

Health Sanitary Inspector

CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE

Directorate General of Training (DGT)
Government of India, Ministry of Skill Development and Entrepreneurship,
1st and 2nd Floor, CIRTES Building
Next to Pusa ITI, Pusa Campus
New Delhi - 110012

Name and address of submitting body:

Directorate General of Training (DGT)
Government of India, Ministry of Skill Development and Entrepreneurship,
1st and 2nd Floor, CIRTES Building
Next to Pusa ITI, Pusa Campus
New Delhi - 110012

Name and contact details of individual dealing with the submission

Name: Mrs. Sandhya Salwan

Position in the organisation: Deputy Director General

Address if different from above:

Tel number(s): 011-25802140

E-mail address: sandhya.salwan@nic.in

List of documents submitted in support of the Qualifications File

1. Competency-based curriculum with following details:

Model Curriculum to be added which will include the following:

- a) Indicative list of tools/equipment to conduct the training: Enclosed with curriculum
- b) Trainers qualification: Indicated in the curriculum
- c) Lesson Plan: All DGT curricula are designed indicating specific practical to be carried out during training along with details of trade theory. Based on this the concerned instructor prepares the Lesson Plan and Demonstration Plan with support of IMPs developed by NIMI, DGT.

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d) Distribution of training duration into theory/practical/OJT component: Indicated in the curriculum.

2. Curriculum for Core Skills (Employability Skills).

• **SUMMARY**

1.	Qualification Title	'HEALTH SANITARY INSPECTOR'
2.	Qualification Code, if any	DGT/1012
3.	NCO code and occupation	3257.0100 – Sanitary Inspector
4.	Nature and purpose of the qualification (Please specify whether qualification is short term or long term)	Prepare health assistants who take measures to maintain and improve standard of public health in the specified area. (It is a long term qualification)
5.	Body/bodies which will award the qualification	Directorate General of Training (DGT).
6.	Body which will accredit providers to offer courses leading to the qualification	Directorate General of Training (DGT) accredits the Training providers (ITIs/ NSTIs/ MSTIs/ BTCs/ BTPs / Industries / Establishments).
7.	Whether accreditation/affiliation norms are already in place or not , if applicable (if yes, attach a copy)	Yes. The accreditation/ affiliation norms and any amendments made from time to time are available on DGT web portal.
8.	Occupation(s) to which the qualification gives access	<ul style="list-style-type: none"> • Health Sanitary Inspector
9.	Job description of the occupation	The learner may inspect houses, shops, factories, entertainment places, bazaars, drains, night soil depots, rubbish depots, hotels, restaurants, etc., and undertakes public health activities such as disinfections, anti-malarial and anti-epidemic measures and ensures that food and edibles sold are fit for public consumption.
10.	Licensing requirements	Not Required
11.	Statutory and Regulatory requirement of the relevant sector (documentary evidence to be provided)	Not Applicable
12.	Level of the qualification in the NSQF	Level-3

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13.	Anticipated volume of training/learning required to complete the qualification	<table border="1"> <thead> <tr> <th>Sl. No.</th> <th>Course Element</th> <th>National Training Hours</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Professional Skill (Trade Practical)</td> <td>840</td> </tr> <tr> <td>2.</td> <td>Professional Knowledge (Trade Theory)</td> <td>240</td> </tr> <tr> <td>3.</td> <td>Employability Skills</td> <td>120</td> </tr> <tr> <td colspan="2">Total</td> <td>1200</td> </tr> <tr> <td colspan="2">On the Job Training (OJT)/ Group Project</td> <td>150</td> </tr> </tbody> </table>		Sl. No.	Course Element	National Training Hours	1.	Professional Skill (Trade Practical)	840	2.	Professional Knowledge (Trade Theory)	240	3.	Employability Skills	120	Total		1200	On the Job Training (OJT)/ Group Project		150
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14.	Indicative list of training tools required to deliver this qualification	As per Annexure - I of curriculum																			
15.	Entry requirements and/or recommendations and minimum age	Passed 10th class examination. Minimum age 14 years as on first day of academic session.																			
16.	Progression from the qualification (Please show Professional and academic progression)	An Individual can proceed for:																			
		Professional <ul style="list-style-type: none"> • Health Sanitary Inspector • Senior Health Sanitary Inspector • Supervisor • Manager • Entrepreneur 	Technical / Academic <div style="margin-left: 20px;"> <table border="0"> <tr> <td style="border: none;"> </td> <td style="border: none;"> </td> </tr> <tr> <td style="border: none;">├──</td> <td style="border: none;">├──</td> </tr> <tr> <td style="border: none;">ATS</td> <td style="border: none;">Diploma/</td> </tr> <tr> <td style="border: none;">CITS</td> <td style="border: none;">Advance</td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;">Diploma</td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;">(Vocational)</td> </tr> </table> </div>			├──	├──	ATS	Diploma/	CITS	Advance		Diploma		(Vocational)						
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17.	Arrangements for the Recognition of Prior learning (RPL)	Yes (For more details refer "Guidelines for Private candidate" in DGT website MIS portal).																			
18.	International comparability where known (research evidence to be provided)	-----																			
19.	Date of planned review of the qualification.	3 Yrs. from the Date of Approval																			

