



## QUALIFICATION FILE

### Adventure Travel Guide (High Altitude)

- Short Term Training (STT)  Long Term Training (LTT)  Apprenticeship
- Upskilling  Dual/Flexi Qualification  For ToT  For ToA
- General  Multi-skill (MS)  Cross Sectoral (CS)  Future Skills  OEM

NCrF/NSQF Level: 4.5

Submitted By:

Tourism and Hospitality Skill Council

#1216-1220, 12th Floor, Naurang House, Kasturba Gandhi Marg, Connaught Place

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## Section 1: Basic Details

1.	<b>Qualification Name</b>	Adventure Travel Guide (High Altitude)														
2.	<b>Sector/s</b>	Tourism & Hospitality														
3.	<b>Type of Qualification:</b> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	<b>NQR Code &amp; version of existing/previous qualification:</b> <i>(change to previous, once approved)</i> 2021/TH/THSC/04426 & v2.0	<b>Qualification Name of existing/previous version:</b> High Altitude Trekking Guide													
4.	<b>a. OEM Name</b> <b>b. Qualification Name</b> <i>(Wherever applicable)</i>															
5.	<b>National Qualification Register (NQR) Code &amp; Version</b> <i>(Will be issued after NSQC approval)</i>	QG-4.5-TH-02446-2024-V2-THSC	<b>6. NCrF/NSQF Level:</b> 4.5													
7.	<b>Award (Certificate/Diploma/Advance Diploma/ Any Other)</b> <i>(Wherever applicable specify multiple entry/exits also &amp; provide details in annexure)</i>	Certificate														
8.	<b>Brief Description of the Qualification</b>	A Adventure Travel Guide (High Altitude) is usually a local who is well acquainted with the flora, fauna, culture and natural history of a particular area or region especially at high altitudes, (4,000 mts and above) trained in advanced mountaineering and wilderness first aid. The guide is responsible for route finding, navigation, leading small groups in the mountains and assisting the expedition leader in carrying out the trekking or mountaineering expedition. A Adventure Travel Guide (High Altitude) is also responsible for coordination with local logistics, transportation, porters, pony men, etc., in consultation with the trip/expedition leader.														
9.	<b>Eligibility Criteria for Entry for Student/Trainee/Learner/Employee</b>	<b>a. Entry Qualification &amp; Relevant Experience:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">S. No.</th> <th style="width: 60%;">Academic/Skill Qualification (with Specialization - if applicable)</th> <th style="width: 30%;">Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td></td> <td>12th grade pass or equivalent</td> <td>2- year(relevant experience)</td> </tr> <tr> <td></td> <td>Previous relevant Qualification of NSQF Level 4.0</td> <td>1.5- year(relevant experience)</td> </tr> <tr> <td>a)</td> <td>Experience should include treks each in all three commercial seasons Pre- Monsoon, Post-Monsoon and Winter</td> <td></td> </tr> </tbody> </table> <b>b. Age 20 years</b>			S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)		12th grade pass or equivalent	2- year(relevant experience)		Previous relevant Qualification of NSQF Level 4.0	1.5- year(relevant experience)	a)	Experience should include treks each in all three commercial seasons Pre- Monsoon, Post-Monsoon and Winter	
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a)	Experience should include treks each in all three commercial seasons Pre- Monsoon, Post-Monsoon and Winter															
10.	<b>Credits Assigned to this Qualification, Subject to Assessment</b> <i>(as per National Credit Framework (NCrF))</i>	14	<b>11. Common Cost Norm Category (I/II/III)</b> <i>(wherever applicable):</i> III													

12.	<b>Any Licensing requirements for Undertaking Training on This Qualification</b> <i>(wherever applicable)</i>	NA															
13.	<b>Training Duration by Modes of Training Delivery</b> <i>(Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)</i>	<input type="checkbox"/> Offline <input type="checkbox"/> Online <input checked="" type="checkbox"/> Blended <table border="1"> <thead> <tr> <th>Training Delivery Modes</th> <th>Theory (Hours)</th> <th>Practical (Hours)</th> <th>OJT Mandatory (Hours)</th> <th>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td></td> <td>156:00</td> <td>180:00</td> <td>336:00</td> </tr> <tr> <td>Online</td> <td>84:00</td> <td></td> <td></td> <td>84:00</td> </tr> </tbody> </table> <i>(Refer Blended Learning Annexure for details)</i>	Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	Total (Hours)	Classroom (offline)		156:00	180:00	336:00	Online	84:00			84:00
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Classroom (offline)		156:00	180:00	336:00													
Online	84:00			84:00													
14.	<b>Aligned to NCO/ISCO Code/s</b> <i>(if no code is available mention the same)</i>	NCO-2015/5113.9900															
15.	<b>Progression path after attaining the qualification</b> <i>(Please show Professional and Academic progression)</i>	Mountaineering Instructor															
16.	<b>Other Indian languages in which the Qualification &amp; Model Curriculum are being submitted</b>	Hindi															
17.	<b>Is similar Qualification(s) available on NQR-if yes, justification for this qualification</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>URLs of similar Qualifications:</b>															
18.	<b>Is the Job Role Amenable to Persons with Disability</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>If "Yes", specify applicable type of Disability:</b>															
19.	<b>How Participation of Women will be Encouraged</b>	The inclusion of women in the workplace is important as there is an increase in the number of educated women. Despite progress in some areas, women still face significant challenges and barriers to their full participation in the workforce. This can be addressed by formulating policy measures on skilling, job creation and support services. To increase the proportion of women in the workforce, various support measures like childcare facilities, close proximity to the workplace, safe transportation, gender acceleration plans and return to work (allowing women to re-join the workforce after motherhood) should be provided. Organisations should provide flexible work arrangements like part-time or remote work options. This not only helps the organisation to retain talented women employees, but it also helps women to balance work and family responsibilities.															
20.	<b>Are Greening/ Environment Sustainability Aspects Covered</b> <i>(Specify the NOS/Module which covers it)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  THC/N9915: Maintain Safe, Healthy and Hygienic Practices THC/N9916: Follow and Maintain Green Practices															
21.	<b>Is Qualification Suitable to be Offered in Schools/Colleges</b>	<b>Schools</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <b>Colleges</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No															
22.	<b>Name and Contact Details of Submitting / Awarding Body SPOC</b>	<b>Name:</b> Dr. Sunita Badhwar <b>Email:</b> sunita.badhwar@thsc.in <b>Contact No.:</b> 011-41608056/8057 Ext.1102															

