**NSDA Reference**

*To be added by NSDA*

**CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE**

**Name and address of submitting body:**

West Bengal State Council of Technical & Vocational Education and Skill Development

Karigari Bhavan(5th Floor), Plot-B/7, Action Area-III

New Town, Kolkata-700160

**Name and contact details of individual dealing with the submission**

**Name: SUPARNA KUMAR ROYCHOWDHURY**

**Position in the organisation:Chairman, Board of Studies and Skilling**

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**List of documents submitted in support of the Qualifications File**

1. Curriculum and Course Content
2. Assessment strategy

**SUMMARY**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Qualification Title** | Health Worker | | | |
| **Qualification Code** |  | | | |
| **Nature and purpose of the qualification** | Short term Certificate Course  To become self-employed i.e. entrepreneurs or wage employed under MSME | | | |
| **Body/bodies which will award the qualification** | West Bengal State Council of Technical & Vocational Education and Skill Development | | | |
| **Body which will accredit providers to offer courses leading to the qualification** | Committee on Recognition under the West Bengal State Council of Technical & Vocational Education and Skill Development | | | |
| **Body/bodies which will carry out assessment of learners** | Board of Examination under the West Bengal State Council of Technical & Vocational Education and Skill Development | | | |
| **Occupation(s) to which the qualification gives access** | Assistant Healthworker | | | |
| **Licensing requirements** | NA | | | |
| **Level of the qualification in the NSQF** | Level 3 | | | |
| **Anticipated volume of training/learning required to complete the qualification** | 650 hours | | | |
| **Entry requirements and/or recommendations** | Class VIII pass | | | |
| **Progression from the qualification** | Medical Lab Assistant ----- Asst. Community Health Worker----- Health Worker | | | |
| **Planned arrangements for the Recognition of Prior learning (RPL)** | RPL will consist of four stages   1. Counselling- To inform, advise and guide the candidates regarding RPL 2. Pre-Assessment- To assess the current competencies of the candidates and identifying the gap between the full qualification and current competencies. 3. Orientation &Bridge Training- To train the candidates for bridging the gap. 4. Final assessment & Certification- To assess the candidate for full qualification and certify. | | | |
| **International comparability where known** | N/A | | | |
| **Date of planned review of the qualification.** | Every 3 years (Next Feb 2021) | | | |
| **Formal structure of the qualification**  After completion of course the passed out trainee can work as an Medical Lab Assistant and after two years of field experience the passed out trainee can work as a Asst. Community Health worker and after that with appropriate experience, the person can work as anService provider in Health care centres. | | | | |
| Title of component and identification code. | | Mandatory/ Optional | Estimated size (learning hours) | Level |
| 1. Apply safe working Practices | | Mandatory | 25 | 3 |
| 2. Recognise different health care system prevents at rural, urban and slum areas. | | Mandatory | 50 | 3 |
| 3. Identify different components of human anatomy. | | Mandatory | 50 | 3 |
| 4. Describe and explain different physiological processes. | | Mandatory | 40 | 3 |
| 5. List the diseases which occur in human body. | | Mandatory | 30 | 3 |
| 6. Appreciate the importance and elaborate the process of immunization. | | Mandatory | 50 | 3 |
| 7. Adopt care for invalid, geritovic, paralytic, handicapped and anaemicpatients. | | Mandatory | 20 | 3 |
| 8. Suggest prenatal and postnatal care. | | Mandatory | 30 | 3 |
| 9. Use different disinfects for preventing the onset of disease. | | Mandatory | 20 | 3 |
| 10. Measure BP and temperature of a healthy person as well as of a patient. | | Mandatory | 30 | 3 |
| 11. Arrange oxygen cylinders for a distressed for a person or suffering from any respiratory problem. | | Mandatory | 30 | 3 |
| 12. Explain the cause, symptom and preventive measures taken for diarrhoea, malaria, fever and vomiting. | | Mandatory | 20 | 3 |
| 13. Identify persons with normal and defective eye sight by recording different eye sight values. | | Mandatory | 30 | 3 |
| 12. Measure length and weight of a person using proper instrument and apparatus . | | Mandatory | 30 | 3 |
| 13.Identify the courses of malnutrition and suggest measures to avoid such health problems. | | Mandatory | 20 | 3 |
| 14.Prapare a table having different nutritious foods to avoid different health problems. | | Mandatory | 20 | 3 |
| 15.Suggest and supply child health care schedule to avoid mortality . | | Mandatory | 10 | 3 |
| 16. Examine the quality of drinking water to avoid water base diseases. | | Mandatory | 10 | 3 |
| 17. Discuss why communicable diseases are more prevalent in rural and slum areas. | | Mandatory | 20 | 3 |
| 18. Discuss the cause and effects of AIDS. | | Mandatory | 20 | 3 |
| 19. Discuss the importance of breast and supplement feeding for avoiding child mortality or any chronic health problems. | | Mandatory | 20 | 3 |
| 20.Understand and practice soft skills | | Mandatory | 25 | 3 |
| 21. Demonstrate knowledge of concept and principles of basic arithmetic and financial calculation, and apply knowledge of specific area to perform practical operations. | | Mandatory | 25 | 3 |
| 22. Explain time management, entrepreneurship and manage/organize related task in day to day work for personal & social growth. | | Mandatory | 25 | 3 |