20.	Formal structure of the qualification			
	Mandatory components			
	Title of component and identification code/NOSs/ Learning outcomes	Estimated size (learning hours)		Level
		SKILL	KNOWLEDGE	
TRADE SPECIFIC				
(i)	<p>Make a nutritional plan for all age groups under given conditions following safety precautions.</p> <p>Design a balanced diet as per the requirement under given conditions.</p> <p>Calculate and suggest the calorie and nutritional requirements as per the specific requirements of the person.</p> <p>Identify diseases that occur due to various deficiencies.</p> <p>Assess disease symptoms.</p> <p>Inspect and report various food adulterations.</p> <p>Suggest different food preservation techniques for various types of food. (NOS: MIN/N9429)</p>	50	24	3
(ii)	<p>Identify and understand water and its properties and causes of water pollution. Summarize water supply system with water treatment in the city/ country etc.</p> <p>Assemble plumbing system for conservation of water.</p> <p>Develop rainwater harvesting technique.</p> <p>Identify and understand the water purification process. (NOS: MIN/N9430)</p>	50	12	3
(iii)	<p>Handle the night soil of a city/ town with protection of environment and human being. (NOS: MIN/N9431)</p>	40	12	3

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Approved in 22th NSQC Meeting-NCVET-25th August 2022

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(iv)	Plan solid waste management system in an area or a small town. (NOS: MIN/N1702, MIN/N1703, MIN/N1704, MIN/N1705)	46	12	3
(v)	Practice Bio Medical and E- waste management system . (NOS: MIN/N9428)	80	20	3
(vi)	Identify air pollution sources and suggest the suitable remedies.(NOS: MIN/N1702, MIN/N1703, MIN/N1704, MIN/N1705) Interpret the effects of global warming and identify the remedial measures. (NOS: MIN/N9432) Suggest the measures to minimise the noise pollution. (NOS: MIN/N1702, MIN/N1703, MIN/N1704, MIN/N1705) Plan and suggest the ventilation requirements of a particular area. (NOS: MIN/ N0459, MIN/ N0460)	35	14	3
(vii)	Illustrate concept of liquid waste and disposal. Know the types of sewers, health hazard due to liquid waste. Plan and help in construction and maintenance of sewers, traps, plumbing tools etc. (NOS: MIN/N9433)	45	14	3
(viii)	Suggest disposal methods for dead animals and humans. Identify different types of soil, its importance in relation with public health and reclamation of land. (NOS: MIN/N9434)	43	12	3
(ix)	Plan and suggest sanitary prescription of medical measures in housing, fairs & festivals. (NOS: MIN/N9435)	43	12	3
(x)	Identify occupational health hazards. Follow safety rules. Prevent	35	12	3

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	occupational diseases. (NOS: MIN/N9436)			
(xi)	Prepare and control biological environment and different parts of spraying equipment. (NOS: MIN/N9437)	24	6	3
(xii)	Generate awareness programmes for masses on health education. (NOS: MIN/N9438)	60	16	3
(xiii)	Illustrate importance of right behaviour and personal hygiene, learn its direct impact on their personal life & society. (NOS: MIN/N9439)	51	16	3
(xiv)	Perform first-aid treatment to tackle medical emergency situation. (NOS: MIN/N9440)	95	16	3
(xv)	Assess intensity of any disease, recognize the disease and provide first-aid treatment on time to contain the disease. Follow the given immunization schedule and understand its importance. Identify disinfection and its importance to control diseases. Carry out sterilization. (NOS: MIN/N9441)	71	20	3
(xvi)	Perform basic personal hygiene and interpret its impact on a person's health and personality. (NOS: HCS/N9902,HCS/N9903)	20	10	3
(xvii)	Recognise various factors like death rate, birth rate, morbidity, MMR, IMR etc. analyse importance of census survey and data collection. Categorise health survey. Familiarise with vocabulary and terminology of different acts. (NOS: MIN/N9442)	52	12	3
CORE SKILLS				

EMPLOYABILITY SKILLS			
i)	Introduction to Employability Skills	-	-
ii)	Constitutional values - Citizenship	-	-
iii)	Becoming a Professional in the 21st Century	-	-
iv)	Basic English Skills	-	-
v)	Career Development & Goal Setting	-	-
vi)	Communication Skills	-	-
vii)	Diversity & Inclusion	-	-
viii)	Financial and Legal Literacy	-	-
ix)	Essential Digital Skills	-	-
x)	Entrepreneurship	-	-
xi)	Customer Service	-	-
xii)	Getting Ready for Apprenticeship & Jobs	-	-
	Total		1200
	OJT/Group Project		150