	<i>(In case of CS or MS, provide details of both Lead AB &amp; Supporting ABs)</i>	<b>Website:</b> <a href="http://www.thsc.in">www.thsc.in</a>	
<b>23.</b>	<b>Final Approval Date by NSQC: 30/04/2024</b>	<b>24. Validity Duration:</b> 3 years	<b>25. Next Review Date: 30/04/2027</b>

## Section 2: Module Summary

## NOS/s of Qualifications

*(In exceptional cases these could be described as components)*

## Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer curriculum document.

**Th.-Theory Pr.-Practical OJT-On the Job Man.-Mandatory Training Rec.-Recommended Proj.-Project**

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/Non-Core	NCrF/NS QF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Prepare for the High Altitude Trek/Expedition	THC/N8618 v2.0	Core	4.5	1	2	5	23	0	30	26	23	0	0	49	15
2.	Conduct the high altitude trek/expedition	THC/N8617 & v2.0	Core	4.5	3	6	28	56	0	90	61	67	0	0	128	20
3.	Conduct Post Low Altitude Trek Closure and Debrief	THC/N8619 & v3.0	Core	4.5	2	2	5	53	0	60	12	10	0	0	22	10
4.	Assess and Mitigate Risks on High Altitude Treks/Expeditions	THC/N8616 & v2.0	Core	4.5	2	2	10	48	0	60	19	22	0	0	41	15
5.	Communicate with Customers and Colleagues	THC/N9913 & v2.0	Non-Core	4.5	1	12	18	0	0	30	34	39	0	0	73	10
6.	Follow Gender and Age Sensitive Practices	THC/N9914 & v2.0	Non-Core	4.5	1	12	18	0	0	30	7	3	0	0	10	5
7.	Maintain Safe, Healthy and Hygienic Practices	THC/N9915 & v2.0	Non-Core	4.5	1	12	18	0	0	30	32	16	0	0	48	10

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NS QF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
8.	Follow and Maintain Green Practices	THC/N9916 & v2.0	Non-Core	4.5	1	12	18	0	0	30	28	11	0	0	39	10
9.	Employability Skills(60 Hours)	DGT/VSQ/ N0102& v1.0	Non-Core	4.5	2	24	36	0	0	60	20	30	0	0	50	5
<b>Duration (in Hours) / Total Marks</b>					<b>14</b>	<b>84</b>	<b>156</b>	<b>180</b>	<b>0</b>	<b>420</b>	<b>239</b>	<b>221</b>	<b>0</b>	<b>0</b>	<b>460</b>	<b>100</b>

#### Assessment - Minimum Qualifying Percentage

Please specify **any one** of the following:

**Minimum Pass Percentage – Aggregate at qualification level: 70%** (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

**Minimum Pass Percentage – NOS/Module-wise: \_\_\_\_\_** (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

#### Section 3: Training Related

1.	<b>Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)</b>	Certificate / Diploma / Degree / Postgraduate (specialization in Tour & Travel) with 5 years of relevant industry experience (Tourism) and 1-year of training experience (Tourism)
2.	<b>Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)</b>	NA
3.	<b>Tools and Equipment Required for Training</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure)
4.	<b>In Case of Revised Qualification, Details of Any Upskilling Required for Trainer</b>	NA

#### Section 4: Assessment Related

1.	<b>Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	Diploma / Degree / Postgraduate with 5 years of relevant industry experience (High Altitude Trekking / Adventure Tourism)
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2.	<b>Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	NA
3.	<b>Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	NA
4.	<b>Assessment Mode (Specify the assessment mode)</b>	Blended
5.	<b>Tools and Equipment Required for Assessment</b>	<input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No (details to be provided in Annexure-if it is different for Assessment)

## Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	<b>Latest Skill Gap Study (not older than 2 years) (Yes/No):</b> No
2.	<b>Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):</b> No
3.	<b>Government /Industry initiatives/ requirement (Yes/No):</b> Yes
4.	<b>Number of Industry validation provided:</b> 21
5.	<b>Estimated nos. of persons to be trained and employed:</b> 300
6.	<b>Evidence of Concurrence/Consultation with Line Ministry/State Departments:</b> No If "No", why:

## Section 6: Annexure &amp; Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	<b>Annexure:</b> NCrF/NSQF level justification based on NCrF level/NSQF descriptors (Mandatory)	Attached
2.	<b>Annexure:</b> List of tools and equipment relevant for qualification (Mandatory, except in case of online course)	Attached
3.	<b>Annexure:</b> Detailed Assessment Criteria (Mandatory)	Attached
4.	<b>Annexure:</b> Assessment Strategy (Mandatory)	Attached
5.	<b>Annexure:</b> Blended Learning (Mandatory, in case selected Mode of delivery is "Blended Learning")	Attached
6.	<b>Annexure:</b> Multiple Entry-Exit Details (Mandatory, in case qualification has multiple Entry-Exit)	Attached