| **Title of component and identification code.** | **Mandatory/Optional** | **Estimated size (learning hours)** | **Level** |
| --- | --- | --- | --- |
| **I. Theory**  **Theory component of the course is to develop relevant basic technical information & knowledge about Basic Healthcare practices.**  **II. Practical**  **Institutional component of Practical training of the course is to impart relevant basic technical skills to perform basic healthcare services**  **III. Employability Skills**  **Employability Skills component of the course is to impart Soft skills which include Communication Skills, Behaviour, IT literacy, Entrepreneurship Skills, Safety, Hygiene etc.** | **Mandatory**  **Mandatory**  **Mandatory** | **100**  **450**  **100** | **3**  **3**  **3**  **3** |
| **Total (I+II+III)** |  | **650** |  |

1. Curriculum Document is attached in Annexure-1.
2. Assessment Strategy Component wise distribution of marks is given in the Annexure No. 2
3. Industry Validation

**SECTION 1**

**ASSESSMENT**

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| **Body/Bodies which will carry out assessment:**  Board of Examination under West Bengal State Council of Technical & Vocational Education & Skill Development, constituted under the ACT XXVI of 2013 under Department of Technical Education, Training & Skill Development, Govt. of West Bengal  **How will RPL assessment be managed and who will carry it out?**  RPL will consist of four stages   1. Counselling- To inform, advise and guide the candidates regarding RPL 2. Pre-Assessment- To assess the current competencies of the candidates and identifying the gap between the full qualification and current competencies. 3. Orientation &Bridge Training- To train the candidates for bridging the gap. 4. Final assessment & Certification- To assess the candidate for full qualification and certify.   RPL assessment will be managed by PBSSD (PaschimBanga Society for Skill Development) under Department of Technical Education, Training & Skill Development, Govt. of West Bengal.  **Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fair and show that these are in line with the requirements of the NSQF.**  Assessment will be carried out by Board of Examination under West Bengal State Council of Technical & Vocational Education & Skill Development, under Department of Technical Education, Training & Skill Development, Govt. of West Bengal.  The Council has all necessary infrastructure and pool of qualified Assessors/ Examiners to carry out such assessments. Presently the Council is conducting all examinations for all courses which includeDiploma Courses, Vocational Courses in VIII+ level and X+2 level &other Short term Courses. Council also conducts all State Level Entrance tests like JEXPO for admission to Diploma Courses in Polytechnics, VOCLET for lateral entry to Diploma Courses in Polytechnics and CET (Common Entrance Test ) for admission to NCVT courses in ITIs. |

