessions:-</p> <p>e-modules, charts/models, role plays, field visits, Iron- folic acid tablets, weighing machine, BP apparatus, various sample drugs, various</p>

			<p>community members at all times</p> <ul style="list-style-type: none"> • Be patient and non-judgemental at all times • Create work-around to overcome problems faced in carrying out roles and duties • Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities • Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action 		sample vaccines like TT.	sample vaccines like TT.	
8.1	Frontline Health Worker – I	Counselling women on issues related to childlessness and safe medical terminations of pregnancy	<ul style="list-style-type: none"> • Counsel women and families on infertility and refer to a medical facility • Ensure that all pregnancies are registered with the Anganwadi within 12-16 weeks • Educate families and the community about the dangers of unsafe abortion 	HSS / N 8608 PC1 PC2 PC3 PC4 PC5 PC6 PC7	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p>	45 min.
					Practical Sessions:-	Practical Sessions:-	45 min.

			<ul style="list-style-type: none"> • Escort women to approved centres for medical termination of pregnancy (MTP), if needed • Counsel women on safe abortions and the time duration within which abortions can be performed safely • Educate them about the need to use effective contraception after undergoing an abortion, so as to minimise the need for further abortions • Prevent termination of pregnancy after identification of the sex of the foetus as female 		e-modules, charts/models, role plays, field visits to fertility clinics	e-modules, charts/models, role plays, field visits to fertility clinics	
8.2	Frontline Health Worker – I	Knowledge of the Healthcare provider/ Organisation and its processes	<ul style="list-style-type: none"> • The vision and mission of the National Rural Health Mission • Tasks and support expected from ASHAs under the national health plans • The Health infrastructure available to the local community (the Primary/ Sub-health centre, First 	HSS / N 8608 KA1 KA2 KA3 KA4 KA5 KA6 KA7 KA8 KA9	Theoretical Sessions:- Classroom Session Lecture Session Assignment Projects	Theoretical Sessions:- Audio-Visual Lab Projector Charts Diagram Notes	45 min.
					Practical Sessions:- e-modules,	Practical Sessions:- e-modules,	45 min.

			<p>referral unit, District hospital etc.)</p> <ul style="list-style-type: none"> • The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA • Emergency medicines available with the ANM and AWW • Centres/institutions approved by Government for performing MTP near the village • Days when MTP is performed • Expense associated with MTP at government approved centres • Centres where infertility assessment can be performed 		charts/models, role plays, field visits to fertility clinics	charts/models, role plays, field visits to fertility clinics	
8.3	Frontline Health Worker – I	Technical Knowledge	<ul style="list-style-type: none"> • How reproduction occurs • Possible reasons for childlessness • How to refer couples/families for infertility assessment/ treatment 	HSS / N 8608 KB1 KB2 KB3 KB4 KB5 KB6 KB7 KB8 KB9 KB10 KB11	Theoretical Sessions:- Classroom Session Lecture Session Assignment Projects	Theoretical Sessions:- Audio-Visual Lab Projector Charts Diagram Notes	45 min.

			<ul style="list-style-type: none"> • How to ensure that all pregnancies are registered • The various methods of safe termination of pregnancy • Risks associated with unsafe abortions • Danger signs post-abortions which require immediate referral to a medical facility • Post-abort care for the woman • How to counsel women on contraceptive use to prevent need for future abortions • How to be vigilant for selective sex abortions and how to prevent these • How to counsel women and families on safe abortions • How to escort women to government approved centres for termination of pregnancies if required 	KB12	<p>Practical Sessions:-</p> <p>e-modules, charts/models, role plays, field visits to fertility clinics</p>	<p>Practical Sessions:-</p> <p>e-modules, charts/models, role plays, field visits to fertility clinics</p>	45 min.
8.4	Frontline Health	Core Skills/ Generic Skills	<ul style="list-style-type: none"> • Write at least one local/ official language used in 	HSS / N 8608	Theoretical Sessions:-	Theoretical Sessions:-	45 min.

	Worker – I		<p>the local community</p> <ul style="list-style-type: none"> • Write well enough to be classified as literate • Record observations in the ASHA diary • Record observations made during home visits • Maintain records of births, deaths, and other health related statistics required of the ASHA • Read well enough to be classified as literate • Read records and registers to be maintained by ASHAs • Read instructions and pamphlets provided as part of ASHA training • Read communication material prepared for Behaviour Change Communication • Read the village health plan prepared by the VHSNC • Read ASHA manuals to remain updated • Speak at least one local language • Communicate effectively 	SA1 SA2 SA3 SA4 SA5 SA6 SA7 SA8 SA9 SA10 SA11 SA12 SA13	<p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>e-modules, charts/models, role plays, field visits to fertility clinics</p>	<p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>e-modules, charts/models, role plays, field visits to fertility clinics</p>	45 min.
--	------------	--	---	---	---	---	---------

			with all community members				
8.5	Frontline Health Worker – I	Professional Skills	<ul style="list-style-type: none"> • Make decisions related to roles and responsibilities of the ASHA • How to plan their work to suit the needs of the community • How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities • Put the needs of the community first • Be responsive to problems stated by all community members • Be available to guide, counsel and help local community members at all times • Be patient and non-judgemental at all times • Create work-around to overcome problems faced in carrying out roles and duties • Apply the technical and general knowledge gained 	HSS / N 8608 SB1 SB2 SB3 SB4 SB5 SB6 SB7 SB8 SB9 SB10	Theoretical Sessions:- Classroom Session Lecture Session Assignment Projects	Theoretical Sessions:- Audio-Visual Lab Projector Charts Diagram Notes	45 min.
					Practical Sessions:- e-modules, charts/models, role plays, field visits to fertility clinics	Practical Sessions:- e-modules, charts/models, role plays, field visits to fertility clinics	45 min.

			<p>from ASHA training manuals and courses to their everyday tasks and responsibilities</p> <ul style="list-style-type: none"> • Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action 				
9.1	Frontline Health Worker – I	Counselling the community on prevention of malaria, leprosy and tuberculosis and ensuring diagnosed patients take treatment	<ul style="list-style-type: none"> • Ensure 100% of fever cases receive chloroquine within the first week in a malaria endemic area • Help in increasing number of cases of Tuberculosis diagnosed correctly and early • Help in increasing number of cases of leprosy diagnosed correctly and early • Communicate key facts about malaria and its prevention to the community • Make a blood smear and test using a rapid diagnostic test for malaria • Manage fever in a young 	HSS / N 8609 PC1 PC2 PC3 PC4 PC5 PC6 PC7 PC8 PC9 PC10 PC11 PC12 PC13 PC14 PC15	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p>	45 min.
					<p>Practical Sessions:-</p> <p>e-modules, field visit to a DOTS center, Samples of Various medicines or kits used in national health programmes like DOTS, Snellen's Chart, insulin kit, etc.</p>	<p>Practical Sessions:-</p> <p>e-modules, field visit to a DOTS center, Samples of Various medicines or kits used in national health programmes like DOTS, Snellen's Chart, insulin kit, etc.</p>	45 min.

			<p>child</p> <ul style="list-style-type: none"> • Know when to suspect malaria, how and when to test, when to refer, when and what to treat • Understand the manner of spread of Tuberculosis and methods of diagnosis • Support treatment of Tuberculosis and follow-up with patients • Understand the manner of spread of leprosy and methods of diagnosis • Support treatment of leprosy and follow-up with patients • Maintain adequate stocks of DOTS, chloroquine and other primary care medicines contained in the ASHA kit • Maintain stocks of rapid diagnostic kits, especially in malaria endemic areas • Ensure that those with fever which could be malaria (or kala – azar) have their blood tested to detect the disease and provide appropriate 				
--	--	--	---	--	--	--	--

			<p>care/referral</p> <ul style="list-style-type: none"> • Ensure that village/ medical authorities are alerted in case of an outbreak of malaria, leprosy or TB 				
9.2	Frontline Health Worker – I	Knowledge of the Healthcare provider/ Organisation and its processes	<ul style="list-style-type: none"> • The vision and mission of the National Rural Health Mission • Tasks and support expected from ASHAs under the national health plans • The Health infrastructure available to the local community (the Primary/ Sub-health centre, First referral unit, District hospital etc.) • The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA • Emergency medicines available with the ANM and AWW • Contents of the ASHA kit • Medical facilities where 	HSS / N 8609 KA1 KA2 KA3 KA4 KA5 KA6 KA7 KA8 KA9 KA10 KA11 KA12	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	
					Practical Sessions:-	Practical Sessions:-	45 min.
					e-modules, field visit to a DOTS center, Samples of Various medicines or kits used in national health programmes like DOTS, Snellen's Chart, insulin kit, etc.	e-modules, field visit to a DOTS center, Samples of Various medicines or kits used in national health programmes like DOTS, Snellen's Chart, insulin kit, etc.	

			<p>treatment for TB and other infectious diseases is provided</p> <ul style="list-style-type: none"> • Microscopy centres closest to the village for testing sputum for suspected TB cases • DOTS Centres closes to the village for TB treatment and for ensuring supplies of DOTS treatment for patients in the village • Other DOTS volunteers in the area • Incentive available for provision of DOTS treatment and how to claim it • Leprosy treatment centres and facilities available at health centres close to the village 				
9.3	Frontline Health Worker – I	Technical Knowledge	<ul style="list-style-type: none"> • How mosquitoes breed and methods of prevention (e.g. removal of stagnant water) • Ways of prevention of malaria • How to educate the community on taking 	HSS / N 8609 KB1 KB2 KB3 KB4 KB5 KB6 KB7 KB8 KB9 KB10 KB11 KB12 KB13 KB14 KB15 KB16 KB17	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p>	<p>45 min.</p> <p>45 min.</p>

			<p>preventive measures against malaria</p> <ul style="list-style-type: none"> • How to plan for malaria endemic periods (such as the monsoon period) and hold adequate stock of diagnostic kits, chloroquine and primaquine • How to diagnose malaria from symptoms • How to mobilise possible malaria patients to have their blood tested by the MPW/ ANM • How to coordinate with the MPW/ ANM to take blood samples and test for malaria • Contraindications of malaria medicine (e.g. primaquine should not be given to infants or pregnant women) • Presumptive treatment for suspected malaria cases • Symptoms of TB • Methods of prevention of TB • How to counsel the community on prevention of TB 	<p>KB18 KB19 KB20 KB21 KB22</p>	<p>e-modules, field visit to a DOTS center, Samples of Various medicines or kits used in national health programmes like DOTS, Snellen's Chart, insulin kit, etc.</p>	<p>e-modules, field visit to a DOTS center, Samples of Various medicines or kits used in national health programmes like DOTS, Snellen's Chart, insulin kit, etc.</p>	
--	--	--	---	---	---	---	--

			<ul style="list-style-type: none"> • How to diagnose TB based on common signs/symptoms • Persons more vulnerable to TB (persons living in crowded areas or places with poor ventilation, HIV positive persons etc.) • How to mobilise possible TB patients to have their sputum tested by the Microscopy centre • How to ensure that confirmed TB patients take the entire course of DOTS medication • How to coordinate with the DOTS centre to maintain adequate stocks of TB medication for all TB patients in the village • How to counsel TB patients and their families on stopping the spread of the disease • How to diagnose leprosy based on common signs/symptoms • How to mobilise possible leprosy patients to be tested for the disease 				
--	--	--	---	--	--	--	--

			<ul style="list-style-type: none"> • How to ensure that confirmed leprosy patients take the entire course of medication • How to counsel leprosy patients and their families on stopping the spread of the disease 				
9.4	Frontline Health Worker – I	Core Skills/ Generic Skills	<ul style="list-style-type: none"> • Write at least one local/ official language used in the local community • Write well enough to be classified as literate • Record observations in the ASHA diary • Record observations made during home visits • Maintain records of births, deaths, and other health related statistics required of the ASHA • Read well enough to be classified as literate • Read records and registers to be maintained by ASHAs • Read instructions and pamphlets provided as part of ASHA training • Read communication 	HSS / N 8609 SA1 SA2 SA3 SA4 SA5 SA6 SA7 SA8 SA9 SA10 SA11 SA12 SA13	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	
					Practical Sessions:-	Practical Sessions:-	45 min.
					e-modules, field visit to a DOTS center, Samples of Various medicines or kits used in national health programmes like DOTS, Snellen's Chart, insulin kit, etc.	e-modules, field visit to a DOTS center, Samples of Various medicines or kits used in national health programmes like DOTS, Snellen's Chart, insulin kit, etc.	