7.	<b>Annexure:</b> Acronym and Glossary ( <i>Optional</i> )	<i>Attached</i>
8.	<b>Supporting Document:</b> Model Curriculum ( <i>Mandatory – Public view</i> )	<i>Attached</i>
9.	<b>Supporting Document:</b> Career Progression ( <i>Mandatory - Public view</i> )	<i>Attached</i>
10.	<b>Supporting Document:</b> Occupational Map ( <i>Mandatory</i> )	<i>Attached</i>
11.	<b>Supporting Document:</b> Assessment SOP ( <i>Mandatory</i> )	<i>Attached</i>
12.	<b>Any other document you wish to submit:</b>	-

## Annexure: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
<b>Professional Theoretical Knowledge/Process</b>	<p><b>Multidisciplinary and specialized knowledge</b></p> <ul style="list-style-type: none"> <li>Plan logistics and routes from a list of pre-determined areas/itinerary.</li> <li>Go through basic health information of guests and determine if they are eligible/fit for the activity. Be aware of any allergies and medicine requirements.</li> <li>Brief guests about their responsibilities in a clear and concise manner.</li> <li>Offer help to differently abled people</li> <li>Handle emergencies as per pre- determined SOPs and trainings imparted.</li> <li>Administer Wilderness First Aid (WFA) and Cardiopulmonary Resuscitation (CPR), when required.</li> <li>Have the ability to work with the Trip Leader and understand their requirements.</li> <li>Understand and be able to deal with multinational clients/students.</li> <li>Ensure organizational policies on behavioural etiquette and professionalism.</li> <li>Ways to enhance guest experience – story telling, cultural immersion.</li> <li>Documentation policy and procedures of the organization pre and post trip.</li> </ul>	<ul style="list-style-type: none"> <li>The Adventure Travel Guide (High Altitude) has factual knowledge of the terrain and routes and is well-versed with his/her equipment and reading of weather patterns.</li> <li>Must have the ability to arrange transport, huts and valley accommodation and understand procedures to be followed in case of bad weather.</li> <li>Must have training in first-aid, first responder techniques and CPR.</li> <li>Hence Level 4.5</li> </ul>	4.5

	<ul style="list-style-type: none"> <li>• Service quality standards as per organizational policies</li> <li>• Age and gender specific etiquette</li> <li>• Organizational policy with regards to persons with disability</li> </ul>		
<b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b>	<b>Range of skills along with specialized domain skills</b> <ul style="list-style-type: none"> <li>• Manage time effectively – especially walk and meal times to ensure students/clients are well looked after.</li> <li>• Understand the effect that the weather and wind speed conditions will have on the mountain plans and use the forecast to make/change plans if required.</li> <li>• Be aware of and be prepared to find alternate routes in case of route incidents like tree falls or landslides.</li> <li>• Be aware of river crossing SOPs and consider access, width, speed, stream bed before attempting</li> <li>• Know how to use GPS and smartphones as navigation aids and know how to use a paper map and compass if all else fails</li> <li>• Demonstrate effective navigation, communication, leadership and instruction skills.</li> <li>• Respond to queries and information needs of all individuals.</li> <li>• Use basic reading and writing skills while filling up forms and post trip reports.</li> <li>• Decide on most suitable equipment to be used and different methods to apply to tackle different terrains.</li> <li>• Ensure environment friendly waste disposal practices.</li> <li>• Understand natural surroundings and respect local traditions and people</li> <li>• Communicate effectively with trip leader, guests, and co-workers.</li> <li>• Be polite and courteous at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Adventure Travel Guide (High Altitude)perform their job by applying professional skills as per the organizational safety and service standards.</li> <li>• They need to be aware of a guest's limitations, needs and requirements and act accordingly.</li> <li>• They are required to apply cognitive and practical skills to innovate, find new routes, and change plans by applying basic methods, materials, tools and information.A Adventure Travel Guide (High Altitude)should apply core skills such as understanding of social, political, communication, health, and hygiene and safety at workplace followed, etc.</li> <li>• The person should be able to communicate clearly and have the organization skills to deal with the guests.</li> <li>• Hence Level 4.5</li> </ul>	4.5

<b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b>	<b>Entrepreneurial mindset, self- management</b> <ul style="list-style-type: none"> <li>• Read and write different types of documents/instructions/correspondence</li> <li>• Communicate effectively using appropriate language in formal and informal settings</li> <li>• Behave politely and appropriately with all</li> <li>• How to work in a virtual mode</li> <li>• Perform calculations efficiently</li> <li>• Solve problems effectively</li> <li>• Pay attention to details</li> <li>• Manage time efficiently</li> <li>• Maintain hygiene and sanitization to avoid infection</li> </ul>	<ul style="list-style-type: none"> <li>• An Adventure Travel Guide (High Altitude) should have good oral and written communication skills, advanced literacy and numeracy skills, organisation and time management skills, good understanding of social, political and work environment, etc.</li> </ul>	4.5
<b>Broad Learning Outcomes/Core Skill</b>	<b>Judgement / decision making – specialized</b> <ul style="list-style-type: none"> <li>• Work as per well-laid out SOPs.</li> <li>• Work operations as per laid down guidelines and have the ability to tackle unexpected variations.</li> <li>• The work demands knowledge of various terrain and routes and climbing equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• An Adventure Travel Guide (High Altitude) must have the experience of difficult terrains and remote mountains in ranges across the country.</li> <li>• They need to lead beginners and experienced trekkers across mountain ranges in a safe and disciplined manner using techniques and equipment that will help them tackle tough terrains by using clearly laid out procedures.</li> <li>• Hence Level 4.5</li> </ul>	4.5
<b>Responsibility</b>	<b>Team leader – Junior technical supervisor,</b> <ul style="list-style-type: none"> <li>• Know the route well and be aware of the risks they might encounter.</li> <li>• Ensure clear communication with assistant guides and crew members,</li> <li>• Understands the job role and has complete knowledge of SOPs to be followed.</li> <li>• Follows health and hygiene practises and safety regulations.</li> <li>• Takes responsibility of guests.</li> <li>• Is environmentally conscious and takes measures not to harm the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• An Adventure Travel Guide (High Altitude) is responsible for the planning and logistics of the trip, making clients/students feel safe, and ensure that he/she has the trip leader's confidence.</li> <li>• They need to work closely with assistant guides and other crew members (camp helper, cook etc.) to ensure smooth operations.</li> <li>• Therefore, this person not only takes responsibility for their own work but also takes some responsibility of the other's work to achieve the standards set by the organization.</li> <li>• Hence Level 4.5</li> </ul>	4.5

## Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 30

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1.	Tents	Standard	01
2.	Backpacks	Standard	01
3.	Maps	Standard	01
4.	Compass	Standard	01
5.	Climbing ropes	Standard	01
6.	Outdoor environment	Standard	01
7.	Harness	Standard	01
8.	Writing tools	Standard	01
9.	Helmets	Standard	01
10.	Ice axe	Standard	01
11.	Equipment logbooks	Standard	01
12.	Trip report documents	Standard	01
13.	Medical forms	Standard	01
14.	Itineraries	Standard	01
15.	SAT Phone	Standard	01
16.	Two-way radio	Standard	01
17.	Camera	Standard	01
18.	Shovel	Standard	01
19.	Bio-degradable bags	Standard	01
20.	Waste bins	Standard	01
21.	Gamow Bag (Hyperbaric Chamber) Oxygen Cylinder	Standard	
22.	Stretcher	Standard	
23.	Calculator	Standard	01
24.	Feedback forms	Standard	01
25.	Snow boots	Standard	01
26.	Crampons	Standard	01
27.	Pitons	Standard	01
28.	First aid kits	Standard	01
29.	Stretcher	Standard	01
30.	Physical Safety Equipment,	Standard	01
31.	Personal Protective Equipment	Standard	01
32.	Fire Safety Equipment	Standard	01
33.	First Aid Equipment	Standard	01

## Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Whiteboard
2. Flip Chart
3. Duster
4. Projector
5. Projector screen
6. Computer/ Laptop with charger
7. Power Point Presentation
8. Laptop External Speakers
9. Training kit (Trainer guide, Presentations)
10. Participant Handbook and Related Standard Operating Procedures
11. Markers
12. Chalk

## Annexure: Industry Validations Summary

Provide the summary information of all the industry validations in table. This is not required for OEM qualifications.

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
1	Multichannel Educational Institute Private Limited	Zubair Ahmad Gadda	Director	Khaliqa town Square Mall, Hospital Road, Ganderbal, Jammu & Kashmir, India 191201	9419257715/8713000062	<a href="mailto:director@meinstitute.org">director@meinstitute.org</a> / <a href="mailto:director@meinstitute.org">director@meinstitute.org</a> / <a href="mailto:adm@meinstitute.org">adm@meinstitute.org</a> / <a href="mailto:chairman@meinstitute.org">chairman@meinstitute.org</a>	-
2.	Parveen Travels Private Limited	A.Afzal	Managing Director	148 Perambur Barracks Road Purusawalkam Chennai 600007	9840041999	<a href="mailto:Afzal@parveentravels.com">Afzal@parveentravels.com</a>	-
3.	Tajra Ventures Private Limited	Shehreyar Majeed	Director	Block-Z-23, Dayal Sir Colony, Uttam Nagar, New Delhi-110059,delhi	7006306075	<a href="mailto:info@tarjirventures.com">info@tarjirventures.com</a>	-
4.	Adventures	Sudesh Negi	Owner	Champavat	9012443372	<a href="mailto:sudeshnegi732@gmail.com">sudeshnegi732@gmail.com</a>	-
5.	The Glide Inn	Arun Rawat	CEO	Vill Seri, Junga Road, Shimla 173216 India	9779885135	<a href="mailto:info@theglideinn.com">info@theglideinn.com</a>	-
6.	Wildlife Adventure	Vikram Singh Negi	Mountain Guide	8/222, Resettlement Colony, Block 8, Kalyan Puri, Delhi, 110091	8433105830	<a href="mailto:vikramnegi97@gmail.com">vikramnegi97@gmail.com</a>	-