SECTION 1
ASSESSMENT

21.	<p>Body/Bodies which will carry out assessment: Controller of Examinations, DGT</p>
22.	<p>How will RPL assessment be managed and who will carry it out? DGT will carry out the RPL assessment following the below mentioned eligibility criteria for Trainee: Applicants aspiring to appear as Private Candidates in the AITT under CTS for award of NTC, have been categorized based on their educational background and experience. Subsequently 'Private Candidates' may be admitted under one of the following categories. Category wise 'eligibility criteria' for appearing as 'Private Candidate' in AITT under CTS has been listed below: Category I: Ex-trainees (successful pass-outs) of ITI A. Ex-trainees of ITI who already possess NTC in one of the trades under CTS, are eligible for applying as Private candidate for an allied trade, provided he/ she fulfils all the conditions regarding educational qualification etc. prescribed for that allied trade. B. In addition, the applicant should possess minimum of 1 year experience (as on date of submission of application) post the date of AITT result declaration in the desired allied trade in establishments implementing Apprenticeship Training Scheme (ATS)/ establishments registered under the Apprenticeship portal or registered MSMEs or Entities registered with any government/local authorities / shops covered under Factories Act 1948 and Shops and Establishments Act applicable for the concerned State. Category II: 'Ex-trainees (successful pass-outs) and current trainees under CoE scheme A. The applicant should have the minimum prescribed entry qualification and should fulfil eligibility criteria for the desired trade under CTS, in which he/she intends to appear for AITT as Private Candidate. CoE candidates must register as 'Private Candidate' under CTS in the relevant/mapped CTS trade only. B. There should be a minimum gap of 1 year between successful completions of CoE training i.e. from the date of result declaration to the date of submission of application for 'Private Candidate' certification. C. During this gap of 1 year, the candidate must have undergone Industry training or gained experience in desired trade in establishments implementing Apprenticeship Training Scheme (ATS)/ establishments</p>

	<p>registered under the Apprenticeship portal or registered MSMEs or Entities registered with any government/local authorities / shops covered under Factories Act 1948 and Shops and Establishments Act applicable for the concerned State.</p> <p>Category III: SCVT Candidates (admitted till August 2018 session)</p> <p>A. No special provisions have been made for SCVT Trainees to enrol as 'Private Candidate'. Going forward, SCVT trainees have been granted equivalence vide G.S.R 186(E) dated 2nd March 2017 for undergoing apprenticeship training under the Apprentices Act 1961 to obtain 'NAC'.</p> <p>B. Only for SCVT trainees admitted till August 2018 batch, provision has been made for obtaining NTC by appearing in AITT under 'Private Candidate'. Such trainees will continue to be governed by old guidelines for 'Private Candidate'.</p> <p>Category IV: Other Candidates (candidate not falling in any of the above 3 categories, including SCVT trainees enrolled from admission session 2019 onwards)</p> <p>A. The applicant should have the minimum prescribed entry qualification and should fulfil eligibility criteria for the relevant trade under CTS, in which he/she desires to appear for AITT as Private Candidate.</p> <p>B. Applicant should be minimum 21 years of age on the date of submission of application. There is no upper age limit.</p> <p>C. The applicant should possess minimum of 3 years' experience (on the date of submission of application) in the relevant trade in establishments implementing Apprenticeship Training Scheme (ATS)/ establishments registered under the Apprenticeship portal or registered MSMEs or Entities registered with any government/local authorities / shops covered under Factories Act 1948 and Shops and Establishments Act applicable for the concerned State.</p> <p>For detail and updated information please refer to DGT web portal.</p>
<p>23.</p>	<p>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.</p> <p>(1) Assessment process: The assessment for the qualification is carried out by conducting formative assessments, and end of year examinations (Summative). The formative</p>

assessments in respect of each Learning Outcome for practical and related theory are conducted by the concerned instructors for evaluating the knowledge and skill acquired by trainees and the behavioural transformation of the trainees. This formative assessment is primarily carried out by collecting evidence of competence gained by the trainees by evaluating them at work based on assessment criteria, asking questions and initiating formative discussions to assess understanding and by evaluating records and reports. Summative assessment is carried out by All India Trade Test on Trade Theory, Trade practical and Employability Skills. The question papers for the theory Examinations contain objective type questions.

The marking pattern and distribution of marks for the qualification are as under:

Marking Pattern			
Sl. No.	Type of assessment	Subject for the trade test	Marks
1	Summative Assessment	Practical	250
2		Trade Theory	100
3		Employability Skills	50
4	Formative assessment based on Learning Outcomes		200
TOTAL:			600

(2) Minimum pass marks:

The minimum pass percent for Trade Practical and Formative assessment is 60% & for all other subjects is 33%. There will be no Grace marks.

Testing and certifications for the course:

Controller of examinations, DGT carries out the assessment and issues National Trade Certificate (NTC) following the norms and guidelines issued by the Directorate from time to time.

Overall assessment strategy:

Assessment of the qualification evaluates trainees to show that they can integrate knowledge, skills and values for carrying out relevant tasks as per

the defined learning outcomes and assessment criteria. The trainees may choose the preferred language for assessment. The underlying principle of assessment is fairness and transparency. While assessing the trainee, assessor is directed to assess as per the defined assessment criteria against the learning outcomes. The evidence of the competence acquired by the trainees can be obtained by conducting theory and practical examinations, observing the trainees at work, asking questions and initiating discussions to assess, understand and evaluate records and reports. The ultimate objective of the assessment is to assess the candidates as per the defined assessment criteria for the learning outcomes.