			<p>material prepared for Behaviour Change Communication</p> <ul style="list-style-type: none"> • Read the village health plan prepared by the VHSNC • Read ASHA manuals to remain updated • Speak at least one local language • Communicate effectively with all community members 				
9.5	Frontline Health Worker – I	Professional Skills	<ul style="list-style-type: none"> • Make decisions related to roles and responsibilities of the ASHA • How to plan their work to suit the needs of the community • How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities • Put the needs of the community first • Be responsive to problems stated by all community members • Be available to guide, 	HSS / N 8609 SB1 SB2 SB3 SB4 SB5 SB6 SB7 SB8 SB9 SB10	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	
					Practical Sessions:-	Practical Sessions:-	45 min.
					e-modules, field visit to a DOTS center, Samples of Various medicines or kits used in national health programmes like DOTS, Snellen's	e-modules, field visit to a DOTS center, Samples of Various medicines or kits used in national health programmes like	

			<p>counsel and help local community members at all times</p> <ul style="list-style-type: none"> • Be patient and non-judgemental at all times • Create work-around to overcome problems faced in carrying out roles and duties • Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities • Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action 		Chart, insulin kit, etc.	DOTS, Snellen's Chart, insulin kit, etc.	
10.1	Frontline Health Worker – I	Providing first aid for injuries like burns, wounds and animal bites, primary care for and advice on minor ailments like cough, cold and fever	<ul style="list-style-type: none"> • Provide first aid for wounds, animal bites and burns • Refer serious cases requiring stiches, rabies shots and advanced burn treatment to the appropriate medical facility • Provide primary care for 	HSS / N 8610 PC1 PC2 PC3 PC4	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p>	<p>45 min.</p> <p>45 min.</p>

			<p>coughs, colds, fever and diarrhoea</p> <ul style="list-style-type: none"> Refer patients to the appropriate medical facility when required 		<p>Sample medicines, e-modules, demonstration for effective first aid practices, first aid box.</p>	<p>Sample medicines, e-modules, demonstration for effective first aid practices, first aid box.</p>	
10.2	Frontline Health Worker – I	Knowledge of the Healthcare provider/ Organisation and its processes	<ul style="list-style-type: none"> The vision and mission of the National Rural Health Mission Tasks and support expected from ASHAs under the national health plans The Health infrastructure available to the local community (the Primary/ Sub-health centre, First referral unit, District hospital etc.) The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA Emergency medicines available with the ANM and AWW Contents of the ASHA kit 	HSS / N 8610 KA1 KA2 KA3 KA4 KA5 KA6	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p>	45 min.
					<p>Practical Sessions:-</p> <p>Sample medicines, e-modules, demonstration for effective first aid practices, first aid box.</p>	<p>Practical Sessions:-</p> <p>Sample medicines, e-modules, demonstration for effective first aid practices, first aid box.</p>	45 min.

10.3	Frontline Health Worker – I	Technical Knowledge	<ul style="list-style-type: none"> How to provide primary care for coughs, colds, fever and diarrhoea When to refer patients to an appropriate medical facility for advanced care How to hold adequate stock of primary care medicines and first aid How to provide first aid for wounds, burns and animal bites Precautions to be taken with wounds and burns Danger signs for wounds, burns and animal bites When to refer patients for stitches, rabies shots or burn care to the appropriate medical facility 	HSS / N 8610 KB1 KB2 KB3 KB4 KB5 KB6 KB7	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	
10.4	Frontline Health Worker – I	Core Skills/ Generic Skills	<ul style="list-style-type: none"> Write at least one local/ official language used in the local community Write well enough to be classified as literate Record observations in the ASHA diary Record observations made during home visits Maintain records of births, 	HSS / N 8610 SA1 SA2 SA3 SA4 SA5 SA6 SA7 SA8 SA9 SA10 SA11 SA12 SA13	Practical Sessions:-	Practical Sessions:-	45 min.
					Sample medicines, e-modules, demonstration for effective first aid practices, first aid box.	Sample medicines, e-modules, demonstration for effective first aid practices, first aid box.	
					Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	
					Practical Sessions:-	Practical Sessions:-	45 min.

			<p>deaths, and other health related statistics required of the ASHA</p> <ul style="list-style-type: none"> • Read well enough to be classified as literate • Read records and registers to be maintained by ASHAs • Read instructions and pamphlets provided as part of ASHA training • Read communication material prepared for Behaviour Change Communication • Read the village health plan prepared by the VHSNC • Read ASHA manuals to remain updated • Speak at least one local language • Communicate effectively with all community members 		<p>Sample medicines, e-modules, demonstration for effective first aid practices, first aid box.</p>	<p>Sample medicines, e-modules, demonstration for effective first aid practices, first aid box.</p>	
10.5	Frontline Health Worker – I	Professional Skills	<ul style="list-style-type: none"> • Make decisions related to roles and responsibilities of the ASHA • How to plan their work to suit the needs of the 	HSS / N 8610 SB1 SB2 SB3 SB4 SB5 SB6 SB7 SB8 SB9	<p>Theoretical Sessions:- Classroom Session Lecture Session</p>	<p>Theoretical Sessions:- Audio-Visual Lab Projector Charts</p>	45 min.

			<p>community</p> <ul style="list-style-type: none"> • How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities • Put the needs of the community first • Be responsive to problems stated by all community members • Be available to guide, counsel and help local community members at all times • Be patient and non-judgemental at all times • Create work-around to overcome problems faced in carrying out roles and duties • Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities • Apply, analyse, and evaluate the information gathered from observation, 	SB10	<p>Assignment Projects</p> <p>Practical Sessions:-</p> <p>Sample medicines, e-modules, demonstration for effective first aid practices, first aid box.</p>	<p>Diagram Notes</p> <p>Practical Sessions:-</p> <p>Sample medicines, e-modules, demonstration for effective first aid practices, first aid box.</p>	45 min.
--	--	--	---	------	--	--	---------

			experience, reasoning, or communication, as a guide to thought and action				
11.1	Frontline Health Worker – I	Providing referrals to appropriate medical facilities and escorting patients to a hospital/ medical facility in case of emergency or when required	<ul style="list-style-type: none"> Diagnose common health problems including: <ol style="list-style-type: none"> Danger signs during pregnancy Symptoms of chronic infectious diseases like TB Symptoms of infectious diseases like Malaria Danger signs in infants and small children Refer patients to the appropriate medical facility when required Escort patients to the appropriate medical facility when required Arrange for transportation to the nearest medical facility when escorting a patient Ensure display of referral transport details in prominent places 	HSS / N 8611 PC1 PC2 PC3 PC4 PC5	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	
					Practical Sessions:-	Practical Sessions:-	45 min.
					Meeting with an ASHA and other health workers, tools to various communication methods	Meeting with an ASHA and other health workers, tools to various communication methods	
11.2	Frontline Health	Knowledge of the Healthcare provider/ Organisation and	<ul style="list-style-type: none"> The vision and mission of the National Rural Health Mission 	HSS / N 8611 KA1 KA2 KA3 KA4 KA5 KA6 KA7	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom	Audio-Visual Lab	

	Worker – I	its processes	<ul style="list-style-type: none"> • Tasks and support expected from ASHAs under the national health plans • The Health infrastructure available to the local community (the Primary/ Sub-health centre, First referral unit, District hospital etc.) • The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA • Emergency medicines available with the ANM and AWW • Contents of the ASHA kit • Government ambulance system/ 2-3 transport owners with pre-determined rates for transport with contact details 		<p>Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Meeting with an ASHA and other health workers, tools to various communication methods</p>	<p>Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Meeting with an ASHA and other health workers, tools to various communication methods</p>	
11.3	Frontline Health Worker – I	Technical Knowledge	<ul style="list-style-type: none"> • How to diagnose common ailments and problems in pregnancy and childhood including: 	HSS / N 8611 KB1 KB2 KB3 KB4 KB5	<p>Theoretical Sessions:-</p> <p>Classroom Session</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector</p>	45 min.

			<p>a. Danger signs post-abortion, in pregnancy and post-partum</p> <p>b. Danger signs in infants and young children</p> <p>c. Possible cases of HIV, STI or RTI</p> <p>d. Possible cases of infectious diseases like malaria or TB</p> <p>e. Wounds, animal bites and other problems requiring advanced care</p> <ul style="list-style-type: none"> • When to refer patients to an appropriate medical facility for advanced care • How to escort patients to a Health Facility in the following situations: <ol style="list-style-type: none"> a. For Institutional deliveries b. Childbirth and immediately after childbirth c. Difficulties during pregnancy and childbirth d. Abortion and bleeding e. Serious sickness of a child f. Serious sickness e.g. brain malaria or heat stroke 		<p>Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Meeting with an ASHA and other health workers, tools to various communication methods</p>	<p>Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Meeting with an ASHA and other health workers, tools to various communication methods</p>	45 min.
--	--	--	---	--	---	--	---------

			<p>g. Suspected cases of TB or HIV</p> <p>h. Accidents like snake bite, burns, serious injury, poisoning, drowning</p> <p>i. For sterilisation or for accepting IUD</p> <p>j. For ante-natal and post natal check ups</p> <ul style="list-style-type: none"> • How to arrange transport when escorting a patient to a medical facility • How to ensure that referral transport details are displayed at a prominent location 				
11.4	Frontline Health Worker – I	Core Skills/ Generic Skills	<ul style="list-style-type: none"> • Write at least one local/official language used in the local community • Write well enough to be classified as literate • Record observations in the ASHA diary • Record observations made during home visits • Maintain records of births, deaths, and other health related statistics required of the ASHA • Read well enough to be 	HSS / N 8611 SA1 SA2 SA3 SA4 SA5 SA6 SA7 SA8 SA9 SA10 SA11 SA12 SA13	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects Practical Sessions:- Meeting with an ASHA and other health workers, tools to various communication	Audio-Visual Lab Projector Charts Diagram Notes Practical Sessions:- Meeting with an ASHA and other health workers, tools to various communication	

			<p>classified as literate</p> <ul style="list-style-type: none"> • Read records and registers to be maintained by ASHAs • Read instructions and pamphlets provided as part of ASHA training • Read communication material prepared for Behaviour Change Communication • Read the village health plan prepared by the VHSNC • Read ASHA manuals to remain updated • Speak at least one local language • Communicate effectively with all community members 		methods	methods	
11.5	Frontline Health Worker – I	Professional Skills	<ul style="list-style-type: none"> • Make decisions related to roles and responsibilities of the ASHA • How to plan their work to suit the needs of the community • How to plan the support to the VHSNC and other Allied Health Workers in the village without 	HSS / N 8611 SB1 SB2 SB3 SB4 SB5 SB6 SB7 SB8 SB9 SB10	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p>	<p>45 min.</p> <p>45 min.</p>

			<p>conflicting with other responsibilities</p> <ul style="list-style-type: none"> • Put the needs of the community first • Be responsive to problems stated by all community members • Be available to guide, counsel and help local community members at all times • Be patient and non-judgemental at all times • Create work-around to overcome problems faced in carrying out roles and duties • Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities • Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action 		Meeting with an ASHA and other health workers, tools to various communication methods	Meeting with an ASHA and other health workers, tools to various communication methods	
12.1	Frontline	Providing	<ul style="list-style-type: none"> • Diagnose common 	HSS / N 8612	Theoretical	Theoretical	45 min.

	Health Worker – I	information on AYUSH medicines and other natural substances for common ailments	<p>ailments</p> <ul style="list-style-type: none"> • Provide information on AYUSH medicines for common ailments 	PC1 PC2	<p>Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p>	<p>Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p>	
					<p>Practical Sessions:-</p> <p>e-modules, meeting with AYUSH practitioners, Samples of various medicines for minor ailments.</p>	<p>Practical Sessions:-</p> <p>Meeting with AYUSH practitioners, Samples of various medicines for minor ailments.</p>	45 min.
12.2	Frontline Health Worker – I	Knowledge of the Healthcare provider/ Organisation and its processes	<ul style="list-style-type: none"> • The vision and mission of the National Rural Health Mission • Tasks and support expected from ASHAs under the national health plans • The Health infrastructure available to the local community (the Primary/ Sub-health centre, First referral unit, District hospital etc.) • The roles and responsibilities of other 	HSS / N 8612 KA1 KA2 KA3 KA4 KA5 KA6	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p>	45 min.
					<p>Practical Sessions:-</p> <p>e-modules, meeting with AYUSH practitioners, Samples of</p>	<p>Practical Sessions:-</p> <p>Meeting with AYUSH practitioners, Samples of various</p>	45 min.

