

National Occupational Standards

Description

The purpose of this qualification is to create awareness among school students about safety measures, healthy living, health promotion, basic first aid tips and sensitisation on clean, healthy and safe environment so that they could follow safety measures, First Aid, Healthy lifestyle and Safe Environment Practices in day to day life.

Scope

The scope covers the following :

- Basic safety measures & First Aid Tips
- Healthy Lifestyle and hygiene practices
- Clean, Safe and Healthy Environment

Elements and Performance Criteria

Basic safety measures & First Aid Tips

To be competent, the user/individual on the job must be able to:

- PC1.** Follow basic indoor, outdoor, and stranger safety measures
- PC2.** Follow self-defense skills
- PC3.** Follow safe use of Internet, Gadgets and Media
- PC4.** Follow basic first Aid Tips
- PC5.** Prepare first aid kit for use in school and at home

Healthy Lifestyle and hygiene practices

To be competent, the user/individual on the job must be able to:

- PC6.** Follow the healthy diet, balanced nutrition and fitness regimes to keep the body healthy, maintain healthy lifestyle and prevent diseases
- PC7.** Follow the basic fitness regimes like physical exercises, yoga postures and meditation
- PC8.** Recognize puberty changes in boys and girls
- PC9.** Differentiate between unhygienic and hygienic practices during menstruation

Clean, Safe and Healthy Environment

To be competent, the user/individual on the job must be able to:

- PC10.** Apply the skills to use, reduce, reuse and recycle of resources like electricity, water, paper, polyethylene bags, fuel, plastic bottles etc.
- PC11.** Differentiate between Dry and Wet waste
- PC12.** Differentiate between cleaning and Sanitization
- PC13.** Assist in the process of plantation and kitchen garden

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Describe the basic indoor, outdoor and stranger safety measures

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- KU2.** Demonstrate the self-defense skills
- KU3.** Explain First Aid Tips
- KU4.** Identify the need of Socio-emotional learning/awareness
- KU5.** Understand about physical wellbeing
- KU6.** Explain about equality, acceptance and inclusivity of differently abled children
- KU7.** Practice safe use of Internet, Gadgets and Media
- KU8.** Introduction to Adolescent Education
- KU9.** Practice safe and hygienic menstrual hygiene measures
- KU10.** Practice exercise, yoga, mindfulness and meditation
- KU11.** Display appropriate appearance for the school
- KU12.** Apply 3Rs concept for conservation of resources
- KU13.** Difference between Dry and Wet waste
- KU14.** Ways of Cleaning and Sanitization of surroundings
- KU15.** Explain the importance of plantation
- KU16.** Display appropriate appearance for the school
- KU17.** Explain about various community programs

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read, speak and write in language used at the regional location
- GS2.** take initiative to complete one's tasks and learn new things
- GS3.** use correct language and avoid using inappropriate language

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Basic safety measures & First Aid Tips</i> | 35 | 10 | - | - |
| PC1. Follow basic indoor, outdoor, and stranger safety measures | - | - | - | - |
| PC2. Follow self-defense skills | - | - | - | - |
| PC3. Follow safe use of Internet, Gadgets and Media | - | - | - | - |
| PC4. Follow basic first Aid Tips | - | - | - | - |
| PC5. Prepare first aid kit for use in school and at home | - | - | - | - |
| <i>Healthy Lifestyle and hygiene practices</i> | 23 | 5 | - | - |
| PC6. Follow the healthy diet, balanced nutrition and fitness regimes to keep the body healthy, maintain healthy lifestyle and prevent diseases | - | - | - | - |
| PC7. Follow the basic fitness regimes like physical exercises, yoga postures and meditation | - | - | - | - |
| PC8. Recognize puberty changes in boys and girls | - | - | - | - |
| PC9. Differentiate between unhygienic and hygienic practices during menstruation | - | - | - | - |
| <i>Clean, Safe and Healthy Environment</i> | 22 | 5 | - | - |
| PC10. Apply the skills to use, reduce, reuse and recycle of resources like electricity, water, paper, polyethylene bags, fuel, plastic bottles etc. | - | - | - | - |
| PC11. Differentiate between Dry and Wet waste | - | - | - | - |
| PC12. Differentiate between cleaning and Sanitization | - | - | - | - |
| PC13. Assist in the process of plantation and kitchen garden | - | - | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|----------------------------------|--------------|-----------------|---------------|------------|
| NOS Total | 80 | 20 | - | - |

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National Occupational Standards (NOS) Parameters

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|---|--|
| NOS Code | HSS/N8622 |
| NOS Name | Basic Health and Wellness Skills (middle school) |
| Sector | Healthcare |
| Sub-Sector | Social Work & Community Health |
| Occupation | Community Health Services, Social Work |
| NSQF Level | 1 |
| Credits | 1.5 |
| Minimum Educational Qualification & Experience | 5th grade pass (and pursuing continuous schooling from 6th to 8th grade) |
| Version | 1.0 |
| Last Reviewed Date | 31/01/2024 |
| Next Review Date | 31/01/2029 |
| NSQC Clearance Date | 31/01/2024 |
| Reference code on NQR | NG-01-HE-02090-2024-V1-HSSC |
| NQR Version | 1 |
| CCN Category | 3 |