Specific Arrangements for assessment:

- Assessment is outcome-based.
- There are formative and summative assessments in Theory and Practical.
- Assessment is carried out in Trade theory, Trade Practical and Employability Skills.
- While Trade Theory and Trade Practical are used for assessing Trade-related jobs and Employability skills is used to test the communication, professional language, leadership, entrepreneurship and team-work abilities of the trainee.
- In addition to demonstration of theory and practical knowledge, trainees get a chance to present total personality.

Quality assurance activities:

Question papers are set by external paper setters/ software generated.

Evaluation of Theory Examinations in Trade and Employability Skill is done by third-party agency.

Trade Practical is examined by External Examiner.

24. Assessment evidences

Title of Component: Formative Assessment Breakup
 (on half yearly average of the learning assessment covered)

Means of assessment

Assessment will be evidence based comprising the following for each Learning Outcome:

Serial No.	Terminal Competency	Maximum Weightage (%)
1	Safety consciousness	15
2	Workplace hygiene	5
3	Attendance/ Punctuality	10
4	Ability to follow Manuals/ Written instructions	5
5	Application of Knowledge	10
6	Skills to handle tools / equipment/ Instruments/ Devices	10
7	Economical use of materials	5
8	Working Strategy	10
9	Quality in workmanship/ Performance	15
10	VIVA	15
	Total Maximum Weightage (%)	100

Pass/Fail

The minimum pass percentage is 60% marks for formative assessment.

ASSESSMENT CRITERIA

LEARNING OUTCOME (TRADE SPECIFIC)	
LEARNING OUTCOMES	ASSESSMENT CRITERIA
1. Make a nutritional plan for all age groups under given conditions following safety precautions. (NOS: MIN/N9429)	Identify different nutrients.
	Identify the requirements of nutrients.
	Observe the importance.
	Make a nutritional plan for the given age group.
2. Design a balanced diet as per the requirement under given conditions. (NOS: MIN/N9429)	Identify components of food and its nutrition factors.
	Identify calories and nutrients for different food items.
	Calculate the calories and total nutrients of food items taken.
	Make a balanced diet plan using different food items as per the requirement and given conditions.
3. Calculate and suggest the calorie and nutritional requirements as per the specific requirements of the person. (NOS: MIN/N9429)	Identify different foods available with their calories and nutrients.
	Identify the calories and nutrients required for different works and conditions.
	Identify the person with his health conditions and nature of the work being done.
	Calculate and suggest the calorie and nutrition requirements as per the given person and conditions.
4. Identify diseases that occur due to various deficiencies. (NOS: MIN/N9429)	Identify various individuals with deficiencies.
	Identify different deficiency syndromes.
	Identify various nutrition deficiencies.
	Identify different diseases due to nutrition deficiency.
	Identify symptoms and suggest the important food nourishment required.
5. Assess disease symptoms. (NOS: MIN/N9429)	Identify various individuals with diseases.
	Identify common diseases due to different conditions of work and living.
	Identify the disease symptoms.
	Assess the symptoms for various diseases.
6. Inspect and report various food adulterations.	Identify various foods that are commonly adulterated.
	Identify the parameters to be checked for finding food adulteration.

(NOS: MIN/N9429)	Note the ideal factors of food available.
	Inspect different food for adulterations.
	Report food adulteration by doing different tests.
7. Suggest different food preservation techniques for various types of food. (NOS: MIN/N9429)	Identify various foods as per their perishability.
	Apply common food preservation techniques by using salt and sugar.
	Identify different types of preservation techniques. Follow refrigeration techniques for food preservation.
	Identify the preservation systems in use.
	Take above factors into consideration and suggest food preservation techniques for various types of food.
8. Identify and understand water and its properties and causes of water pollution. Summarize water supply system with water treatment in the city/ country etc. (NOS: MIN/N9430)	Identify the resources of water.
	Recognize the various resources of water pollution.
	Understand the water borne diseases, causes, effects and symptoms.
	Identify different type of water quality with various parameters of water in physical, chemical and bacteriological aspects.
	Understand different water treatment techniques ranging from traditional to the modern.
9. Assemble plumbing system for conservation of water. (NOS: MIN/N9430)	Identify water conservation technique at household and commercial level.
	Identify the water supply system in different areas such as rural and urban areas.
	Identify and recognize the control measures for water pollution.
	Assemble plumbing system involving water conservation techniques.
10. Develop rainwater harvesting technique. (NOS: MIN/N9430)	Understand the rain water harvesting process.
	Classify different rainwater harvesting technique.
	Implement the rain water harvesting pits in given locality.
11. Identify and understand the water purification process. (NOS: MIN/N9430)	Understand the various types of water purification in rural and urban areas. Disinfection process of water resources and drinking water.
	Identify the water supply system in different areas such as rural and urban areas.
	Identify and recognize the control measures for water pollution.
	Identify the water treatment plant and the process.