			<p>allied health workers at the village level including the ANM, AWW, MPW and TBA</p> <ul style="list-style-type: none"> • Emergency medicines available with the ANM and AWW • Contents of the ASHA kit 		various medicines for minor ailments.	medicines for minor ailments.	
12.3	Frontline Health Worker – I	Technical Knowledge	<ul style="list-style-type: none"> • The different systems of medicine encompassed by AYUSH including Ayurveda, Unani, Homeopathy and Naturopathy • The philosophies underlying the different systems of healing • Common remedies for iron deficiency/ anaemia • Common remedies for gastro-intestinal ailments • Curative properties of medicinal plants and herbs • Curative properties of some compound formulations in AYUSH • How to provide information on the appropriate medicinal plants/ herbs/medicines to be 	HSS / N 8612 KB1 KB2 KB3 KB4 KB5 KB6 KB7	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p>	45 min.
					<p>Practical Sessions:-</p> <p>e-modules, meeting with AYUSH practitioners, Samples of various medicines for minor ailments.</p>	<p>Practical Sessions:-</p> <p>Meeting with AYUSH practitioners, Samples of various medicines for minor ailments.</p>	45 min.

			taken, manner of ingestion and dosage based on the ailment or symptoms presented by the patient				
12.4	Frontline Health Worker – I	Core Skills/ Generic Skills	<ul style="list-style-type: none"> • Write at least one local/ official language used in the local community • Write well enough to be classified as literate • Record observations in the ASHA diary • Record observations made during home visits • Maintain records of births, deaths, and other health related statistics required of the ASHA • Read well enough to be classified as literate • Read records and registers to be maintained by ASHAs • Read instructions and pamphlets provided as part of ASHA training • Read communication material prepared for Behaviour Change Communication • Read the village health 	HSS / N 8612 SA1 SA2 SA3 SA4 SA5 SA6 SA7 SA8 SA9 SA10 SA11 SA12 SA13	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	
					Practical Sessions:-	Practical Sessions:-	45 min.
					e-modules, meeting with AYUSH practitioners, Samples of various medicines for minor ailments.	Meeting with AYUSH practitioners, Samples of various medicines for minor ailments.	

			<p>plan prepared by the VHSNC</p> <ul style="list-style-type: none"> • Read ASHA manuals to remain updated • Speak at least one local language • Communicate effectively with all community members 				
12.5	Frontline Health Worker – I	Professional Skills	<ul style="list-style-type: none"> • Make decisions related to roles and responsibilities of the ASHA • How to plan their work to suit the needs of the community • How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities • Put the needs of the community first • Be responsive to problems stated by all community members • Be available to guide, 	HSS / N 8612 SB1 SB2 SB3 SB4 SB5 SB6 SB7 SB8 SB9 SB10	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>e-modules, meeting with AYUSH practitioners, Samples of various medicines for minor ailments.</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Meeting with AYUSH practitioners, Samples of various medicines for minor ailments.</p>	45 min. 45 min.

			<p>counsel and help local community members at all times</p> <ul style="list-style-type: none"> • Be patient and non-judgemental at all times • Create work-around to overcome problems faced in carrying out roles and duties • Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities • Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action 				
13.1	Frontline Health Worker – I	Providing information on the Total sanitation campaign and mobilising the community to have household toilets constructed	<ul style="list-style-type: none"> • Mobilise the community to construct household toilets in the village • Reduce the incidence of open defecation in the village • Conduct Information, Education and Communication (IEC) 	HSS / N 8613 PC1 PC2 PC3	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p>	45 min.
					<p>Practical Sessions:-</p>	<p>Practical Sessions:-</p>	45 min.

			activities to promote sanitation		E-modules, Field visits	Field visits	
13.2	Frontline Health Worker – I	Knowledge of the Healthcare provider/ Organisation and its processes	<ul style="list-style-type: none"> The vision and mission of the National Rural Health Mission Tasks and support expected from ASHAs under the national health plans The Health infrastructure available to the local community (the Primary/ Sub-health centre, First referral unit, District hospital etc.) The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA The guidelines for the Nirmal Gram Puruskar The guidelines for the Total Sanitation Campaign 	HSS / N 8613 KA1 KA2 KA3 KA4 KA5 KA6	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p>	45 min.
					<p>Practical Sessions:-</p> <p>E-modules, Field visits</p>	<p>Practical Sessions:-</p> <p>Field visits</p>	45 min.

13.3	Frontline Health Worker – I	Technical Knowledge	<ul style="list-style-type: none"> The benefits of having properly constructed household toilets The hygiene related factors for household toilets The potentially harmful effects of open defecation The privacy related benefits of constructed household and school toilets, especially for girls and women The health benefits of toilets The incentive available under the Nirmal Gram Puruskar and how to claim them How to conduct IEC activities to promote construction of toilets 	HSS / N 8613 KB1 KB2 KB3 KB4 KB5 KB6 KB7	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	
13.4	Frontline Health Worker – I	Core Skills/ Generic Skills	<ul style="list-style-type: none"> Write at least one local/ official language used in the local community Write well enough to be classified as literate Record observations in the ASHA diary Record observations made during home visits 	HSS / N 8613 SA1 SA2 SA3 SA4 SA5 SA6 SA7 SA8 SA9 SA10 SA11 SA12 SA13	Practical Sessions:-	Practical Sessions:-	45 min.
					E-modules, Field visits	Field visits	

			<ul style="list-style-type: none"> • Maintain records of births, deaths, and other health related statistics required of the ASHA • Read well enough to be classified as literate • Read records and registers to be maintained by ASHAs • Read instructions and pamphlets provided as part of ASHA training • Read communication material prepared for Behaviour Change Communication • Read the village health plan prepared by the VHSNC • Read ASHA manuals to remain updated • Speak at least one local language • Communicate effectively with all community members 		E-modules, Field visits	Field visits	
13.5	Frontline Health Worker – I	Professional Skills	<ul style="list-style-type: none"> • Make decisions related to roles and responsibilities of the ASHA • How to plan their work to 	HSS / N 8613 SB1 SB2 SB3 SB4 SB5 SB6	Theoretical Sessions:- Classroom Session	Theoretical Sessions:- Audio-Visual Lab Projector	45 min.

			<p>suit the needs of the community</p> <ul style="list-style-type: none"> • How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities • Put the needs of the community first • Be responsive to problems stated by all community members • Be available to guide, counsel and help local community members at all times • Be patient and non-judgemental at all times • Create work-around to overcome problems faced in carrying out roles and duties • Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities • Apply, analyse, and evaluate the information 	SB7 SB8 SB9 SB10	<p>Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>E-modules, Field visits</p>	<p>Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Field visits</p>	45 min.
--	--	--	--	---------------------	---	---	---------

			gathered from observation, experience, reasoning, or communication, as a guide to thought and action				
14.1	Frontline Health Worker – I	Making home visits to observe health practices and provide counselling to the community	<ul style="list-style-type: none"> • Build a rapport with the community members, especially the women in the community • Organise a home visit schedule to cover all homes in the community • Mobilise pregnant women and new mothers to receive ante and postnatal care and supplementary nutrition • Mobilise pregnant women to have institutional deliveries • Mobilise parents to have their children immunised • Mobilise community members with possibility of STIs/ RTIs, communicable diseases, chronic diseases or other ailments to have tests done or to take treatment • Mobilise the community to adopt health and hygiene 	HSS / N 8614 PC1 PC2 PC3 PC4 PC5 PC6 PC7 PC8	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	
					Practical Sessions:-	Practical Sessions:-	45 min.
					e - modules, books, training materials, meeting with an ASHA and other health workers, tools to various communication methods	Meeting with an ASHA and other health workers, tools to various communication methods	

			<p>related precautions (e.g. disinfect stagnant pools of water, wash hands often etc.)</p> <ul style="list-style-type: none"> Facilitate implementation of national health plans and schemes 				
14.2	Frontline Health Worker – I	Knowledge of the Healthcare provider/ Organisation and its processes	<ul style="list-style-type: none"> The vision and mission of the National Rural Health Mission Tasks and support expected from ASHAs under the national health plans The Health infrastructure available to the local community (the Primary/ Sub-health centre, First referral unit, District hospital etc.) The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA 	HSS / N 8614 KA1 KA2 KA3 KA4	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	
					Practical Sessions:-	Practical Sessions:-	45 min.
					e - modules, books, training materials, meeting with an ASHA and other health workers, tools to various communication methods	Meeting with an ASHA and other health workers, tools to various communication methods	
14.3	Frontline Health	Technical Knowledge	<ul style="list-style-type: none"> Essentials of sanitation and environment for the village and the community 	HSS / N 8614 KB1 KB2 KB3	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom	Audio-Visual Lab	

	Worker – I		<p>(e.g. water safety)</p> <ul style="list-style-type: none"> • Social determinants of health and prevalence in the local community • Essentials for maternal and child health (including requirements of antenatal and postnatal care) • Symptoms, prevention and care of common childhood diseases • Symptoms, prevention and care of common ailments, wounds, burns and animal bites • Symptoms, prevention and home based care of chronic ailments (e.g. tuberculosis or cancer) • When to make referrals to appropriate health facilities 	KB4 KB5 KB6 KB7	<p>Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>e - modules, books, training materials, meeting with an ASHA and other health workers, tools to various communication methods</p>	<p>Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Meeting with an ASHA and other health workers, tools to various communication methods</p>	
14.4	Frontline Health Worker – I	Core Skills/ Generic Skills	<ul style="list-style-type: none"> • Write at least one local/ official language used in the local community • Write well enough to be classified as literate • Record observations in the ASHA diary • Record observations made during home visits • Maintain records of births, 	HSS / N 8614 SA1 SA2 SA3 SA4 SA5 SA6 SA7 SA8 SA9 SA10 SA11 SA12 SA13	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p>	45 min. 45 min.

			<p>deaths, and other health related statistics required of the ASHA</p> <ul style="list-style-type: none"> • Read well enough to be classified as literate • Read records and registers to be maintained by ASHAs • Read instructions and pamphlets provided as part of ASHA training • Read communication material prepared for Behaviour Change Communication • Read the village health plan prepared by the VHSNC • Read ASHA manuals to remain updated • Speak at least one local language • Communicate effectively with all community members 		e - modules, books, training materials, meeting with an ASHA and other health workers, tools to various communication methods	Meeting with an ASHA and other health workers, tools to various communication methods	
14.5	Frontline Health Worker – I	Professional Skills	<ul style="list-style-type: none"> • Make decisions related to roles and responsibilities of the ASHA • How to plan their work to suit the needs of the 	HSS / N 8614 SB1 SB2 SB3 SB4 SB5 SB6 SB7 SB8 SB9	Theoretical Sessions:- Classroom Session Lecture Session	Theoretical Sessions:- Audio-Visual Lab Projector Charts	45 min.

			<p>community</p> <ul style="list-style-type: none"> • How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities • Put the needs of the community first • Be responsive to problems stated by all community members • Be available to guide, counsel and help local community members at all times • Be patient and non-judgemental at all times • Create work-around to overcome problems faced in carrying out roles and duties • Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities • Apply, analyse, and evaluate the information gathered from observation, 	SB10	<p>Assignment Projects</p> <p>Practical Sessions:-</p> <p>e - modules, books, training materials, meeting with an ASHA and other health workers, tools to various communication methods</p>	<p>Diagram Notes</p> <p>Practical Sessions:-</p> <p>Meeting with an ASHA and other health workers, tools to various communication methods</p>	45 min.
--	--	--	---	------	---	---	---------

			experience, reasoning, or communication, as a guide to thought and action				
15.1	Frontline Health Worker – I	Support the Anganwadi Worker	<ul style="list-style-type: none"> • Build a rapport with the community members, especially the women in the community • Provide information on health related issues to women, adolescent girls and children • Mobilise pregnant women to have antenatal check-ups and supplementary nutrition • Mobilise pregnant women to have institutional deliveries • Explain the importance of postnatal check-ups and supplementary nutrition • Provide information on home remedies for minor ailments, burns, wounds and animal bites • Explain the importance of immunisation • Mobilise community members with possibility of STIs/ RTIs, communicable 	HSS / N 8615 PC1 PC2 PC3 PC4 PC5 PC6 PC7 PC8 PC9	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	
					Practical Sessions:-	Practical Sessions:-	45 min.
					e - modules, books, training materials, meeting with an ASHA and other health workers, tools to various communication methods	Meeting with an ASHA and other health workers, tools to various communication methods	

			<p>diseases, chronic diseases or other ailments to have tests done or to take treatment</p> <ul style="list-style-type: none"> Mobilise the community to adopt health and hygiene related precautions (e.g. disinfect stagnant pools of water, wash hands often etc.) 				
15.2	Frontline Health Worker – I	Knowledge of the Healthcare provider / organisation and its processes	<ul style="list-style-type: none"> The vision and mission of the National Rural Health Mission Tasks and support expected from ASHAs under the national health plans The Health infrastructure available to the local community (the Primary/ Sub-health centre, First referral unit, District hospital etc.) The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA 	HSS / N 8615 KA1 KA2 KA3 KA4	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p>	45 min.
					<p>Practical Sessions:-</p> <p>e - modules, books, training materials, meeting with an ASHA and other health workers, tools to various communication methods</p>	<p>Practical Sessions:-</p> <p>Meeting with an ASHA and other health workers, tools to various communication methods</p>	45 min.

15.3	Frontline Health Worker – I	Technical Knowledge	<ul style="list-style-type: none"> • The importance of nutritious food and personal hygiene • The importance of care during pregnancy and antenatal check-ups • The importance of institutional deliveries • The importance of postnatal check-ups and supplementary nutrition • Home remedies for minor ailments, burns, wounds and animal bites • The importance of immunisation • Essentials of sanitation and environment for the village and the community (e.g. water safety) • Social determinants of health and prevalence in the local community 	HSS / N 8615 KB1 KB2 KB3 KB4 KB5 KB6 KB7 KB8 KB9	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p>	45 min.
					<p>Practical Sessions:-</p> <p>e - modules, books, training materials, meeting with an ASHA and other health workers, tools to various communication methods</p>	<p>Practical Sessions:-</p> <p>Meeting with an ASHA and other health workers, tools to various communication methods</p>	45 min.