7.	Dev Bhoomi Hospitality	Devender	Proprietor	Mahananda Complex, Tapovan, Rishikesh	9811117198	<a href="mailto:DEVBHOOMI.HOSPITALITY@gmail.com">DEVBHOOMI.HOSPITALITY@gmail.com</a>	-
8.	Voyage En Himalaya		Proprietor	Dadgalya, Kalika,Ranikhet, Uttarakhand	98971717142	<a href="mailto:Service@VoyageenHimalaya.com">Service@VoyageenHimalaya.com</a>	-
9.	Acorn International	Mr. Anup	Owner	Badrinath Road, opposite Balaknath Temple, Tapovan, Rishikesh, Uttarakhand 249192	9999877312	<a href="mailto:anup@acorninternational.in">anup@acorninternational.in</a>	-
10.	Green Escape safaris & Tours,	Mohan Chandar Joshi	Founder	1 <sup>st</sup> Floor, Siddheshwar market, Ramnagar,Nainital,Uttarakhand-244715	6260384796	<a href="mailto:greenescapeuttarakhand@gmail.com">greenescapeuttarakhand@gmail.com</a>	-
11.	Real Adventure	Meenakshi Rawat	Owner	Uttarakhand	992784985	<a href="mailto:Rawatmeenakshi756@gmail.com">Rawatmeenakshi756@gmail.com</a>	-
12.	Red Chilli adventure	Vipin Sharma	Managing Director	Red Chilli Adventure Sports Lakshman Jhula Road, Tapovan, Rishikesh, Uttarakhand, Pin: 249192, India.	9412058021	<a href="mailto:info@redchilliadventure.com">info@redchilliadventure.com</a>	-
13.	Gaurav Travel Solutions	Himanshu Tiruh	Founder Director	Corbett National Park	7906232011	<a href="mailto:Gauravtravelsolutions@gmail.com">Gauravtravelsolutions@gmail.com</a>	-
14.	ATOAI (Adventure Tour Operators Association of India)	Nirat Bhatt	Hon Treasurer-ATOAI	F-190,Ground Floor, Opp.hanuman Mandir, Lado Sarai, New Delhi-110030	9909904442	<a href="mailto:nirat@ClimbingWorld.com">nirat@ClimbingWorld.com</a>	-
15.	Bayberry Adventures LLP	Wg Cdr Sudhir Kutty	Co-Founder & Director	2/25.Kalkaji Extension, New Delhi-110019	9818233988	<a href="mailto:bayberryadventure@gmail.com">bayberryadventure@gmail.com</a>	-
16.	Offbeat travel and events Pvt.Ltd.	Mayank Ghildiyal	Director	Flat 8 D, Victoria Tower, Raisina Resdency, Sector- 59, Gurgaon, Haryana, (National Capital Region of Delhi) India, 120011,	9759111305	<a href="mailto:offbeattravelandevents@gmail.com">offbeattravelandevents@gmail.com</a>	-
17.	Bohemian Adventures LLP	Guneet puri	Designated partner	50/1, Vasant Vihar, Dehradun-248001, Uttarakhand	9412088336	<a href="mailto:guneet@bohemianadventures.com">guneet@bohemianadventures.com</a>	-
18.	Orient Express Pvt.Ltd	Mr Nitin Verma	Assistant Manager	70, Janpath, New Delhi	+91 9654 172900	<a href="mailto:travel@orientexpressltd.com">travel@orientexpressltd.com</a>	-
19.	Route on Wheels	Vivek Rauthan	Managing Director	B-69, Kumhar Gali, Mayapuri, Ajabpur Kalan, Dehradun, Uttarakhand	9899175374	<a href="mailto:routeonwheels@gmail.com">routeonwheels@gmail.com</a>	-

20.	Nature Connect	AJAY KANDARI	Director	369, Indira Nagar Dehradun -248001 Uttarakhand	7055800041	<a href="mailto:ajay@natureconnect.in">ajay@natureconnect.in</a>	-
21	Three-point adventure Agency	Yashwant Singh Panwar	Owner	Ward No. 3 Gyansu Uttarkashi, Uttarakhand, India, PIN 249193	9456325820	<a href="mailto:3pointadventure.uki@gmail.com">3pointadventure.uki@gmail.com</a>	-

## Annexure: Training &amp; Employment Details

## Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
2023-2024	100	100	10	10	NA	NA
2024-2025	110	110	11	11	NA	NA
2025-2026	120	120	12	12	NA	NA

Data to be provided year-wise for next 3 years

## Training, Assessment, Certification, and Placement Data for previous versions of qualifications:

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed
v1.0		9	9	8	NA	NA	NA	NA	NA	NA	NA	NA	NA

Applicable for revised qualifications only, data to be provided year-wise for past 3 years.

## List Schemes in which the previous version of Qualification was implemented:

1. NA

## Content availability for previous versions of qualifications:

Participant Handbook  Facilitator Guide  Digital Content  Qualification Handbook  Any Other:

## Languages in which Content is available:

## Annexure: Blended Learning

**Blended Learning Estimated Ratio & Recommended Tools:**

**Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:**

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline : Online Ratio
1	<input type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge	<ul style="list-style-type: none"> <li>• Books/ e-books</li> <li>• Presentations</li> <li>• Reference Material</li> <li>• Audio / Video Modules</li> </ul>	
2	<input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners	<ul style="list-style-type: none"> <li>• Self-Learning Videos</li> <li>• Broadcasts</li> <li>• Mobile Learning</li> <li>• Curated Digital content</li> </ul>	
3	<input type="checkbox"/> Showing Practical Demonstrations to the learners	<ul style="list-style-type: none"> <li>• Video Content</li> <li>• E-Resource library</li> <li>• AR/ VR/ XR</li> </ul>	
4	<input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	<ul style="list-style-type: none"> <li>• Training tools (tools list attached)</li> <li>• Video Play</li> <li>• Presentations</li> </ul>	
5	<input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice	<ul style="list-style-type: none"> <li>• Online Question Bank</li> <li>• Mobile Quick test app</li> <li>• MCQ based tests</li> </ul>	
6	<input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations	<ul style="list-style-type: none"> <li>• Assessment engine for Essays</li> <li>• Up-loadable file examinations</li> <li>• Mock test sessions</li> </ul>	
7	<input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training	<ul style="list-style-type: none"> <li>• Online tests</li> <li>• Offline assessments</li> </ul>	