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12. Handle the night soil of a city/ town with protection of environment and human being. (NOS: MIN/N9431)	Identify the difference between brackish water, sewage effluent and night soil.
	Recognize the various impact of night soil on the soil, water resources, atmosphere etc.
	Understand the different types of faecal borne diseases due to unsanitary disposal of night soil.
	Identify the various types of latrines and their construction.
	Identify the sewage treatment plant and understand the process diagram.
13. Plan solid waste management system in an area or a small town. (NOS: MIN/N1702, MIN/N1703, MIN/N1704, MIN/N1705)	Recognise resources that increase solid waste.
	Classify & collect waste.
	Apply segregation techniques and segregate the waste.
	Apply suitable disposal techniques for waste disposal.
	Identify the working of biogas plant.
	Apply principles of recycling.
14. Practice Bio Medical Waste and E-Management (NOS: MIN/N9428)	Apply Techniques of segregation, packaging, storage, transport of infectious waste
	Demonstrate different treatment method for Bio Medical Waste
	Exhibit process of accumulation, storage and disposal of hazardous waste
15. Identify air pollution sources and suggest the suitable remedies. (NOS: MIN/N1702, MIN/N1703, MIN/N1704, MIN/N1705)	Identify sources of air pollution.
	Identify severity of air pollution.
	Suggest preventive measures to abort air pollution.
16. Interpret the effects of global warming and identify the remedial measures. (NOS: MIN/N9432)	Know the global warming and its effects.
	Measure the atmospheric temperature using thermometer.
	Identify need of ventilation.
17. Suggest the measures to minimise the noise pollution. (NOS: MIN/N1702, MIN/N1703, MIN/N1704, MIN/N1705)	Understand impacts of noise pollution.
	Measure the noise pollution.
	Identify the causes of noise pollution.
	Suggest the measures to be taken to minimise the noise pollution.

18. Plan and suggest the ventilation requirements of a particular area. (NOS: MIN/ N0459, MIN/ N0460)	Understand the concept of ventilation.
	Illustrate the types of ventilation.
	Identify the need of ventilation.
	Suggest ventilation requirements of a particular area.
19. Illustrate concept of liquid waste and disposal. Know the types of sewers, health hazard due to liquid waste. (NOS: MIN/N9433)	Observe various sources of liquid waste.
	Understand human waste management system.
	Identify health hazards due to liquid waste.
20. Plan and help in construction and maintenance of sewers, traps, plumbing tools etc. (NOS: MIN/N9433)	Understand types of sewerage system and their working.
	Identify various types of traps.
	Understand uses and working of traps.
21. Suggest disposal methods for dead animals and humans. (NOS: MIN/N9434)	Observe importance for proper disposal of dead body and maintenance of record as per legal provision.
	Illustrate methods for preservation of dead.
	Identify basic requirements of a burial and cremation ground.
22. Identify different types of soil, its importance in relation with public health and reclamation of land. (NOS: MIN/N9434)	Identify types of soil and its importance.
	Identify agricultural benefits of soil.
	Observe moisture level in soil.
	Understand concept of land reclamation.
23. Plan and suggest sanitary prescription of medical measures in housing and fairs & festivals. (NOS: MIN/N9435)	Understand concept of a healthy housing.
	Identify sanitary requirement of a house.
	Explain importance of housing and its good health impacts.
	Identify requirements of sanitation in a fair.
	Estimate number of sanitation facility required for a particular event.
Plan emergency sanitation, food, water supply for a large gathering.	
24. Identify occupational health hazards. Follow safety rules. Prevent occupational diseases. (NOS: MIN/N9436)	Identify the occupational hazards to the employees.
	Identify the various safety programs and equipment to control the occupational hazards.
	Implement measures for health protection of workers.

25. Prepare and control of biological environment and different parts of spraying equipments. (NOS: MIN/N9437)	Identify and use insect circles and disinfections.
	Distinguish technique of sterilization and disinfection of various articles.
	Identify different parts of spraying equipments.
	Identify operation and maintenance of spraying equipments.
	Identify larvaecidals.
	Identify rodenticides.
26. Generate awareness programmes for masses on health education. (NOS: MIN/N9438)	Understand importance of health education.
	Identify working opportunities for a health inspector.
	Plan health education awareness programme.
	Contribute in health education awareness.
27. Illustrate importance of right behaviour and personal hygiene, learn its direct impact on their personal life & society. (NOS: MIN/N9439)	Learn importance of behaviour.
	Impact of behaviour on personal hygiene.
	Identify behavioural changes as per age groups.
	Understand concept of defence mechanism.
28. Perform first-aid treatment to tackle medical emergency situation. (NOS: MIN/N9440)	Perform CPR.
	Make first-aid box.
	Identify types of bandages.
	Perform dressing when needed.
	Treat casualties properly.
	Transportation and care of victims can be done.
	Perform first-aid procedures in various conditions.
29. Assess intensity of any disease, recognize the disease and provide first-aid treatment on time to contain the disease. (NOS: MIN/N9441)	Identify symptoms of diseases.
	Identify types of disease whether it is communicable or non-communicable.
	Guide precautions undertaken in any disease.
	Implement preventive measure to contain any disease.
30. Follow the given immunization schedule and understand its importance. (NOS: MIN/N9441)	Identify age group for various immunisations.
	Understand natural immunisation schedule.
	Understand importance of immunisation.
31. Identify disinfection and its importance to control diseases. Carry out sterilization. (NOS: MIN/N9441)	Understand requirement of disinfection and sterilisation.
	Identify disinfection and sterilisation process in hospitals.
	Identify various disinfection agents.
	Use disinfectants effectively.
	Carry out sterilisation procedure.