15.4	Frontline Health Worker – I	Core Skills/ Generic Skills	<ul style="list-style-type: none"> • Write at least one local/ official language used in the local community • Write well enough to be classified as literate • Record observations in the ASHA diary • Record observations made during home visits • Maintain records of births, deaths, and other health related statistics required of the ASHA • Read well enough to be classified as literate • Read records and registers to be maintained by ASHAs • Read instructions and pamphlets provided as part of ASHA training • Read communication material prepared for Behaviour Change Communication • Read the village health plan prepared by the VHSNC • Read ASHA manuals to remain updated • Speak at least one local 	HSS / N 8615 SA1 SA2 SA3 SA4 SA5 SA6 SA7 SA8 SA9 SA10 SA11 SA12 SA13	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	45 min.
					Practical Sessions:- e - modules, books, training materials, meeting with an ASHA and other health workers, tools to various communication methods	Practical Sessions:- Meeting with an ASHA and other health workers, tools to various communication methods	

			<p>language</p> <ul style="list-style-type: none"> Communicate effectively with all community members 				
15.5	Frontline Health Worker – I	Professional Skills	<ul style="list-style-type: none"> Make decisions related to roles and responsibilities of the ASHA How to plan their work to suit the needs of the community How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities Put the needs of the community first Be responsive to problems stated by all community members Be available to guide, counsel and help local community members at all times Be patient and non-judgemental at all times Create work-around to overcome problems faced in carrying out roles and duties 	HSS / N 8615 SB1 SB2 SB3 SB4 SB5 SB6 SB7 SB8 SB9 SB10	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p>	45 min.
					<p>Practical Sessions:-</p> <p>e - modules, books, training materials, meeting with an ASHA and other health workers, tools to various communication methods</p>	<p>Practical Sessions:-</p> <p>Meeting with an ASHA and other health workers, tools to various communication methods</p>	45 min.

			<ul style="list-style-type: none"> Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action 				
16.1	Frontline Health Worker – I	Support the Auxiliary Nurse Midwife	<ul style="list-style-type: none"> Build a rapport with the community members, especially the women in the community Mobilise pregnant women to have antenatal check-ups and supplementary nutrition Mobilise new mothers to have postnatal check-ups and supplementary nutrition Mobilise community members to seek medical attention from the ANM for ailments, burns, wounds and animal bites Explain the importance of immunisation and mobilise parents to have their children immunised 	HSS / N 8616 PC1 PC2 PC3 PC4 PC5 PC6 PC7	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>e - modules, books, training materials, meeting with an ASHA and other health workers, tools to various communication methods</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Meeting with an ASHA and other health workers, tools to various communication methods</p>	45 min.

			<ul style="list-style-type: none"> Mobilise community members with possibility of STIs/ RTIs to have tests done by the ANM Mobilise young couples to approach the ANM for contraception 				
16.2	Frontline Health Worker – I	Knowledge of the Healthcare provider/ Organisation and its processes	<ul style="list-style-type: none"> The vision and mission of the National Rural Health Mission Tasks and support expected from ASHAs under the national health plans The Health infrastructure available to the local community (the Primary/ Sub-health centre, First referral unit, District hospital etc.) The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA 	HSS / N 8616 KA1 KA2 KA3 KA4	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>e - modules, books, training materials, meeting with an ASHA and other health workers, tools to various communication methods</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Meeting with an ASHA and other health workers, tools to various communication methods</p>	45 min.
16.3	Frontline Health Worker – I	Technical Knowledge	<ul style="list-style-type: none"> The importance of care during pregnancy and antenatal check-ups The importance of 	HSS / N 8616 KB1 KB2 KB3 KB4 KB5	<p>Theoretical Sessions:-</p> <p>Classroom Session</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector</p>	45 min.

			<p>postnatal check-ups and supplementary nutrition</p> <ul style="list-style-type: none"> The importance of immunisation and the immunisation schedule of the ANM The various methods of contraception and the contraceptive available with the ANM The possible symptoms of RTIs/ STIs and the test kits available with the ANM 		<p>Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>e - modules, books, training materials, meeting with an ASHA and other health workers, tools to various communication methods</p>	<p>Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Meeting with an ASHA and other health workers, tools to various communication methods</p>	45 min.
16.4	Frontline Health Worker – I	Core Skills/ Generic Skills	<ul style="list-style-type: none"> Write at least one local/ official language used in the local community Write well enough to be classified as literate Record observations in the ASHA diary Record observations made during home visits Maintain records of births, deaths, and other health related statistics required of the ASHA Read well enough to be classified as literate Read records and registers 	HSS / N 8616 SA1 SA2 SA3 SA4 SA5 SA6 SA7 SA8 SA9 SA10 SA11 SA12 SA13	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>e - modules, books, training materials, meeting with an ASHA and other health workers, tools to various</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Meeting with an ASHA and other health workers, tools to various communication methods</p>	45 min. 45 min.

			<p>to be maintained by ASHAs</p> <ul style="list-style-type: none"> • Read instructions and pamphlets provided as part of ASHA training • Read communication material prepared for Behaviour Change Communication • Read the village health plan prepared by the VHSNC • Read ASHA manuals to remain updated • Speak at least one local language • Communicate effectively with all community members 		communication methods		
16.5	Frontline Health Worker – I	Professional Skills	<ul style="list-style-type: none"> • Make decisions related to roles and responsibilities of the ASHA • How to plan their work to suit the needs of the community • How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities 	HSS / N 8616 SB1 SB2 SB3 SB4 SB5 SB6 SB7 SB8 SB9 SB10	Theoretical Sessions:-	Theoretical Sessions:-	45 min.
					Classroom Session Lecture Session Assignment Projects	Audio-Visual Lab Projector Charts Diagram Notes	
					Practical Sessions:-	Practical Sessions:-	45 min.

			<ul style="list-style-type: none"> Put the needs of the community first Be responsive to problems stated by all community members Be available to guide, counsel and help local community members at all times Be patient and non-judgemental at all times Create work-around to overcome problems faced in carrying out roles and duties Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action 		e - modules, books, training materials, meeting with an ASHA and other health workers, tools to various communication methods	Meeting with an ASHA and other health workers, tools to various communication methods	
17.1	Frontline Health	Support the Traditional Birth	<ul style="list-style-type: none"> Explain the importance of a medically safe and hygienic childbirth process 	HSS / N 8617 PC1 PC2 PC3 PC4	Theoretical Sessions:- Classroom	Theoretical Sessions:- Audio-Visual Lab	1 Hr

	Worker – II	Attendant	<ul style="list-style-type: none"> • Explain the potential risks associated with childbirth at home • Explain the essential requirements for a clean and safe childbirth process at home with a TBA • Counsel women opting for childbirth with a TBA • Obtain Clean childbirth kits for the TBA as required • Counsel the TBA and the pregnant woman on precautions to be taken during childbirth at home • Counsel the TBA and the pregnant woman on potential danger signs to be aware of during the childbirth process • Counsel TBA and pregnant woman on referring in case of danger signs • Keep contact with TBA to keep track of pregnancies • Counsel TBA on being aware of potential female foeticide and identifying possible cases of sex determination 	PC5 PC6 PC7 PC8 PC9 PC10	<p>Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>e - modules, books, training materials, meeting with an ASHA and other health workers, tools to various communication methods</p>	<p>Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Meeting with an ASHA and other health workers, tools to various communication methods</p>	1 Hr
--	-------------	-----------	--	--------------------------------	---	--	------

17.2	Frontline Health Worker – II	Knowledge of the Healthcare provider/ Organisation and its processes	<ul style="list-style-type: none"> The vision and mission of the National Rural Health Mission Tasks and support expected from ASHAs under the national health plans The Health infrastructure available to the local community (the Primary/ Sub-health centre, First referral unit, District hospital etc.) The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA The availability of Clean childbirth kits with the ANM/ Primary Health Centre and how to obtain these 	HSS / N 8617 KA1 KA2 KA3 KA4 KA5	Theoretical Sessions:- Classroom Session Lecture Session Assignment Projects	Theoretical Sessions:- Audio-Visual Lab Projector Charts Diagram Notes	1 Hr
					Practical Sessions:- e - modules, books, training materials, meeting with an ASHA and other health workers, tools to various communication methods	Practical Sessions:- Meeting with an ASHA and other health workers, tools to various communication methods	1 Hr
17.3	Frontline Health Worker – II	Technical Knowledge	<ul style="list-style-type: none"> The importance of care and hygiene during childbirth The requirements for medically safe and 	HSS / N 8617 KB1 KB2 KB3 KB4 KB5 KB6	Theoretical Sessions:- Classroom Session Lecture Session Assignment	Theoretical Sessions:- Audio-Visual Lab Projector Charts Diagram	1 Hr

					Projects	Notes	
			<p>hygienic childbirth</p> <ul style="list-style-type: none"> The provisions contained within a Dai delivery kit Precautions to be taken during childbirth at home Signs of distress or danger during childbirth at home How to refer mother or new-born in case of danger signs 		<p>Practical Sessions:-</p> <p>e - modules, books, training materials, meeting with an ASHA and other health workers, tools to various communication methods</p>	<p>Practical Sessions:-</p> <p>Meeting with an ASHA and other health workers, tools to various communication methods</p>	1 Hr
17.4	Frontline Health Worker – II	Core Skills/ Generic Skills	<ul style="list-style-type: none"> Write at least one local/ official language used in the local community Write well enough to be classified as literate Record observations in the ASHA diary Record observations made during home visits Maintain records of births, deaths, and other health related statistics required of the ASHA 	HSS / N 8617 SA1 SA2 SA3 SA4 SA5 SA6 SA7 SA8 SA9 SA10 SA11 SA12 SA13	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p>	1 Hr
					<p>Practical Sessions:-</p> <p>e - modules, books, training materials, meeting</p>	<p>Practical Sessions:-</p> <p>Meeting with an ASHA and other health workers,</p>	1 Hr

			<ul style="list-style-type: none"> • Read well enough to be classified as literate • Read records and registers to be maintained by ASHAs • Read instructions and pamphlets provided as part of ASHA training • Read communication material prepared for Behaviour Change Communication • Read the village health plan prepared by the VHSNC • Read ASHA manuals to remain updated • Speak at least one local language • Communicate effectively with all community members 		with an ASHA and other health workers, tools to various communication methods	tools to various communication methods	
17.5	Frontline Health Worker – II	Professional Skills	<ul style="list-style-type: none"> • Make decisions related to roles and responsibilities of the ASHA • How to plan their work to suit the needs of the community • How to plan the support to the VHSNC and other Allied Health Workers in 	HSS / N 8617 SB1 SB2 SB3 SB4 SB5 SB6 SB7 SB8 SB9 SB10	Theoretical Sessions:- Classroom Session Lecture Session Assignment Projects	Theoretical Sessions:- Audio-Visual Lab Projector Charts Diagram Notes	1 Hr
					Practical	Practical	1 Hr

			<p>the village without conflicting with other responsibilities</p> <ul style="list-style-type: none"> • Put the needs of the community first • Be responsive to problems stated by all community members • Be available to guide, counsel and help local community members at all times • Be patient and non-judgemental at all times • Create work-around to overcome problems faced in carrying out roles and duties • Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities • Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action 		<p>Sessions:-</p> <p>e - modules, books, training materials, meeting with an ASHA and other health workers, tools to various communication methods</p>	<p>Sessions:-</p> <p>Meeting with an ASHA and other health workers, tools to various communication methods</p>	
--	--	--	--	--	--	--	--

18.1	Frontline Health Worker – II	Support the Male Swasthya Karmi	<ul style="list-style-type: none"> • Explain the causes of malaria and precautions to be taken for its prevention • Explain symptoms of malaria • Identify possible cases of malaria before an outbreak • Mobilise suspected cases of malaria to be tested by the MPW • Inform the MPW of suspected cases of malaria • Assist the MPW in collecting blood samples from suspected cases of malaria • Inform the Primary Health Centre of suspected outbreaks of malaria 	HSS / N 8618 PC1 PC2 PC3 PC4 PC5 PC6 PC7	Theoretical Sessions:- Classroom Session Lecture Session Assignment Projects	Theoretical Sessions:- Audio-Visual Lab Projector Charts Diagram Notes	1 Hr
					Practical Sessions:- e - modules, books, training materials, meeting with an ASHA and other health workers, tools to various communication methods	Practical Sessions:- Meeting with an ASHA and other health workers, tools to various communication methods	1 Hr
18.2	Frontline Health Worker – II	Knowledge of the Healthcare provider/ Organisation and its processes	<ul style="list-style-type: none"> • The vision and mission of the National Rural Health Mission • Tasks and support expected from ASHAs under the national health plans • The Health infrastructure 	HSS / N 8618 KA1 KA2 KA3 KA4	Theoretical Sessions:- Classroom Session Lecture Session Assignment Projects	Theoretical Sessions:- Audio-Visual Lab Projector Charts Diagram Notes	2 Hr