## Annexure: Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
THC/N8618: Prepare for the High Altitude Trek/Expedition	<i>Assess pre-trek/expedition information</i>	18	11	0	0
	PC1. gather and understand work instructions received from the expedition leader/tour operator.	-	-	-	-
	PC2. information and trail conditions and inform the trek leader and students/clients.	-	-	-	-
	PC3. obtain detailed information about accompanying staff and their experience in high altitude regions.	-	-	-	-
	PC4. evaluate and share personal student/client information provided by the expedition leader regarding age, gender, experience, health issues and medications with the other trekking guides and expedition doctor (if any).	-	-	-	-
	PC5. ensure details of all third party service providers like hotels and transport, etc., are up to date and shared with all relevant staff on the trek/expedition.	-	-	-	-
	PC6. assess the number of porters/ponies required for the trek/expedition based on input provided by the crew.	-	-	-	-
	<i>Pre trek/expedition logistics</i>	8	12	0	0
	PC7. assist the expedition leader in purchasing and arranging for any last-minute supplies for the trip.	-	-	-	-
	PC8. seek permission from and provide students'/clients' details to the appropriate government authorities, e.g., forest department and/or District Magistrate for the trek/expedition.	-	-	-	-
	PC9. coordinate/confirm services with porter/pony vendor/sardar.	-	-	-	-
	PC10. connect with local transport companies, check vehicles and re-confirm transport requirements with them.	-	-	-	-
	PC11. ensure that provisions and equipment loads are as per norms and ready to be loaded on porters/ponies.	-	-	-	-
PC12. ensure only biodegradable packing material is used and single use plastic is avoided, wherever possible.	-	-	-	-	
<b>Total Marks</b>	<b>26</b>	<b>23</b>	<b>0</b>	<b>0</b>	
THC/N8617: Conduct the High Altitude Trek/Expedition	<i>Preparation at roadhead</i>	4	10	0	0
	PC1. ensure that porters and ponies are waiting at the road head.	-	-	-	-
	PC2. ensure that general camp equipment is pre-loaded.	-	-	-	-
	PC3. arrange for the camp crew to depart in time, with all the equipment and provisions, to set up the next camp before arrival of student/clients.	-	-	-	-
	PC4. arrange for enough packed lunch, snacks and drinking water to be available at the starting point.	-	-	-	-

<i>Welcome the trekkers</i>	<b>10</b>	<b>9</b>	<b>0</b>	<b>0</b>
PC5. welcome the trekkers in local tradition, e.g., in Ladakh every trekker gets a Khatak (local scarf) as welcome.	-	-	-	-
PC6. introduce yourself in a loud and clear voice and brief the guests about the day's trek.	-	-	-	-
PC7. take a count of all the students'/clients' bags and ensure they are all handed over to the porter/ponymen for loading.	-	-	-	-
PC8. ensure that all the students'/clients' bags are counted and handed over to the porters/ponymen for loading.	-	-	-	-
PC9. ensure that all students/clients have been handed over their water, snacks and packed lunch.	-	-	-	-
<i>Guide the trekking route</i>	<b>41</b>	<b>40</b>	<b>0</b>	<b>0</b>
PC9. start guiding the trek for the day.	-	-	-	-
PC10. set the pace for the group in consultation with the trek leader.	-	-	-	-
PC11. estimate time taken to reach the particular camping spot for each day after starting the trek.	-	-	-	-
PC12. inform the students/clients about the flora and fauna of the area during rest stops and spot the medicinal herbs and plants perennial to the area.	-	-	-	-
PC13. inform students/clients about the local culture, traditions, history, religious and mythological beliefs followed in the mountains of the particular area.	-	-	-	-
PC14. take appropriate evasive actions and maintain distance in the presence of local wildlife (Himalayan black bears, leopards, etc).	-	-	-	-
PC15. be aware of and alert to the presence of local wildlife (Himalayan black bears, leopards). If wildlife spotted, immediately inform the expedition/trip leader, advise the group to maintain distance and take appropriate evasive actions.	-	-	-	-
PC16. assist the expedition/trek leader while navigating through technical areas such as glaciers, exposed and loose rock areas, crevasses, etc.	-	-	-	-
PC17. ensure safe walking practices as per guidelines or company SOPs e.g, maintain small groups, have regular stops, look out for AMS and other symptoms with visual and verbal corroboration at regular intervals, etc.	-	-	-	-
PC18. communicate frequently with the group informing about the progress of the trek.	-	-	-	-
PC19. ensure that all participants are drinking water at regular intervals to avoid dehydration.				
PC20. ensure to stick to the prescribed and planned route, unless there is some major hazard.				
PC21. plan day by day route selection as per the group dynamics.				
PC22. sort out porter and pony men related issues to ensure smooth transfer of equipment from camp to camp.	-	-	-	-
PC23. coordinate with the crew to ensure that daily campsites are set up before the group arrives.	-	-	-	-

	PC24. coordinate with local villages for permission for camping.	-	-	-	-
	PC25. ensure clear instructions are received and given at the end of each trekking day for next day's plan.	-	-	-	-
	PC26. recognize and identify ailment, contact the appointed doctor, get his/her advice and take appropriate action.	-	-	-	-
	PC27. receive and act upon student/client, weather and mountain hazard feedback every day.	-	-	-	-
	PC28. document photos and/or videos of the trip with their phone camera or with the company provided one such as GoPro/DSLR, ensuring not to take selfies.	-	-	-	-
	PC29. take on-the-spot decisions so that operations and safety are not impacted.	-	-	-	-
	PC30. maintain calm and be composed in case of accidents.	-	-	-	-
	PC31. maintain daily personal and trip logs including daily account of expenditure on the trip.	-	-	-	-
	<i>Manage persons with disabilities</i>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
	PC32. offer help to persons with disabilities when asked for.	-	-	-	-
	PC33. empathize with and respect persons with disabilities.	-	-	-	-
	<i>Promote environmental conservation</i>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>
	PC34. promote "minimum impact" policies at every level. Ensure not to dig pits and bury or burn non-biodegradable items such as plastic, glass, tins, discarded wrappers and plastic bottles, in the mountains, instead carry them back to be disposed of properly into garbage bins after reaching town/city.	-	-	-	-
	PC35. carry food waste out of the camp rather than burying/leaving it behind. In case it's absolutely impossible to carry it back, leave leftover food and vegetables in shallow pits covered with earth.	-	-	-	-
	PC36. ensure to not cause damage to the fragile habitats and environments (animal life, flora and fauna) found in the wilderness.	-	-	-	-
	<b>Total Marks</b>	<b>61</b>	<b>67</b>	<b>0</b>	<b>0</b>
<b>THC/N8619: Conduct Closure and Debrief Post High Altitude Trek/Expedition</b>	<i>Conduct closure and submit trip report</i>	<b>12</b>	<b>10</b>	<b>0</b>	<b>0</b>
	PC1. prepare a day wise trip report with records of incidents, accidents and health related problems.	-	-	-	-
	PC2. record any issues with the local transporters, porters and pony men.	-	-	-	-
	PC3. provide feedback to stakeholders/team regarding route, personal experience, things to improve/change for future expeditions such as changes in the itinerary, if any.	-	-	-	-
	PC4. assist all stakeholders in closing accounts.	-	-	-	-
	PC5. debrief the entire crew for any recommendations or changes for future trips.	-	-	-	-
	<b>Total Marks</b>	<b>12</b>	<b>10</b>	<b>0</b>	<b>0</b>
	<i>Ensure to take safety measures and respond to emergency situations</i>	<b>14</b>	<b>17</b>	<b>0</b>	<b>0</b>