32. Perform basic personal hygiene and interpret its impact on a person's health and personality. (NOS: MIN/N9441) (NOS: HCS/N9902,HCS/N9903)	Understand importance of personal hygiene habits.
	Do proper care of their own nails and hands cleaning etc.
	Do care of dental care procedures.
	Develops regular hand washing habits.
	Develops healthy food habit.
33. Recognise various factors like death rate, birth rate, morbidity, MMR, IMR etc. analyse importance of census survey and data collection. (NOS: MIN/N9442)	Understand demography.
	Identifies death rate, birth rate, MMR, IMR etc.
	Understand importance of census.
34. Categorise health survey. (NOS: MIN/N9442)	Perform survey.
	Fill survey forms.
	Perform data collection.
	Classifies health surveys.
35. Familiarise with vocabulary and terminology of different acts. (NOS: MIN/N9442)	Understands importance of acts.
	Identify epidemic and endemic situations at a given area.
	Understand air and water pollution control acts.
	Fill birth and death registration forms.
	MTP acts.
	Identify various acts and their importance.

EMPLOYABILITY SKILLS (CORE SKILL)	
LEARNING OUTCOME	ASSESSMENT CRITERIA
1. Introduction to Employability Skills	Outline the importance of Employability Skills for the current job market and future of work
	List different learning and employability related GOI and private portals and their usage
	Research and prepare a note on different industries and the available opportunities
2. Constitutional values - Citizenship	Explain the essential civic rights and duties required to be followed to become a responsible citizen
	Discuss the role of personal values and ethics in personal and social development
	Identify and practice different environmentally sustainable practices
3. Becoming a Professional in the 21st Century	Discuss relevant 21st century skills required for employment
	Highlight the importance of practicing 21st century skills like Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem solving, and time management skills in personal or professional life
	Create a pathway for adopting a learning mindset for personal and professional development
4. Basic English Skills	Use appropriate grammar and sentences while interacting with others
	Read English text with appropriate articulation
	Role play a situation on how to talk appropriately to a customer in English, over the phone or in person
	Write a short note/paragraph / letter/e-mail using correct English
5. Career Development & Goal Setting	Research and identify trends and different skills required to match the current market requirement for a job
	Create a career development plan with well-defined short- and long-term goals
6. Communication Skills	Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette
	Write a short note/paragraph on a familiar topic
	Explain the importance of communication etiquette including active listening for effective communication
	Role play a situation on how to work collaboratively with others in a team

7. Diversity and Inclusion	Exhibit how to behave, communicate and conduct oneself appropriately with all genders and PwD
	Discuss the POSH Act and its significance
8. Financial and Legal Literacy	Discuss various financial institutions, products, and services
	Demonstrate how to carry out offline and online financial transactions, safely and securely and check passbook/statement
	Explain the common components of salary such as Basic, PF, Allowances (HRA, TA, DA, etc.), tax deductions
	Calculate income and expenditure for budgeting
	Discuss the legal rights, laws, and aids
9. Essential Digital Skills	Describe the role of digital technology in day-to-day life and the workplace
	Demonstrate how to operate digital devices and use the associated applications and features, safely and securely
	Demonstrate how to connect devices securely to internet using different means
	Follow the dos and don'ts of cyber security to protect against cyber crimes
	Discuss the significance of displaying responsible online behaviour while using various social media platforms
	Create an e-mail id and follow e- mail etiquette to exchange e -mails
	Show how to create documents, spreadsheets and presentations using appropriate applications
10. Entrepreneurship	Describe the types of entrepreneurship and enterprises
	Discuss the process of identifying opportunities for potential business and relevant regulatory and statutory requirements
	Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement
	Create a sample business plan, for the selected business opportunity
	Discuss various sources of funding and identify associated financial and legal risks with its mitigation plan
11. Customer Service	Describe different types of customers
	Role play a situation on how to identify customer needs and respond to them in a professional manner
	Explain various tools used to collect customer feedback

12. Getting ready for apprenticeship & Jobs	Draft a professional Curriculum Vitae (CV)
	Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively
	Demonstrate how to apply to identified job openings using offline /online methods as per requirement
	Discuss the significance of maintaining hygiene and dressing appropriately
	Discuss how to prepare for an interview
	Role play a mock interview
	List the steps for searching and registering for apprenticeship opportunities