			<p>available to the local community (the Primary/ Sub-health centre, First referral unit, District hospital etc.)</p> <ul style="list-style-type: none"> The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA 		<p>Practical Sessions:-</p> <p>e - modules, books, training materials, meeting with an ASHA and other health workers, tools to various communication methods</p>	<p>Practical Sessions:-</p> <p>Meeting with an ASHA and other health workers, tools to various communication methods</p>	
18.3	Frontline Health Worker – II	Technical Knowledge	<ul style="list-style-type: none"> The causes of malaria and its prevention The symptoms of malaria The blood sample collection schedule for the MPW The process for collection of blood samples for suspected cases of malaria 	HSS / N 8618 KB1 KB2 KB3 KB4	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>e - modules, books, training materials, meeting with an ASHA and other health workers, tools to various communication methods</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Meeting with an ASHA and other health workers, tools to various communication methods</p>	2 Hr

18.4	Frontline Health Worker – II	Core Skills/ Generic Skills	<ul style="list-style-type: none"> • Write at least one local/ official language used in the local community • Write well enough to be classified as literate • Record observations in the ASHA diary • Record observations made during home visits • Maintain records of births, deaths, and other health related statistics required of the ASHA • Read well enough to be classified as literate • Read records and registers to be maintained by ASHAs • Read instructions and pamphlets provided as part of ASHA training • Read communication material prepared for Behaviour Change Communication • Read the village health plan prepared by the VHSNC • Read ASHA manuals to remain updated • Speak at least one local 	HSS / N 8618 SA1 SA2 SA3 SA4 SA5 SA6 SA7 SA8 SA9 SA10 SA11 SA12 SA13	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>e - modules, books, training materials, meeting with an ASHA and other health workers, tools to various communication methods</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Meeting with an ASHA and other health workers, tools to various communication methods</p>	2 Hr
------	------------------------------	--------------------------------	---	---	---	---	------

			<p>language</p> <ul style="list-style-type: none"> Communicate effectively with all community members 				
18.5	Frontline Health Worker – II	Professional Skills	<ul style="list-style-type: none"> Make decisions related to roles and responsibilities of the ASHA How to plan their work to suit the needs of the community How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities Put the needs of the community first Be responsive to problems stated by all community members Be available to guide, counsel and help local community members at all times Be patient and non-judgemental at all times Create work-around to overcome problems faced in carrying out roles and duties 	HSS / N 8618 SB1 SB2 SB3 SB4 SB5 SB6 SB7 SB8 SB9 SB10	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>e - modules, books, training materials, meeting with an ASHA and other health workers, tools to various communication methods</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Meeting with an ASHA and other health workers, tools to various communication methods</p>	2 Hr

			<ul style="list-style-type: none"> Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action 				
19.1	Frontline Health Worker – II	Maintain Records and Registration	<ul style="list-style-type: none"> Keep track of all births, still births and deaths in the village in the course of home visits and other daily work Register every birth/still birth with the gram Panchayat within 14 days Register every death with the Gram Panchayat in 7 days Keep a record of work done in ASHA register/diary Track incentive payments due for work done Claim incentive payments Keep a diary for noting 	HSS / N 8619 PC1 PC2 PC3 PC4 PC5 PC6 PC7 PC8 PC9	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Various types of records and registers available in the community, e-modules, demonstration for maintenance of community registers.</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Various types of records and registers available in the community, e-modules, demonstration for maintenance of community registers.</p>	2 Hr

			<p>experiences, difficulties and thoughts</p> <ul style="list-style-type: none"> Tally records with those at the Anganwadi and Health sub-centre Keep minutes of the VHSNC meetings 			registers.	
19.2	Frontline Health Worker – II	Knowledge of the Healthcare provider/ Organisation and its processes	<ul style="list-style-type: none"> The vision and mission of the National Rural Health Mission Tasks and support expected from ASHAs under the national health plans The Health infrastructure available to the local community (the Primary/ Sub-health centre, First referral unit, District hospital etc.) The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA Records and registrations maintained by the ANM, AWW and health centres Record and registration 	HSS / N 8619 KA1 KA2 KA3 K4A KA5 KA6 KA7 KA8	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Various types of records and registers available in the community, e-modules, demonstration for maintenance of community registers.</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Various types of records and registers available in the community, e-modules, demonstration for maintenance of community registers.</p>	2 Hr

			<p>authorities in the village</p> <ul style="list-style-type: none"> • Tasks for which incentive payments are due to ASHAs • Procedures for claiming incentive payments 				
19.3	Frontline Health Worker – II	Technical Knowledge	<ul style="list-style-type: none"> • The records and registrations to be maintained • The authorities with whom each record and registration has to be maintained • How to register births, still births and deaths with the appropriate authorities • The time period within which appropriate authorities must be informed of births, still births, deaths • How to track incentives due • How to claim incentive payments • How to tally records with information maintained by the AWW, ANM and Health centre • How to use mobile 	HSS / N 8619 KB1 KB2 KB3 KB4 KB5 KB6 KB7 KB8	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Various types of records and registers available in the community, e-modules, demonstration for maintenance of community registers.</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Various types of records and registers available in the community, e-modules, demonstration for maintenance of community registers.</p>	2 Hr

			technology to transmit information in the form of text messages				
19.4	Frontline Health Worker – II	Core Skills/ Generic Skills	<ul style="list-style-type: none"> • Write at least one local/ official language used in the local community • Write well enough to be classified as literate • Record observations in the ASHA diary • Record observations made during home visits • Maintain records of births, deaths, and other health related statistics required of the ASHA • Read well enough to be classified as literate • Read records and registers to be maintained by ASHAs • Read instructions and pamphlets provided as part of ASHA training • Read communication material prepared for Behaviour Change Communication • Read the village health plan prepared by the 	HSS / N 8619 SA1 SA2 SA3 SA4 SA5 SA6 SA7 SA8 SA9 SA10 SA11 SA12 SA13	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Various types of records and registers available in the community, e-modules, demonstration for maintenance of community registers.</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Various types of records and registers available in the community, e-modules, demonstration for maintenance of community registers.</p>	2 Hr

			<p>VHSNC</p> <ul style="list-style-type: none"> • Read ASHA manuals to remain updated • Speak at least one local language • Communicate effectively with all community members 				
19.5	Frontline Health Worker – II	Professional Skills	<ul style="list-style-type: none"> • Make decisions related to roles and responsibilities of the ASHA • How to plan their work to suit the needs of the community • How to plan the support to the VHSNC and other Allied Health Workers in the village without conflicting with other responsibilities • Put the needs of the community first • Be responsive to problems stated by all community members • Be available to guide, counsel and help local community members at all times • Be patient and non-judgemental at all times 	HSS / N 8619 SB1 SB2 SB3 SB4 SB5 SB6 SB7 SB8 SB9 SB10	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Various types of records and registers available in the community, e-modules, demonstration for maintenance of community registers.</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Various types of records and registers available in the community, e-modules, demonstration for maintenance of community registers.</p>	2 Hr

			<ul style="list-style-type: none"> • Create work-around to overcome problems faced in carrying out roles and duties • Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities • Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action 				
20.1	Frontline Health Worker – II	Inform Primary Health Centre of Disease Outbreaks	<ul style="list-style-type: none"> • Keep track of any unusual symptoms during the course of home visits and daily work • Identify disease outbreaks • Inform the Primary Health Centre of a suspected disease outbreak in a timely manner 	HSS / N 8620 PC1 PC2 PC3	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>e-modules, field visit to a DOTS center, Samples of Various medicines or kits used in</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>e-modules, field visit to a DOTS center, Samples of Various medicines or kits</p>	2 Hr

					national health programmes like DOTS, Snellen's Chart, insulin kit, etc.	used in national health programmes like DOTS, Snellen's Chart, insulin kit, etc.	
20.2	Frontline Health Worker – II	Knowledge of the Healthcare provider/ Organisation and its processes	<ul style="list-style-type: none"> The vision and mission of the National Rural Health Mission Tasks and support expected from ASHAs under the national health plans The Health infrastructure available to the local community (the Primary/ Sub-health centre, First referral unit, District hospital etc.) The roles and responsibilities of other allied health workers at the village level including the ANM, AWW, MPW and TBA 	HSS / N 8620 KA1 KA2 KA3 K4A	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>e-modules, field visit to a DOTS center, Samples of Various medicines or kits used in national health programmes like DOTS, Snellen's Chart, insulin kit, etc.</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>e-modules, field visit to a DOTS center, Samples of Various medicines or kits used in national health programmes like DOTS, Snellen's Chart, insulin kit, etc.</p>	2 Hr
20.3	Frontline Health Worker – II	Technical Knowledge	<ul style="list-style-type: none"> Symptoms of common diseases including vector borne diseases How to identify unusual 	HSS / N 8620 KB1 KB2 KB3 KB4 KB5	<p>Theoretical Sessions:-</p> <p>Classroom Session</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector</p>	2 Hr

			<p>symptoms</p> <ul style="list-style-type: none"> • How to identify a disease outbreak • When to inform the Primary Health Centre of a suspected disease outbreak • How to inform the Primary Health Centre of a suspected disease outbreak 		<p>Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>e-modules, field visit to a DOTS center, Samples of Various medicines or kits used in national health programmes like DOTS, Snellen's Chart, insulin kit, etc.</p>	<p>Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>e-modules, field visit to a DOTS center, Samples of Various medicines or kits used in national health programmes like DOTS, Snellen's Chart, insulin kit, etc.</p>	
20.4	Frontline Health Worker – II	Core Skills/ Generic Skills	<ul style="list-style-type: none"> • Write at least one local/ official language used in the local community • Write well enough to be classified as literate • Record observations in the ASHA diary • Record observations made during home visits • Maintain records of births, deaths, and other health related statistics required of the ASHA • Read well enough to be 	HSS / N 8620 SA1 SA2 SA3 SA4 SA5 SA6 SA7 SA8 SA9 SA10 SA11 SA12 SA13	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>e-modules, field visit to a DOTS center, Samples of Various medicines or kits used in</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>e-modules, field visit to a DOTS center, Samples of Various medicines or kits</p>	2 Hr

			<p>classified as literate</p> <ul style="list-style-type: none"> • Read records and registers to be maintained by ASHAs • Read instructions and pamphlets provided as part of ASHA training • Read communication material prepared for Behaviour Change Communication • Read the village health plan prepared by the VHSNC • Read ASHA manuals to remain updated • Speak at least one local language • Communicate effectively with all community members 		national health programmes like DOTS, Snellen's Chart, insulin kit, etc.	used in national health programmes like DOTS, Snellen's Chart, insulin kit, etc.	
20.5	Frontline Health Worker – II	Professional Skills	<ul style="list-style-type: none"> • Make decisions related to roles and responsibilities of the ASHA • How to plan their work to suit the needs of the community • How to plan the support to the VHSNC and other Allied Health Workers in the village without 	HSS / N 8620 SB1 SB2 SB3 SB4 SB5 SB6 SB7 SB8 SB9 SB10	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p>	2 Hr

			<p>conflicting with other responsibilities</p> <ul style="list-style-type: none"> • Put the needs of the community first • Be responsive to problems stated by all community members • Be available to guide, counsel and help local community members at all times • Be patient and non-judgemental at all times • Create work-around to overcome problems faced in carrying out roles and duties • Apply the technical and general knowledge gained from ASHA training manuals and courses to their everyday tasks and responsibilities • Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action 		<p>e-modules, field visit to a DOTS center, Samples of Various medicines or kits used in national health programmes like DOTS, Snellen's Chart, insulin kit, etc.</p>	<p>e-modules, field visit to a DOTS center, Samples of Various medicines or kits used in national health programmes like DOTS, Snellen's Chart, insulin kit, etc.</p>	
21.1	Frontline	Collate and	<ul style="list-style-type: none"> • Respond to queries and 	HSS / N 9601	Theoretical	Theoretical	2 Hr

	Health Worker – II	Communicate Health Information	<p>information needs of all individuals</p> <ul style="list-style-type: none"> • Communicate effectively with all individuals regardless of age, caste, gender, community or other characteristics • Communicate with individuals at a pace and level fitting their understanding, without using terminology unfamiliar to them • Utilise all training and information at one's disposal to provide relevant information to the individual • Confirm that the needs of the individual have been met • Adhere to guidelines provided by one's organisation or regulatory body relating to confidentiality • Respect the individual's need for privacy • Maintain any records required at the end of the 	PC1 PC2 PC3 PC4 PC5 PC6 PC7 PC8	<p>Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Internet use for learning and adopting best practices.</p>	<p>Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Internet use for learning and adopting best practices.</p>	
--	--------------------	--------------------------------	---	--	--	--	--

			interaction				
21.2	Frontline Health Worker – II	Knowledge of the Healthcare provider/ Organisation and its processes	<ul style="list-style-type: none"> Guidelines on communicating with individuals Guidelines on maintaining confidentiality and respecting need for privacy Guidelines of the organization / health provider on communicating with individuals and patients 	HSS / N 9601 KA1 KA2 KA3	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Internet use for learning and adopting best practices.</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Internet use for learning and adopting best practices.</p>	2 Hr
21.3	Frontline Health Worker – II	Technical Knowledge	<ul style="list-style-type: none"> How to communicate effectively When to ask for assistance when situations are beyond one's competence and authority How to maintain confidentiality and to respect an individual's need for privacy How to ensure that all information provided to individuals is from reliable sources How to handle stressful or 	HSS / N 9601 KB1 KB2 KB3 KB4 KB5 KB6	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Internet use for learning and adopting best practices.</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Internet use for learning and adopting best practices.</p>	2 Hr