<b>THC/N8616: Assess and Mitigate Risks on High Altitude Treks/Expeditions</b>	PC1. identify risks and prepare a risk assessment plan highlighting hazards and dangers associated with the trekking route, weather conditions, equipment, river and crevasse traversing and apply procedures to minimize risks, as advised by the leader.	-	-	-	-
	PC2. evaluate rescue and evacuation procedures for each day of the trek and communicate them to the crew.	-	-	-	-
	PC3. identify and interpret safety signs and symbols to avoid hazardous areas.	-	-	-	-
	PC4. coordinate with the rescue team, manage guest movement and ensure safety of self and crew during rescue procedures.	-	-	-	-
	PC5. coordinate with third party service providers for evacuation logistics and transportation.	-	-	-	-
	PC6. perform safety checks of equipment and route before trek/climb.	-	-	-	-
	PC7. ensure the medical and trauma kits are fully equipped and within reach at all times, along with oxygen.	-	-	-	-
	PC8. administer first-aid/CPR/oxygen, whenever required.	-	-	-	-
	<i>Disaster management</i>	<b>5</b>	<b>5</b>	<b>0</b>	<b>0</b>
	PC9. choose camp site carefully to safeguard from avalanche, rockfall, flooding, lightning, etc.	-	-	-	-
	PC10. deal with all eventualities in a calm and composed manner.	-	-	-	-
	PC11. establish communication in case of a natural disaster and assist in organizing air andland rescue support	-	-	-	-
	<b>Total Marks</b>	<b>19</b>	<b>22</b>	<b>0</b>	<b>0</b>
<b>THC/N9913: Communicate with Customers and Colleagues</b>	<i>Interacting with superiors and colleagues</i>	<b>13</b>	<b>8</b>	<b>0</b>	<b>0</b>
	PC1. exhibit trust, support and respect toallcolleagues and superiors	-	-	-	-
	PC2. escalate unresolved problems orcomplaintsto the relevant senior	-	-	-	-
	PC3. respond positively to the feedback andseekassistance from colleagues/superiors when required	-	-	-	-
	PC4. maintain etiquette with colleagues andsuperiors	-	-	-	-
	PC5. identify potential and existing conflictswiththe colleagues and resolve them	-	-	-	-
	<i>Communicating effectively with guests</i>	<b>21</b>	<b>31</b>	<b>0</b>	<b>0</b>
	PC6. brief guests clearly and in apolite,professional and friendly manner	-	-	-	-
	PC7. build effective and impersonalrelationshipwith the guests	-	-	-	-
	PC8. use appropriate language and tone withguests	-	-	-	-
	PC9. listen actively in a two-waycommunication	-	-	-	-
	PC10. identify guest's expectations correctlyandprovide appropriate solutions	-	-	-	-
	PC11. Identify reasons for guest's dissatisfactionand address their complaints effectively	-	-	-	-
	PC12. maintain proper body language, dress code, gestures and etiquette while interactingwith guests	-	-	-	-
PC13. ensure guests are not subjected to anynegative questions and statements	-	-	-	-	