**ASSESSMENT EVIDENCE**

**Complete a grid for each component as listed in “Formal structure of the qualification” in the Summary.**

*NOTE: this grid can be replaced by any part of the qualification documentation which shows the same information – ie Learning Outcomes to be assessed, assessment criteria and the means of assessment.*

**Title of Component:**

|  |  |
| --- | --- |
| **Outcomes to be assessed** | **Assessment criteria for the outcome** |
| 1. Apply safe working Practices | (1.1) Assessor will note whether the trainee is maintaining procedures to achieve a safe working environment in line with occupational health and safety regulations and requirements according to site policy.  (1.2) Assessor can judge thetraineeon his ability to recognize any unsafe situations according to site policy, and assess his report accordingly.  (1.3) Assessor will note whether the trainee can identify and take necessary precautions on fire and safety hazards and report according to site policy and procedures.  (1.4) Assessor will ask the trainee to demonstrate safety alarms accurately.  (1.5) Assessor will assess the report/recordsubmitted by trainee to supervisor/ Competent of authority in the event of accident or sickness of any staff, including accident details according to site accident/injuryprocedures  (1.6) Trainee will be asked to demonstrate Personal Productive Equipment (PPE) and use the same as per related working environment.  (1.7) Trainee will be asked to demonstrate basic first aid & CPR and use them under different circumstances.  (1.8) Trainee will be asked to identify different fire extinguishers and to use the same as per requirement in a mock drill |
| 2. Recognise different health care system prevents at rural, urban and slum areas. | (2.1)The assessor may ask to list the Common Health Problems and Casualties in rural, urban and slum areas. He may ask to compare the condition of sanitation , supply of safe drinking water and vaccination. |
| 3. Identify different components of human anatomy. | (3.1)The assessor may ask to locate and label a particular bone or bone joint present in a human skeleton. |
| 4. Describe and explain different physiological processes. | (4.1)The assessor may ask to answers regarding names of different organs or function of different organs involved in different Physiological Processes. |
| 5. List the diseases which occur in human body. | (5.1)The assessor may ask to name food and water borne disease, insect and air borne diseases or the name of different causative agents of diseases like cholera, Tuberculosis, Typhoid etc. |
| 6. Appreciate the importance and elaborate the process of immunization. | (6.1)The assessor may ask the name of blood cells, acid or enzyme Involved in fighting against infections agent He / She may ask the name of vaccines used to eradicate A particular disease |
| 7. Adopt care for invalid, geritovic, paralytic, handicapped and anaemicpatients. | (7.1)The assessor may ask to mention the measures ( Wheel Chair or Crutch etc ) taken for invalid, geriatric , paralytic, handicapped and anemic patients. |
| 8. Suggest prenatal and postnatal care. | (8.1)The assessor may ask to mention and list the guideline regarding food, vaccine as adopted for prenatal and postnatal care. |
| 9. Use different disinfects for preventing the onset of disease. | (9.1)The assessor may ask the name of disinfectants commonly used. He /She may ask to mention what precautions is to be taken while using disinfectants |
| 10. Measure BP and temperature of a healthy person as well as of a patient. | (10.1)The answer may ask to mention the normal value of bp and body temperature or abnormal bp. |
| 11. Arrange oxygen cylinders for a distressed for a person or suffering from any respiratory problem. | (11.1)The assessor may ask to mention the amount of oxygen present in an oxygen cylinder. He /She may ask to demonstrate the arrangement and connection of an oxygen cylinder. |
| 12. Explain the cause, symptom and preventive measures taken for diarrhoea, malaria, fever and vomiting . | (12.1)The assessor may ask to write the name of causative agents responsible for diarhoea, malaria, fever and vomiting. He /She may also ask to relate the symptom with the particular health problem. |