			<p>risky situations when communicating with individuals</p> <ul style="list-style-type: none"> Difficulties that can occur when communicating with individuals and family members in stressful situations and how to manage these 				
21.4	Frontline Health Worker – II	Core Skills/ Generic Skills	<ul style="list-style-type: none"> Write at least one local/ official language used in the local community Maintain any records required after the interaction Read instructions and pamphlets provided as part of training Speak at least one local language Communicate effectively with all individuals 	HSS / N 9601 SA1 SA2 SA3 SA4 SA5	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Internet use for learning and adopting best practices.</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Internet use for learning and adopting best practices.</p>	2 Hr
21.5	Frontline Health Worker – II	Professional Skills	<ul style="list-style-type: none"> Make decisions on information to be communicated based on needs of the individual and various regulations and guidelines Be responsive to problems 	HSS / N 9601 SB1 SB2 SB3 SB4 SB5	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p>	2 Hr

			<p>stated by all community members</p> <ul style="list-style-type: none"> • Be available to guide, counsel and help local community members at all times • Be patient and non-judgemental at all times • Create work-around to overcome problems faced in carrying out roles and duties 		<p>Practical Sessions:-</p> <p>Internet use for learning and adopting best practices.</p>	<p>Practical Sessions:-</p> <p>Internet use for learning and adopting best practices.</p>	
22.1	Frontline Health Worker – II	Ensure availability of medical and diagnostic supplies	<ul style="list-style-type: none"> • Maintain adequate supplies of medical and diagnostic supplies • Arrive at actual demand as accurately as possible • Anticipate future demand based on internal, external and other contributing factors as accurately as possible • Handle situations of stock-outs or unavailability of stocks without compromising health needs of patients/ individuals 	HSS / N 9602 PC1 PC2 PC3 PC4	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Various basic medicines. Community bags, charts and posters, home visits for demonstration.</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Various basic medicines. Community bags, charts and posters, home visits for demonstration.</p>	2 Hr
22.2	Frontline	Knowledge of the	<ul style="list-style-type: none"> • Centres for restocking 	HSS / N 9602	Theoretical	Theoretical	2 Hr

	Health Worker – II	Healthcare provider/ Organisation and its processes	<p>supplies</p> <ul style="list-style-type: none"> Guidelines on anticipating demand for medical and diagnostic supplies Contents of all diagnostic and medical kits Guidelines on procurement and storage of medical and diagnostic kits 	KA1 KA2 KA3 KA4	<p>Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Various basic medicines. Community bags, charts and posters, home visits for demonstration.</p>	<p>Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Various basic medicines. Community bags, charts and posters, home visits for demonstration.</p>	
22.3	Frontline Health Worker – II	Technical Knowledge	<ul style="list-style-type: none"> How to arrive at actual demand for medical and diagnostic supplies How to anticipate demand How to maintain/ safely store existing supplies How to maintain records of available supplies How to request additional supplies 	HSS / N 9602 KB1 KB2 KB3 KB4 KB5	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Various basic medicines. Community bags, charts and posters, home</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Various basic medicines. Community bags, charts and posters, home</p>	2 Hr

					visits for demonstration.	visits for demonstration.	
22.4	Frontline Health Worker – II	Core Skills/ Generic Skills	<ul style="list-style-type: none"> • Write at least one local/ official language used in the local community • Write well enough to be classified as literate • Record availability of supplies • Provide written requests for additional supplies when required • Read well enough to be classified as literate • Read records and registers for medical supplies • Read instructions and pamphlets provided as part of training for ordering or maintaining supplies • Speak at least one local language • Communicate effectively with all individuals 	HSS / N 9602 SA1 SA2 SA3 SA4 SA5 SA 6 SA7 SA8 SA9	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Various basic medicines. Community bags, charts and posters, home visits for demonstration.</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Various basic medicines. Community bags, charts and posters, home visits for demonstration.</p>	2 Hr
22.5	Frontline Health Worker – II	Professional Skills	<ul style="list-style-type: none"> • Decide on the level of anticipated demand • Decide when to procure additional supplies • Decide quantities of 	HSS / N 9602 SB1 SB2 SB3 SB4 SB5 SB 6 SB7	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts</p>	2 Hr

			<p>medical supplies to request</p> <ul style="list-style-type: none"> • How to plan availability of medical supplies • How to place requests for supplies ahead of time in order to have adequate supplies at all times • Cater to the need of patients/ individuals for specific medical supplies • Handle non-availability of medical supplies or diagnostic kits when required 		<p>Assignment Projects</p> <p>Practical Sessions:-</p> <p>Various basic medicines. Community bags, charts and posters, home visits for demonstration.</p>	<p>Diagram Notes</p> <p>Practical Sessions:-</p> <p>Various basic medicines. Community bags, charts and posters, home visits for demonstration.</p>	
23.1	Frontline Health Worker – II	Act within the limits of one's competence and authority	<ul style="list-style-type: none"> • Adhere to legislation, protocols and guidelines relevant to one's role and field of practice • Work within organisational systems and requirements as appropriate to one's role • Recognise the boundary of one's role and responsibility and seek supervision when situations are beyond one's competence and authority 	HSS / N 9603 PC1 PC2 PC3 PC4 PC5 PC6 PC7 PC8	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Internet use for learning and adopting best practices.</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Internet use for learning and adopting best practices.</p>	1 Hr

			<ul style="list-style-type: none"> • Maintain competence within one's role and field of practice • Use relevant research based protocols and guidelines as evidence to inform one's practice • Promote and demonstrate good practice as an individual and as a team member at all times • Identify and manage potential and actual risks to the quality and safety of practice • Evaluate and reflect on the quality of one's work and make continuing improvements 				
23.2	Frontline Health Worker – II	Knowledge of the Healthcare provider/ Organisation and its processes	<ul style="list-style-type: none"> • The relevant legislation, standards, policies, and procedures followed in the organisation • The medical procedures and functioning of required medical equipment • Role and importance of assisting other healthcare providers in delivering care 	HSS / N 9603 KA1 KA2 KA3	Theoretical Sessions:- Classroom Session Lecture Session Assignment Projects Practical Sessions:- Internet use for	Theoretical Sessions:- Audio-Visual Lab Projector Charts Diagram Notes Practical Sessions:- Internet use for	1 Hr

					learning and adopting best practices.	learning and adopting best practices.	
23.3	Frontline Health Worker – II	Technical Knowledge	<ul style="list-style-type: none"> The boundaries of one's role and responsibilities and other team members The reasons for working within the limits of one's competence and authority The importance of personally promoting and demonstrating good practice The legislation, protocols and guidelines effecting one's work The organisational systems and requirements relevant to one's role The sources of information that can be accessed to maintain an awareness of research and developments in one's area of work The difference between direct and indirect supervision and autonomous practice, and which combination is most applicable in different 	HSS / N 9603 KB1 KB2 KB3 KB4 KB5 KB6 KB7 KB8 KB9 KB10 KB11 KB12 KB13 KB14	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Internet use for learning and adopting best practices.</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Internet use for learning and adopting best practices.</p>	1 Hr

			<p>circumstances</p> <ul style="list-style-type: none"> • The risks to quality and safety arising from: <ul style="list-style-type: none"> o Working outside the boundaries of competence and authority o Not keeping up to date with best practice o Poor communication o Insufficient support o Lack of resources • The importance of individual or team compliance with legislation, protocols, and guidelines and organisational systems and requirements • How to Report and minimise risks • 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 • The processes by which improvements to protocols/guidelines and organisational 				
--	--	--	--	--	--	--	--

			<p>systems/requirements should be reported</p> <ul style="list-style-type: none"> • The procedure for accessing training, learning and development needs for oneself and/or others within one's organisation • 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. 				
23.4	Frontline Health Worker – II	Core Skills/ Generic Skills	<ul style="list-style-type: none"> • Document reports, task lists, and schedules • Prepare status and progress reports • Record daily activities • Update other co-workers • Read about changes in legislations and organisational policies • Keep updated with the latest knowledge • Discuss task lists, schedules, and work-loads 	HSS / N 9603 SA1 SA2 SA3 SA4 SA5 SA6 SA7 SA8 SA9 SA10	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Internet use for learning and adopting best practices.</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Internet use for learning and adopting best practices.</p>	1 Hr

			<p>with co-workers</p> <ul style="list-style-type: none"> • Give clear instructions to patients and co-workers • Keep patient informed about progress • Avoid using jargon, slang or acronyms when communicating with a patient 				
23.5	Frontline Health Worker – II	Professional Skills	<ul style="list-style-type: none"> • Make decisions pertaining to the concerned area of work in relation to job role • Communicate effectively with patients and their family, physicians, and other members of the health care team • Be responsive and listen empathetically to establish rapport in a way that promotes openness on issues of concern • Be sensitive to potential cultural differences • Maintain patient confidentiality • Respect the rights of the patient(s) 	HSS / N 9603 SB1 SB2 SB3 SB4 SB5 SB6	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Internet use for learning and adopting best practices.</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Internet use for learning and adopting best practices.</p>	1 Hr
24.1	Frontline	Maintain a safe,	<ul style="list-style-type: none"> • Identify individual 	HSS / N 9606	Theoretical Sessions:-	Theoretical Sessions:-	1 Hr

	Health Worker – II	healthy, and secure working environment	<p>responsibilities in relation to maintaining workplace health safety and security requirements</p> <ul style="list-style-type: none"> • Comply with health, safety and security procedures for the workplace • Report any identified breaches in health, safety, and security procedures to the designated person • Identify potential hazards and breaches of safe work practices • Correct any hazards that individual can deal with safely, competently and within the limits of authority • 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 • Follow the organisation's emergency procedures promptly, calmly, and efficiently • Identify and recommend opportunities for improving 	PC1 PC2 PC3 PC4 PC5 PC6 PC7 PC8 PC9	<p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Self-learning and understanding Mannequin, chart and poster demonstration for easy learning and understanding, various PPEs.</p>	<p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Self-learning and understanding Mannequin, chart and poster demonstration for easy learning and understanding, various PPEs.</p>	
--	--------------------	---	--	---	--	--	--

			<p>health, safety, and security to the designated person</p> <ul style="list-style-type: none"> • Complete any health and safety records legibly and accurately 				
24.2	Frontline Health Worker – II	Knowledge of the Healthcare provider/ Organisation and its processes	<ul style="list-style-type: none"> • The importance of health, safety, and security in the workplace • The basic requirements of the health and safety and other legislations and regulations that apply to the workplace • The person(s) responsible for maintaining healthy, safe, and secure workplace • The relevant up-to-date information on health, safety, and security that applies to the workplace • How to report the hazard • The responsibilities of individual to maintain safe, healthy and secure workplace 	HSS / N 9606 KA1 KA2 KA3 KA4 KA5 KA6	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Self-learning and understanding Mannequin, chart and poster demonstration for easy learning and understanding, various PPEs.</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Self-learning and understanding Mannequin, chart and poster demonstration for easy learning and understanding, various PPEs.</p>	1 Hr
24.3	Frontline Health Worker – II	Technical Knowledge	<ul style="list-style-type: none"> • Requirements of health, safety and security in workplace 	HSS / N 9606 KB1 KB2 KB3 KB4 KB5 KB6	<p>Theoretical Sessions:-</p> <p>Classroom</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab</p>	1 Hr

			<ul style="list-style-type: none"> • How to create safety records and maintaining them • The importance of being alert to health, safety, and security hazards in the work environment • The common health, safety, and security hazards that affect people working in an administrative role • How to identify health, safety, and security hazards • The importance of warning others about hazards and how to do so until the hazard is dealt with 		<p>Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Self-learning and understanding Mannequin, chart and poster demonstration for easy learning and understanding, various PPEs.</p>	<p>Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Self-learning and understanding Mannequin, chart and poster demonstration for easy learning and understanding, various PPEs.</p>	
24.4	Frontline Health Worker – II	Core Skills/ Generic Skills	<ul style="list-style-type: none"> • Report and record incidents • Read and understand company policies and procedures • Clearly report hazards and incidents with the appropriate level of urgency 	HSS / N 9606 SA1 SA2 SA3	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Self-learning and</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Self-learning and</p>	1 Hr

					understanding Mannequin, chart and poster demonstration for easy learning and understanding, various PPEs.	understanding Mannequin, chart and poster demonstration for easy learning and understanding, various PPEs.	
24.5	Frontline Health Worker – II	Professional Skills	<ul style="list-style-type: none"> • Make decisions pertaining to the area of work • Plan for safety of the work environment • Communicate effectively with patients and their family, physicians, and other members of the health care team • Be capable of being responsive, listen empathetically to establish rapport in a way that promotes openness on issues of concern • Be sensitive to potential cultural differences • Maintain patient confidentiality • Respect the rights of the patient(s) • Identify hazards, evaluate possible solutions and suggest effective solutions 	HSS / N 9606 SB1 SB2 SB3 SB4 SB5 SB6 SB7 SB8 SB9 SB10	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Self-learning and understanding Mannequin, chart and poster demonstration for easy learning and understanding, various PPEs.</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Self-learning and understanding Mannequin, chart and poster demonstration for easy learning and understanding, various PPEs.</p>	1 Hr