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SECTION 2

25. EVIDENCE OF LEVEL

OPTION A

Title/Name of qualification/component: Health Sanitary Inspector		Level: 3	
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relates to the NSQF level descriptors	NSQF Level
Process	<p>Work in familiar, predictable, routine, situation of clear choice.</p> <ul style="list-style-type: none"> • Make a nutritional plan for all age groups under given conditions following safety precautions. • Design a balanced diet as per the requirement under given conditions. • Calculate and suggest the calorie and nutritional requirements as per the specific requirements of the person. • Identify diseases that occur due to various deficiencies. • Assess disease symptoms. • Inspect and report various food adulterations. 	<p>The learner will apply clear choice of procedures in familiar context as indicated in the learning outcomes like “Assess disease symptoms’ and ‘Inspect and report various food adulterations.</p> <p>In the learning outcomes like “Design a balanced diet as per the requirement under given conditions” and ‘Calculate and suggest the calorie and nutritional requirements as per the specific requirements of the person” the learner has to apply one’s knowledge and work as per requirements and resources available.</p> <p>Such job requires limited range of activities & is carried out on routine basis by the learner; also,</p>	3

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Health Sanitary Inspector

Title/Name of qualification/component: Health Sanitary Inspector		Level: 3	
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relates to the NSQF level descriptors	NSQF Level
		<p>the learner has to apply one's knowledge and work as per requirements and resources available.</p> <p>Hence NSQF Level is 3 for this descriptor.</p>	
Professional knowledge	<p>Factual knowledge of field of knowledge or study</p> <ul style="list-style-type: none"> ● Classification of food their sources, nutrient diets proteins, fat, vitamins & minerals – sources, function, deficiency excess & daily requirement. ● Solid Waste Disposal ● Air Pollution. ● Noise Pollution. ● Liquid Waste Disposal. ● Sewage disposal ● Personal Hygiene ● Public Health Act. Etc 	<p>The learner demonstrates factual knowledge of field of Health and Sanitation, which is classification of food sources and their nutritional values, daily requirement of food, different sources of vitamins and proteins. The learner understands and is able to demonstrate knowledge of various Water Borne Disease, Water supply system in community, Night Soil Disposal, solid waste disposal, Different types of Pollution and Pollutants etc.</p> <p>Also, the learner demonstrates knowledge of Immunity and Sterilization and Personal Hygiene.</p> <p>Hence NSQF Level is 3 for this descriptor</p>	3

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Approved in 22th NSQC Meeting-NCVET-25th August 2022

Health Sanitary Inspector

Title/Name of qualification/component: Health Sanitary Inspector		Level: 3	
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relates to the NSQF level descriptors	NSQF Level
Professional skill	<ul style="list-style-type: none"> ● Suggest different food preservation techniques for various types of food. ● Identify and understand water and its properties and causes of water pollution. Summarize water supply system with water treatment in the city/ country etc. ● Assemble plumbing system for conservation of water. ● Identify air pollution sources and suggest the suitable remedies. ● Interpret the effects of global warming and identify the remedial measures. ● Suggest the measures to minimise the noise pollution 	<p>After the training, the learner recalls and demonstrates practical skill which is routine and repetitive in narrow range of application for the learning outcomes such as 'Assemble plumbing system for conservation of water' and 'Interpret the effects of global warming and identify the remedial measures'.</p> <p>The learner will also be responsible for own quality of work and will have to use quality tools to check own work to ensure conformance to requirements of the job.</p> <p>Hence NSQF Level is 3 for this descriptor.</p>	3
Core skill	Basic Mathematical and Algebraic principles	The learner applies basic mathematical and algebraic principles for doing his/her day to day work to improve productivity & quality.	3

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Health Sanitary Inspector

Title/Name of qualification/component: Health Sanitary Inspector		Level: 3	
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relates to the NSQF level descriptors	NSQF Level
	<ul style="list-style-type: none"> Apply the concept in productivity & quality management in day to day work to improve productivity & quality. <p>Basic understanding of social political and natural environment</p> <ul style="list-style-type: none"> Explain personnel finance, entrepreneurship and manage/organize related task in day to day work for personal & societal growth. <p>Language to communicate written or oral, with required clarity</p> <ul style="list-style-type: none"> Interpret & use formal and technical communication. List and interpret various acts of labour welfare legislation. 	<p>The learner is able to communicate orally & in written using simple English language and has strong listening skills. Works as a team player and able to explain technical terms with required clarity. The learner performs the job complying environment regulation and housekeeping by applying safe working practices. Maintains energy conservation, prevents global warming & pollution by optimally using available resources in day to day work.</p> <p>Hence NSQF Level is 3 for this descriptor.</p>	
Responsibility	<ul style="list-style-type: none"> Generate awareness programmes for masses on health education. Illustrate importance of right behaviour and personal hygiene; learn its direct impact on their personal life & society. Perform first-aid treatment to tackle medical 	<p>The Health Sanitary Inspector is responsible to perform the work as per specific guidelines/ procedures based on their understanding of “Assess intensity of any disease, recognize the</p>	3