| 13. Identify persons with normal nad defective eye sight by recording different eye sight values. | (13.1)The assessor may ask to relate different eye sight valves as normal or defective and what precaution any measures to be adopted to correct the error. |
| 14. Measure length and weight of a person using proper instrument and apparatus . | (14.1)The assessor may ask to record the length and weight of a child, healthy person and a person suffering from any chronic disease. |
| 15.Identify the courses of malnutrition and suggest measures to avoid such health problems. | (15.1)The assessor may ask to provide some pictures of children and ask to detect the children suffering from malnutrition. |
| 16.Prapare a table having different nutritious foods to avoid different health problems. | (16.1)The assessor may supply a list of food items and may ask to write what nutrient is more in what type of food |
| 17.Suggest and supply child health care schedule to avoid mortality . | (17.1)The assessor may ask to list a number of causes responsible for child mortality. |
| 18. Examine the quality of drinking water to avoid water base diseases. | (18.1)The assessor may ask to name the sources of water which may result in water borne diseases. He /She may ask to list the standard parameters for maintaining quality of drinking water. |
| 19. Discuss why communicable diseases are more prevalent in rural and slum areas. | (19.1)The assessor may ask to list the name of communicable diseases prevalent in rural and slum areas. He /She may ask to mention the conditions which trigger the outbreak of such diseases. |
| 20. Discuss the cause and effects of AIDS. | (20.1)The assessor may ask to name the virus responsible for AIDS. He/She may ask to write full name of HIV and AIDS. |
| 21. Discuss the importance of breast and supplement feeding for avoiding child mortality or any chronic health problems. | (21.1)The assessor may ask to write the name of supplements ( iron, Folic Acid, Zinc ) to be taken by infants. He /She may ask to mention the time period upto which child should be fed exclusively breast milk. |
| 1. Understand and practice soft skills | (22.1) Assessor will rate the trainee on his ability to practice soft skills, including clear and concise communication, in day to day work with team and with higher authority |
| 23. Demonstrate knowledge of concept and principles of basic arithmetic and financial calculation, and apply knowledge of specific area to perform practical operations. | (23.1) Apply basic financial calculation to understand cost of materials & labour and basic concepts of profit/loss,  (23.2) Engage in basic banking transactions as customer |
| 24. Explain time management, entrepreneurship and manage/organize related task in day to day work for personal & social growth. | (24.1) Ascertain appropriate time for the assigned task.  (24.2) Execute the assigned task within time frame.  (24.3) Manage own work within specified time.  (24.4) Explain importance & factors affect the development of entrepreneurship.  (24.5) Identify service providers for developingentrepreneur/business establishment. |
| **Means of assessment 1**  There will be two types of Assessments viz. Formative and Summative. The Formative Assessment will be carried out continuously during the conduct of course and Summative Assessment will be carried out at the end of the course. Details are mentioned under means of Assessment-2. Written test, Practical examination/ Skill test & Viva voce | |
| **Means of assessment 2**   1. **Means of Formative Assessment (Total marks allotted- 350)** 2. Assignments for each module of Theory component 3. Assignments for each module of Employability Skills component 4. Continuous evaluation of each module of Practical 5. **Means of Summative Assessment(Total marks allotted- 650)** 6. Written test for Theory component 7. Written test for Employability Skills component 8. Practical Test & Viva voce for Practical Component.   Component wise distribution of marks is given in the Annexure 2 | |
| **Pass/Fail**   |  | | --- | | **Pass/Fail**  Passing criteria is based on marks obtained in Formative and Summative Assessment taken together as mentioned in Annexure No-1   1. Minimum Marks to pass Theory component– 60% 2. Minimum Marks to pass Employability Skills component– 60% 3. Minimum Marks to pass practical component– 70% 4. Minimum attendance required to appear in the final examination- 75% | | |