			<ul style="list-style-type: none"> Analyse the seriousness of hazards Analyse, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently 				
25.1	Frontline Health Worker – II	Follow biomedical waste disposal protocols	<ul style="list-style-type: none"> Follow the appropriate procedures, policies and protocols for the method of collection and containment level according to the waste type 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 Segregate the waste material from work areas in line with current legislation and organisational requirements Segregation should happen at source with proper containment, by 	HSS / N 9609 PC1 PC2 PC3 PC4 PC5 PC6 PC7 PC8 PC9 PC10	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Different coded colour bins, different variety of biomedical waste management, Visit to treatment plant of biomedical waste etc.</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Different coded colour bins, different variety of biomedical waste management, Visit to treatment plant of biomedical waste etc.</p>	1 Hr

			<p>using different colour coded bins for different categories of waste</p> <ul style="list-style-type: none"> • Check the accuracy of the labelling that identifies the type and content of waste • Confirm suitability of containers for any required course of action appropriate to the type of waste disposal • Check the waste has undergone the required processes to make it safe for transport and disposal • Transport the waste to the disposal site, taking into consideration its associated risks • Report and deal with spillages and contamination in accordance with current legislation and procedures • Maintain full, accurate and legible records of information and store in correct location in line with current legislation, guidelines, local policies 				
--	--	--	---	--	--	--	--

			and protocols				
25.2	Frontline Health Worker – II	Knowledge of the Healthcare provider/ Organisation and its processes	<ul style="list-style-type: none"> Basic requirements of the health and safety and other legislations and regulations that apply to the organisation Person(s) responsible for health, safety, and security in the organisation Relevant up-to-date information on health, safety, and security that applies to the organisation Organisation's emergency procedures and responsibilities for handling hazardous situations 	HSS / N 9609 KA1 KA2 KA3 KA4	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Different coded colour bins, different variety of biomedical waste management, Visit to treatment plant of biomedical waste etc.</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Different coded colour bins, different variety of biomedical waste management, Visit to treatment plant of biomedical waste etc.</p>	1 Hr
25.3	Frontline Health Worker – II	Technical Knowledge	<ul style="list-style-type: none"> How to categorise waste according to national, local and organizational guidelines The appropriate approved disposal routes for waste The appropriate containment or dismantling requirements for waste and how to make the 	HSS / N 9609 KB1 KB2 KB3 KB4 KB5 KB6 KB7 KB8 KB9 KB10 KB11 KB12 KB13 KB14 KB15 KB16	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p>	1 Hr

			<p>waste safe for disposal</p> <ul style="list-style-type: none"> • The importance to adhere to the organisational and national waste management principles and procedures • The hazards and risks associated with the disposal and the importance of risk assessments and how to provide these • The personal protective equipment required to manage the different types of waste generated by different work activities • 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 • The required actions and reporting procedures for any accidents, spillages and contamination involving waste • The requirements of the relevant external agencies 		<p>Different coded colour bins, different variety of biomedical waste management, Visit to treatment plant of biomedical waste etc.</p>	<p>Different coded colour bins, different variety of biomedical waste management, Visit to treatment plant of biomedical waste etc.</p>	
--	--	--	---	--	---	---	--

			<p>involved in the transport and receipt of your waste</p> <ul style="list-style-type: none"> • The importance of segregating different types of waste and how to do this • The safe methods of storage and maintaining security of waste and the permitted accumulation times • The methods for transporting and monitoring waste disposal and the appropriateness of each method to a given scenario • How to report any problems or delays in waste collection and where to seek advice and guidance • The importance of the organisation monitoring and obtaining an assessment of the impact the waste has on the environment • The current national legislation, guidelines, local policies and protocols 				
--	--	--	---	--	--	--	--

			<p>which affect work practice</p> <ul style="list-style-type: none"> The policies and guidance that clarify your scope of practice, accountabilities and the working relationship between yourself and others 				
25.4	Frontline Health Worker – II	Core Skills/ Generic Skills	<ul style="list-style-type: none"> Report and record incidents Read and understand company policies and procedures for managing biomedical waste Report hazards and incidents clearly with the appropriate level of urgency 	HSS / N 9609 SA1 SA2 SA3	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Different coded colour bins, different variety of biomedical waste management, Visit to treatment plant of biomedical waste etc.</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Different coded colour bins, different variety of biomedical waste management, Visit to treatment plant of biomedical waste etc.</p>	1 Hr
25.5	Frontline Health Worker – II	Professional Skills	<ul style="list-style-type: none"> Make decisions pertaining to the area of work Exhibit commitment to the 	HSS / N 9609 SB1 SB2 SB3 SB4 SB5 SB6	<p>Theoretical Sessions:-</p> <p>Classroom</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab</p>	1 Hr

			<p>organisation and exert effort and perseverance</p> <ul style="list-style-type: none"> Organise files and documents Plan for safety of the work environment Recommend and implement plan of action How to make exceptional effort to keep the environment and work place clean Identify hazards and suggest effective solutions to identified problems of waste management Analyse the seriousness of hazards and proper waste management Evaluate opportunities to improve health, safety and security Show understanding and empathy for others 	SB7 SB8 SB9 SB10	<p>Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Different coded colour bins, different variety of biomedical waste management, Visit to treatment plant of biomedical waste etc.</p>	<p>Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Different coded colour bins, different variety of biomedical waste management, Visit to treatment plant of biomedical waste etc.</p>	
26.1	Frontline Health Worker – II	Follow infection control policies and procedures	<ul style="list-style-type: none"> Perform the standard precautions to prevent the spread of infection in accordance with organisation requirements Perform the additional 	HSS / N 9610 PC1 PC2 PC3 PC4 PC5 PC6 PC7 PC8 PC9 PC10	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram</p>	45 min.

			<p>precautions when standard precautions alone may not be sufficient to prevent transmission of infection</p> <ul style="list-style-type: none"> • Minimise contamination of materials, equipment and instruments by aerosols and splatter • Identify infection risks and implement an appropriate response within own role and responsibility • Document and report activities and tasks that put patients and/or other workers at risk • Respond appropriately to situations that pose an infection risk in accordance with the policies and procedures of the organization • Follow procedures for risk control and risk containment for specific risks • Follow protocols for care following exposure to blood or other body fluids as required • Place appropriate signs 	<p>PC11 PC12 PC13 PC14 PC15 PC16 PC17 PC18 PC19 PC20 PC21 PC22 PC23 PC24 PC25 PC26 PC27 PC28 PC29 PC30 PC31</p>	<p>Projects</p> <p>Practical Sessions:-</p> <p>Hand sanitizers, PPE, Hand washing techniques, sterilizer, disinfectants, policies and procedures for infection control</p>	<p>Notes</p> <p>Practical Sessions:-</p> <p>Hand sanitizers, PPE, Hand washing techniques, sterilizer, disinfectants, policies and procedures for infection control</p>	
--	--	--	--	---	--	---	--

			<p>when and where appropriate</p> <ul style="list-style-type: none"> • Remove spills in accordance with the policies and procedures of the organization • Maintain hand hygiene by washing hands before and after patient contact and/or after any activity likely to cause contamination • Follow hand washing procedures • Implement hand care procedures • Cover cuts and abrasions with water-proof dressings and change as necessary • Wear personal protective clothing and equipment that complies with Indian Standards, and is appropriate for the intended use • Change protective clothing and gowns/aprons daily, more frequently if soiled and where appropriate, after each patient contact • Demarcate and maintain clean and contaminated 				
--	--	--	---	--	--	--	--

			<p>zones in all aspects of health care work</p> <ul style="list-style-type: none"> • Confine records, materials and medicaments to a well-designated clean zone • Confine contaminated instruments and equipment to a well-designated contaminated zone • Wear appropriate personal protective clothing and equipment in accordance with occupational health and safety policies and procedures when handling waste • Separate waste at the point where it has been generated and dispose of into waste containers that are colour coded and identified • Store clinical or related waste in an area that is accessible only to authorized persons • Handle, package, label, store, transport and dispose of waste appropriately to minimise potential for contact with 				
--	--	--	---	--	--	--	--

			<p>the waste and to reduce the risk to the environment from accidental release</p> <ul style="list-style-type: none"> • Dispose of waste safely in accordance with policies and procedures of the organisation and legislative requirements • Wear personal protective clothing and equipment during cleaning procedures • Remove all dust, dirt and physical debris from work surfaces • Clean all work surfaces with a neutral detergent and warm water solution before and after each session or when visibly soiled • Decontaminate equipment requiring special processing in accordance with quality management systems to ensure full compliance with cleaning, disinfection and sterilisation protocols • Dry all work surfaces before and after use • Replace surface covers 				
--	--	--	---	--	--	--	--

			<p>where applicable</p> <ul style="list-style-type: none"> Maintain and store cleaning equipment 				
26.2	Frontline Health Worker – II	Knowledge of the Healthcare Provider / Organisation and its processes	<ul style="list-style-type: none"> The organisation's infection control policies and procedures Organisation requirements relating to immunisation, where applicable Standard precautions Good personal hygiene practice including hand care 	HSS / N 9610 KA1 KA2 KA3 KA4	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Hand sanitizers, PPE, Hand washing techniques, sterilizer, disinfectants, policies and procedures for infection control</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Hand sanitizers, PPE, Hand washing techniques, sterilizer, disinfectants, policies and procedures for infection control</p>	45 min.
26.3	Frontline Health Worker – II	Technical Knowledge	<ul style="list-style-type: none"> Additional precautions Aspects of infectious diseases including: <ul style="list-style-type: none"> opportunistic organisms pathogens Basic microbiology including: <ul style="list-style-type: none"> bacteria and bacterial spores 	HSS / N 9610 KB1 KB2 KB3 KB4 KB5 KB6 KB7 KB8 KB9 KB10 KB11 KB12 KB13	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p>	45 min.

			<ul style="list-style-type: none"> - fungi - viruses • How to clean and sterile techniques • The path of disease transmission: <ul style="list-style-type: none"> - paths of transmission including direct contact and penetrating injuries - risk of acquisition - sources of infecting microorganisms including persons who are carriers, in the incubation phase of the disease or those who are acutely ill • Effective hand hygiene: <ul style="list-style-type: none"> - procedures for routine hand wash - procedures for surgical hand wash - when hands must be washed • Good personal hygiene practice including hand care • Identification and management of infectious risks in the workplace • How to use personal protective equipment such 		<p>Hand sanitizers, PPE, Hand washing techniques, sterilizer, disinfectants, policies and procedures for infection control</p>	<p>Hand sanitizers, PPE, Hand washing techniques, sterilizer, disinfectants, policies and procedures for infection control</p>	
--	--	--	---	--	--	--	--

			<p>as:</p> <ul style="list-style-type: none"> - guidelines for glove use - guidelines for wearing gowns and waterproof aprons - guidelines for wearing masks as required - guidelines for wearing protective glasses • Susceptible hosts including persons who are immune suppressed, have chronic diseases such as diabetes and the very young or very old • Surface cleaning: <ul style="list-style-type: none"> - cleaning procedures at the start and end of the day -managing a blood or body fluid spill - routine surface cleaning • Sharps handling and disposal techniques • The following: <ul style="list-style-type: none"> - Follow infection control guidelines - Identify and respond to infection risks - Maintain personal hygiene 				
--	--	--	---	--	--	--	--

			<ul style="list-style-type: none"> - Use personal protective equipment - Limit contamination - Handle, package, label, store transport and dispose of clinical and other waste - Clean environmental surfaces 				
26.4	Frontline Health Worker – II	Core Skills/ Generic Skills	<ul style="list-style-type: none"> • Consistently apply hand washing, personal hygiene and personal protection protocols • Consistently apply clean and sterile techniques • Consistently apply protocols to limit contamination • Follow instructions as specified in the protocols • Listen patiently • Provide feedback (verbal and non-verbal) to encourage smooth flow of information 	HSS / N 9610 SA1 SA2 SA3 SA4 SA5 SA6	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Hand sanitizers, PPE, Hand washing techniques, sterilizer, disinfectants, policies and procedures for infection control</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Hand sanitizers, PPE, Hand washing techniques, sterilizer, disinfectants, policies and procedures for infection control</p>	45 min.
26.5	Frontline Health Worker – II	Professional Skills	<ul style="list-style-type: none"> • Take into account opportunities to address waste minimisation, 	HSS / N 9610 SB1 SB2 SB3 SB4 SB5 SB6	<p>Theoretical Sessions:-</p> <p>Classroom</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab</p>	45 min.