NSQF QUALIFICATION FILE
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Health Sanitary Inspector

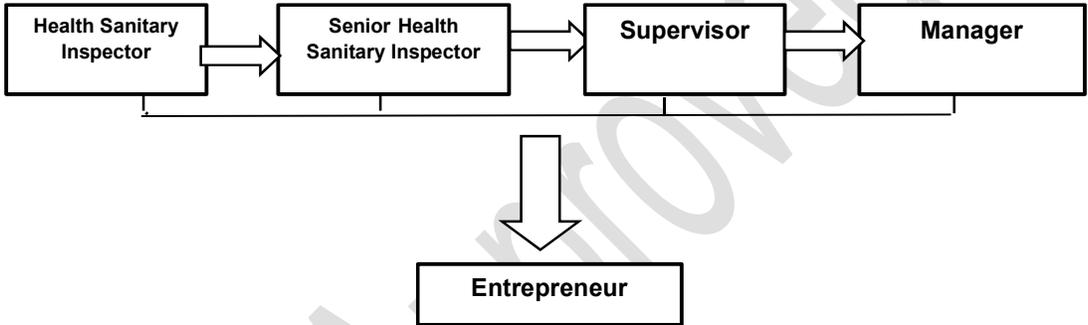
Title/Name of qualification/component: Health Sanitary Inspector		Level: 3	
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relates to the NSQF level descriptors	NSQF Level
	<p>emergency situation.</p> <ul style="list-style-type: none"> ● Assess intensity of any disease, recognize the disease and provide first-aid treatment on time to contain the disease. ● Follow the given immunization schedule and understand its importance. ● Identify disinfection and its importance to control diseases. Carry out sterilization. ● Perform basic personal hygiene and interpret its impact on a person's health and personality. 	<p>disease and provide first-aid treatment on time to contain the disease” and “Follow the given immunization schedule and understand its importance” hence is responsible for own work and learning.</p> <p>Hence NSQF Level is 3 for this descriptor</p>	

SECTION 3
EVIDENCE OF NEED

26	What evidence is there that the qualification is needed? What is the estimated uptake of this qualification and what is the basis of this estimate?	
	Basis	In case of other Awarding Bodies (Institutes under Central Ministries and states departments)
	Need of the qualification	Healthcare Sector has a significant presence of organized as well as unorganized skilled manpower requirement. This sector is poised to grow exponentially in the years to come and is highly labour intensive and there are many emerging trends in this sector. Hence the qualification has been designed keeping in view to cater to the ever-increasing demand of skilled manpower in consultation with stakeholders.
	Industry Relevance	The job role defined for the qualification is as per the National Classification of Occupations 2015 which is developed by Employment Directorate under the ministry of Labour and Employment in collaboration with different industry partners and as per ILO guidelines. Moreover, the training is imparted in ITIs/NSTIs/MSTIs/ BTC/ BTPs/ Industries / Establishments etc. where such requirement is available. This justifies the qualification is very much relevant for industry.
	Usage of the qualification	The Proposed qualification will create skilled Craftsman for various establishments in different Sectors.
	Estimated uptake	The present seating capacity is 39598 .
27	Recommendation from the concerned Line Ministry of the Government/Regulatory Body. To be supported by documentary evidences.	

	The qualification, originally designed for Craftsman Training Scheme is in existence for many years and approved by DGT (Regulatory Body) under Ministry of Skill Development and Entrepreneurship, Govt. of India.
28	<p>What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF? Give justification for presenting a duplicate qualification</p> <p>The qualification is originally designed and approved by DGT for the Craftsman Training Scheme and is in existence for many years. No such duplicate qualification of same duration and competencies exists.</p>
29	<p>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? Specify the review process here.</p> <ul style="list-style-type: none"> • The research wing of CSTARI & DGT reviews and updates the qualification, in consultation with industries and other stakeholders, on a regular basis by conducting trade committee meetings. • DGT will monitor any duplicity by comparing existing qualifications with upcoming ones in the National Qualifications Register (NQR) and relevant sectors.

SECTION 4
EVIDENCE OF PROGRESSION

30	<p>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? <i>Show the career map here to reflect the clear progression</i></p> <p>On completion of the training the trainee will have an opportunity to move in vertical/horizontal pathways to promote to higher designations. The learner can further undergo other specialised courses to excel in the relevant field.</p>  <pre>graph LR; A[Health Sanitary Inspector] --> B[Senior Health Sanitary Inspector]; B --> C[Supervisor]; C --> D[Manager]; D --> E[Entrepreneur];</pre> <p>The diagram illustrates a career progression path. It starts with a box labeled 'Health Sanitary Inspector'. An arrow points to a box labeled 'Senior Health Sanitary Inspector'. Another arrow points to a box labeled 'Supervisor'. A third arrow points to a box labeled 'Manager'. Below the 'Manager' box, a large downward-pointing arrow leads to a box labeled 'Entrepreneur'. This indicates that after reaching the Manager level, there is an opportunity to become an Entrepreneur.</p>
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