**SECTION 2**

**EVIDENCE OF LEVEL**

**OPTION A**

| **Title/Name of qualification/component: Asst. House Wireman and Motor Winder Level:** 3 | | | |
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| **NSQF Domain** | **Outcomes of the Qualification/Component** | **How the outcomes relates to the NSQF level descriptors** | **NSQF Level** |
| Process | Job holder will be able to   * Collect blood, swab sample from the patient. * Maintain the pathological lab in rural and urban area. * Extant support to the health care system | Job holder will understand and comply with safety practices while undertaking works in basic health services. The nature of work involved is repetitive and routine. | Level 3 |
| Professional knowledge | Job holder will be able to understand healthcare issues related to  1. Immunization.  2. Care for Invalid Patients.  3. Apenatal Care.  4. Postnatal Care.  5. Geriatric Patients.  6. Paralysis Patients.  7. Handicapped Patients.  8. Anemia Patients. | Job holder will understand the basic concepts, facts, principles and processes in relation to healthcare services in various segments. | Level 4 |
| Professional skill | The user/individual will know and understand how to take:  1. BP Measurement.  2. Temperature Measurement.  3. Oxygen Cylinder Arrangement.  Individual will also know how to handle cases of  4. Diarrhoea  5. Malaria  6. Fever.  7. Vomiting.  8. Eye Sight Record  9. Length & Weight Record. | The job holder will demonstrate use of various tools and materials for taking various medical parameters of patient. He/ she will be also able to demonstrate proper processes to tackle many diseases. The range of application of practical skill is narrow and repetitive. | Level 3 |
| Core skill | The job holder will be able to   * read at least two languages, preferably in the local language of the siteand basic English * read and interpret safety sign boards, signage, tags etc. provided atworkplace * speak in at least one language, preferably in one of the local languages of thesite * listen and interpret instructions / communication by co-workers * listen and follow instructions given by supervisor * orally and effectively communicate with team members * engage in basic financial and banking transactions * Understand principles of time management and entrepreneurship | The job holder will be able to communicate clearly, both in writing and orally, with co-workers, supervisors and customers. He will be able to use basic arithmetic calculations for his work and use basic banking services both on professional and personal level. | Level 3 |
| Responsibility | The job holder will work under the close supervision of medical practitioner / supervisor and he will be responsible for providing basic healthcare services | Job holder is required to carry out supportive functions in various basic healthcare practices. In these activities job holder is doing the tasks independently, with supervision in certain risky jobs. | Level 3 |

**SECTION 3**

**EVIDENCE OF NEED**

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| **What evidence is there that the qualification is needed?**  Government of West Bengal offers 42 courses in VIII+ category and trains approximately 1.5 lakhs beneficiaries per year through its 2400 approved VTCs since last 10 years. Assessment and Certification is done by the West Bengal State Council of Technical & Vocational Education and Skill Development for these courses. Health Worker is one of these 42 courses which are successfully conducted by Government of West Bengal. |
| **What is the estimated uptake of this qualification and what is the basis of this estimate?**  There has been significant opportunities for the particular course as the course is operational for more than 10 years |
| **What steps were taken to ensure that the qualification does not duplicate already existing or planned qualifications in the NSQF?**  This qualification is being conducted under the West Bengal State Council of Technical & Vocational Education & Skill Development under Department of Technical Education, Training and Skill Development since the academic year 2005 in Vocational Training Centres spread all over West Bengal for class- VIII+ pass dropout youths. In the state of West Bengal the Council is affiliating and awarding body for this qualification. Thus there is no other existing or planned qualification (Short term courses) in the state aligned with NSQF. |
| **What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated?**  The council has three well defined sub-committees namely Board of Studies and Skilling, Board of Examination and Recognition Committee. These committees monitor and review the progress of all qualifications under its purview on a regular basis.  This qualification will be reviewed and revised at an interval of three years on the basis of the outcome of the trainees, placement and self-employment data and feedback from concerned industries/employers. |

**SECTION 4**

**EVIDENCE OF PROGRESSION**

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| **What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector?**  In case of employment under an employer, he can progress to various level-wise designations, based on either experience or on obtaining subsequent qualifications. This is as shown below.  Medical Lab Assistant  Asst. Community Health Worker  Health Worker |