			<p>environmental responsibility and sustainable practice issues</p> <ul style="list-style-type: none"> • Apply additional precautions when standard precautions are not sufficient • Consistently ensure instruments used for invasive procedures are sterile at time of use (where appropriate) • Consistently follow the procedure for washing and drying hands • Consistently limit contamination • Consistently maintain clean surfaces and manage blood and body fluid spills • Communicate only facts and not opinions • Give feedback when required • Coordinate required processes effectively • Apply, analyse, and evaluate the information gathered from observation, experience, reasoning, or 	<p>SB7 SB8 SB9 SB10 SB11 SB12 SB13 SB14</p>	<p>Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Hand sanitizers, PPE, Hand washing techniques, sterilizer, disinfectants, policies and procedures for infection control</p>	<p>Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Hand sanitizers, PPE, Hand washing techniques, sterilizer, disinfectants, policies and procedures for infection control</p>	
--	--	--	---	---	---	--	--

			<p>communication, as a guide to belief and action</p> <ul style="list-style-type: none"> • Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues 				
27.1	Frontline Health Worker – II	Collate and Communicate Health Information	<ul style="list-style-type: none"> • Respond to queries and information needs of all individuals • Communicate effectively with all individuals regardless of age, caste, gender, community or other characteristics • Communicate with individuals at a pace and level fitting their understanding, without using terminology unfamiliar to them • Utilise all training and information at one's disposal to provide relevant information to the individual • Confirm that the needs of the individual have been met 	HSS / N 9601 PC1 PC2 PC3 PC4 PC5 PC6 PC7 PC8	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Internet use for learning and adopting best practices.</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Internet use for learning and adopting best practices.</p>	50 min.

			<ul style="list-style-type: none"> Adhere to guidelines provided by one's organisation or regulatory body relating to confidentiality Respect the individual's need for privacy Maintain any records required at the end of the interaction 				
27.2	Frontline Health Worker – II	Knowledge of the Healthcare Provider / Organisation and its processes	<ul style="list-style-type: none"> Guidelines on communicating with individuals Guidelines on maintaining confidentiality and respecting need for privacy Guidelines of the organization / health provider on communicating with individuals and patients 	HSS / N 9601 KA1 KA2 KA3	Theoretical Sessions:- Classroom Session Lecture Session Assignment Projects Practical Sessions:- Internet use for learning and adopting best practices.	Theoretical Sessions:- Audio-Visual Lab Projector Charts Diagram Notes Practical Sessions:- Internet use for learning and adopting best practices.	50 min.
27.3	Frontline Health Worker – II	Technical Knowledge	<ul style="list-style-type: none"> How to communicate effectively When to ask for assistance when situations are beyond one's competence and authority 	HSS / N 9601 KB1 KB2 KB3 KB4 KB5 KB6	Theoretical Sessions:- Classroom Session Lecture Session Assignment Projects	Theoretical Sessions:- Audio-Visual Lab Projector Charts Diagram Notes	50 min.

			<ul style="list-style-type: none"> • How to maintain confidentiality and to respect an individual's need for privacy • How to ensure that all information provided to individuals is from reliable sources • How to handle stressful or risky situations when communicating with individuals • Difficulties that can occur when communicating with individuals and family members in stressful situations and how to manage these 		<p>Practical Sessions:-</p> <p>Internet use for learning and adopting best practices.</p>	<p>Practical Sessions:-</p> <p>Internet use for learning and adopting best practices.</p>	
27.4	Frontline Health Worker – II	Core Skills/ Generic Skills	<ul style="list-style-type: none"> • Write at least one local/ official language used in the local community • Maintain any records required after the interaction • Read instructions and pamphlets provided as part of training • Speak at least one local language • Communicate effectively 	HSS / N 9601 SA1 SA2 SA3 SA4 SA5	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Internet use for learning and</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Internet use for learning and</p>	50 min.

			with all individuals		adopting best practices.	adopting best practices.	
27.5	Frontline Health Worker – II	Professional Skills	<ul style="list-style-type: none"> • Make decisions on information to be communicated based on needs of the individual and various regulations and guidelines • Be responsive to problems stated by all community members • Be available to guide, counsel and help local community members at all times • Be patient and non-judgemental at all times • Create work-around to overcome problems faced in carrying out roles and duties 	HSS / N 9601 SB1 SB2 SB3 SB4 SB5	Theoretical Sessions:- Classroom Session Lecture Session Assignment Projects Practical Sessions:- Internet use for learning and adopting best practices.	Theoretical Sessions:- Audio-Visual Lab Projector Charts Diagram Notes Practical Sessions:- Internet use for learning and adopting best practices.	50 min.
28.1	Life Science	Anatomy and Physiology - Introduction	<ul style="list-style-type: none"> • Scope of Anatomy and Physiology, Definition of various terms used in anatomy. • Structure of cell, Function of its components with special reference to mitochondria and microcosms. • Elementary tissues of the body i.e. epithelial tissues, muscular tissues, connective tissues and nervous tissue. 	Additional as required for the job role	Theoretical Sessions:- Classroom Session Lecture Session Assignment Projects Practical Sessions:-	Theoretical Sessions:- Audio-Visual Lab Projector Charts Diagram Notes Practical Sessions:-	12 hrs

			<ul style="list-style-type: none"> • Structure and function of skeleton, classification of joints and their function, joint disorders. • The blood-compositions, blood pressure and its recording, blood groups and coagulation of blood, brief information regarding disorders of blood. 		<p>Neonatal care equipment like radiant warmer, weighing scale, pump suction, thermometer-clinical and digital, syringes, oxygen catheter, cotton and Usage of Drugs - oxytocin, drotin, buscopan, perinorm, diazepam, methergin etc.</p>	<p>Neonatal care equipment like radiant warmer, weighing scale, pump suction, thermometer-clinical and digital, syringes, oxygen catheter, cotton and Usage of Drugs - oxytocin, drotin, buscopan, perinorm, diazepam, methergin etc.</p>	
29.1	Life Science	Lymph Glands, Respiratory System and Urinary System	<ul style="list-style-type: none"> • Functions of lymph glands. • Structure and functions of various parts of the heart, and brief information about cardio vascular disorders. • Various parts of respiratory system and their functions, physiology of respiration. • Various parts of urinary system and their functions, structure and function of kidney, physiology of urine formation, pathophysiology of renal diseases and aedima. 	Additional as required for the job role	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Neonatal care equipment like radiant warmer, weighing scale, pump suction, thermometer-</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Neonatal care equipment like radiant warmer, weighing scale, pump suction, thermometer-</p>	11 hrs

					clinical and digital, syringes, oxygen catheter, cotton and Usage of Drugs - oxytocin, drotin, buscopan, perinorm, diazepam, methergin etc.	clinical and digital, syringes, oxygen catheter, cotton and Usage of Drugs - oxytocin, drotin, buscopan, perinorm, diazepam, methergin etc.	
30.1	Life Science	Skeletal Muscle and Nervous System	<ul style="list-style-type: none"> • Structure of skeletal muscle, physiology of muscle contraction, positions, attachments and functions of various skeletal muscles. • Various parts of central nervous system, brain and its parts and functions. Anatomy physiology of autonomic nervous system. • Elementary knowledge of structure and function of the following taste organ, smell, eye, skin, physiology of pain. 	Additional as required for the job role	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Neonatal care equipment like radiant warmer, weighing scale, pump suction, thermometer- clinical and digital, syringes, oxygen catheter, cotton and Usage of Drugs - oxytocin, drotin, buscopan, perinorm,</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Neonatal care equipment like radiant warmer, weighing scale, pump suction, thermometer- clinical and digital, syringes, oxygen catheter, cotton and Usage of Drugs - oxytocin, drotin, buscopan,</p>	11 hrs

					diazepam, methergin etc.	perinorm, diazepam, methergin etc.	
31.1	Life Science	Digestive System and Endocrine glands and Hormones	<ul style="list-style-type: none"> Digestive System, various parts of digestive system and their functions, structure and function of liver, physiology of digestion and absorption. Principles of nutrition and vitamins. Endocrine glands and hormones, location of the gland and their functions – pituitary, thyroid, adrenals and pancreas. Concept of health and disease, basic principles of rural and health sanitations. 	Additional as required for the job role	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Neonatal care equipment like radiant warmer, weighing scale, pump suction, thermometer-clinical and digital, syringes, oxygen catheter, cotton and Usage of Drugs - oxytocin, drotin, buscopan, perinorm, diazepam, methergin etc.</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Neonatal care equipment like radiant warmer, weighing scale, pump suction, thermometer-clinical and digital, syringes, oxygen catheter, cotton and Usage of Drugs - oxytocin, drotin, buscopan, perinorm, diazepam, methergin etc.</p>	12 hrs
32.1	Dressing, Medical Instruments,	Dressing	<ul style="list-style-type: none"> Principle of Dressing, Technique of Sterilization & Room Management, Dressing 	Additional as required for	Theoretical Sessions:-	Theoretical Sessions:-	11 hrs

	Chemical Solution and Sterilization		Technique & Uses of Surgical Instrument.	the job role	<p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Neonatal care equipment like radiant warmer, weighing scale, pump suction, thermometer-clinical and digital, syringes, oxygen catheter, cotton and Usage of Drugs - oxytocin, drotin, buscopan, perinorm, diazepam, methergin etc.</p>	<p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Neonatal care equipment like radiant warmer, weighing scale, pump suction, thermometer-clinical and digital, syringes, oxygen catheter, cotton and Usage of Drugs - oxytocin, drotin, buscopan, perinorm, diazepam, methergin etc.</p>	
33.1	Dressing, Medical Instruments, Chemical Solution and Sterilization	Surgical Instruments and Surgical Procedures	<ul style="list-style-type: none"> Sterilization and Disinfection – different methods, protection of patients in surgery, preparation of patients for surgery etc. 	Additional as required for the job role	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical</p>	12 hrs

					<p>Sessions:-</p> <p>Neonatal care equipment like radiant warmer, weighing scale, pump suction, thermometer-clinical and digital, syringes, oxygen catheter, cotton and Usage of Drugs - oxytocin, droxin, buscopan, perinorm, diazepam, methergin etc.</p>	<p>Sessions:-</p> <p>Neonatal care equipment like radiant warmer, weighing scale, pump suction, thermometer-clinical and digital, syringes, oxygen catheter, cotton and Usage of Drugs - oxytocin, droxin, buscopan, perinorm, diazepam, methergin etc.</p>	
34.1	Dressing, Medical Instruments, Chemical Solution and Sterlization	Anesthesia	<ul style="list-style-type: none"> Different methods and procedures for anesthesia, Preparation of patient for anesthesia, Intensive care etc. 	Additional as required for the job role	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Neonatal care equipment like radiant warmer, weighing scale, pump suction,</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Neonatal care equipment like radiant warmer, weighing scale, pump suction,</p>	11 hrs

					thermometer-clinical and digital, syringes, oxygen catheter, cotton and Usage of Drugs - oxytocin, drotin, buscopan, perinorm, diazepam, methergin etc.	thermometer-clinical and digital, syringes, oxygen catheter, cotton and Usage of Drugs - oxytocin, drotin, buscopan, perinorm, diazepam, methergin etc.	
35.1	Dressing, Medical Instruments, Chemical Solution and Sterlization	Surgical	<ul style="list-style-type: none"> Procedures and preparation of operation theatre, Ethics/Discipline, Safety for operating room and personnel. Preparation of instruments etc, National Health Programmes and Policy and health-care delivery system in the country etc. 	Additional as required for the job role	<p>Theoretical Sessions:-</p> <p>Classroom Session Lecture Session Assignment Projects</p> <p>Practical Sessions:-</p> <p>Neonatal care equipment like radiant warmer, weighing scale, pump suction, thermometer-clinical and digital, syringes, oxygen catheter, cotton and Usage of Drugs - oxytocin, drotin, buscopan,</p>	<p>Theoretical Sessions:-</p> <p>Audio-Visual Lab Projector Charts Diagram Notes</p> <p>Practical Sessions:-</p> <p>Neonatal care equipment like radiant warmer, weighing scale, pump suction, thermometer-clinical and digital, syringes, oxygen catheter, cotton and Usage of Drugs - oxytocin, drotin,</p>	12

					perinorm, diazepam, methergin etc.	buscopan, perinorm, diazepam, methergin etc.	
--	--	--	--	--	--	---	--

Total Programme Duration: **450 Hours (300 Hrs + 150 Hrs OJT)**

(This syllabus/ curriculum has been approved by **Healthcare Sector Skill Council** (name of relevant Sector Skill Council or NSDC designated authority).