	PC14. inform the guests on any issues or problems before hand and also on the developments involving Them	2	1	-	-
	PC15. ensure minimum response time to guests for any messages/feedback	-	-	-	-
	PC16. seek regular feedback from guests on current service, complaints, and improvements to be made, etc.	-	-	-	-
	PC17. engage with guests without intruding on their privacy				
	<b>Total Marks</b>	<b>34</b>	<b>39</b>	<b>0</b>	<b>0</b>
<b>THC/N9914: Follow Gender and Age Sensitive Practices</b>	<i>Providing different age and gender specific customer service</i>	<b>7</b>	<b>3</b>	<b>0</b>	<b>0</b>
	PC1. provide appropriate service keeping in mind their unique needs and diverse cultural backgrounds	-	-	-	-
	PC2. make arrangement to cater for varied age group	-	-	-	-
	PC3. conduct activities so as to involve guests across all age groups and genders	-	-	-	-
	<b>Total Marks</b>	<b>7</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>THC/N9915: Maintain Safe, Healthy and Hygienic Practices</b>	<i>Following standard safety procedures to avoid work hazards</i>	<b>10</b>	<b>2</b>	<b>0</b>	<b>0</b>
	PC1. assess the various hazards in the work area and take necessary steps to eliminate or minimize them	-	-	-	-
	PC2. follow organisational safety procedures	-	-	-	-
	PC3. ensure guests have access to first aid kit when needed	-	-	-	-
	PC4. implement correct emergency procedures	-	-	-	-
	PC5. read the manufacturer's manual carefully before using any equipment	-	-	-	-
	PC6. use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies	-	-	-	-
	PC7. practice ergonomic lifting, bending, or moving equipment and supplies	-	-	-	-
	PC8. display safety signs at places where necessary	-	-	-	-
	PC9. comply with the established safety procedures of the workplace	-	-	-	-
	PC10. report to the supervisor on any problems and hazards identified	-	-	-	-
	PC11. use physical safety equipment/personal protective equipment and clothing, wash hands etc.	-	-	-	-
	PC12. use fire safety equipment such as fire extinguisher, fire blanket, fire hose, etc.	-	-	-	-
	PC13. use first aid equipment such as Automated External Defibrillator (AED) at emergency meeting points	-	-	-	-
	PC14. follow hazard symbols such as general warning, health hazard, biohazard, harmful irritant, poison/toxic material, carcinogen hazard, explosive hazard, electrical hazard, hot surface, low temperature warning symbol etc.	-	-	-	-
	<i>Ensuring cleanliness around workplace</i>	<b>7</b>	<b>4</b>	<b>0</b>	<b>0</b>
	PC15. keep the surroundings clean and clear of food waste or other litter	-	-	-	-
	PC16. ensure that waste is disposed-off as per prescribed standards for waste disposal	-	-	-	-
	PC17. maintain cleanliness records	-	-	-	-

	PC18. ensure safe and clean handling of accommodation, public areas etc.	-	-	-	-
	<i>Following personal hygiene practices</i>	<b>7</b>	<b>4</b>	<b>0</b>	<b>0</b>
	PC19. clean hands on a regular basis using soap, sanitisers and other accepted industry and government norms to run adventure operations	-	-	-	-
	PC20. clean cups, glasses or other cutlery before and after using them	-	-	-	-
	PC21. maintain personal hygiene by taking daily bath, using clean clothing, footwear, head gear, trimming nails, etc.	-	-	-	-
	PC22. maintain dental hygiene in terms of brushing teeth every day, avoiding smoke at workplace, etc.	-	-	-	-
	<i>Taking precautionary health measures</i>	<b>8</b>	<b>6</b>	<b>0</b>	<b>0</b>
	PC23. report personal health issues related to injury and infectious diseases	-	-	-	-
	PC24. ensure not to go to work if unwell, to avoid the risk of spreading infection to other people	-	-	-	-
	PC25. cover the mouth with elbow/handkerchief and/or turn away from people while sneezing or coughing	-	-	-	-
	PC26. coordinate for the provision of adequate clean drinking water	-	-	-	-
	PC27. ensure regular vaccinations to avoid transmission of diseases	-	-	-	-
	PC28. undergo preventive health check-ups at regular intervals and take prompt treatment from the doctor in case of illness	-	-	-	-
	<b>Total Marks</b>	<b>32</b>	<b>16</b>	<b>0</b>	<b>0</b>
<b>THC/N9916: Follow and Maintain Green Practices</b>	<i>Following material conservation practices</i>	<b>7</b>	<b>4</b>	<b>0</b>	<b>0</b>
	PC1. identify ways to optimize usage of material including water in various tasks/activities	-	-	-	-
	PC2. check for spills/leakages, plug them and escalate to appropriate authority if unable to rectify	-	-	-	-
	PC3. ensure electrical equipment and appliances are switched off when not in use	-	-	-	-
	<i>Ensuring effective waste management/recycling practices</i>	<b>13</b>	<b>5</b>	<b>0</b>	<b>0</b>
	PC4. identify recyclable and non-recyclable, and hazardous waste generated	-	-	-	-
	PC5. dispose non-recyclable waste appropriately	-	-	-	-
	PC6. follow processes specified for disposal of hazardous waste	-	-	-	-
	PC7. ensure reuse and recycling of waste wherever applicable	-	-	-	-
	<i>Ensuring use of eco-friendly practices</i>	<b>8</b>	<b>2</b>	<b>0</b>	<b>0</b>
PC8. identify materials which can be replaced by environment friendly substitutes	-	-	-	-	
PC9. follow SOPs to conserve and re-use water	-	-	-	-	
	<b>Total Marks</b>	<b>28</b>	<b>11</b>	<b>0</b>	<b>0</b>
<b>DGT/VSQ/N0102 - Employability Skills (60 hours)</b>	<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
	PC1. identify employability skills required for jobs in various industries	-	-	-	-
	PC2. identify and explore learning and employability portals	-	-	-	-
	<i>Constitutional values – Citizenship</i>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>

PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
PC4. follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC6. practice the 21st Century Skills such as Self- Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
<i>Basic English Skills</i>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>
PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development &amp; Goal Setting</i>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
PC10. understand the difference between job and career	-	-	-	-
PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC13. work collaboratively with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>
PC16. select financial institutions, products and services as per requirement	-	-	-	-
PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	<b>3</b>	<b>4</b>	<b>0</b>	<b>0</b>
PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-

PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-
<i>Entrepreneurship</i>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
PC26. identify different types of customers	-	-	-	-
PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
PC28. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>
PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC31. apply to identified job openings using offline/online methods as per requirement	-	-	-	-
PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
<b>Total Marks</b>	<b>20</b>	<b>30</b>	<b>-</b>	<b>-</b>
<b>Grand Total</b>	<b>239</b>	<b>221</b>	<b>0</b>	<b>0</b>



### Annexure: Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the Candidate on the required competencies of the program.

#### <1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

#### 2. Testing Environment:

- Check the Assessment location, date and time
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.

#### 3. Assessment Quality Assurance levels/Framework:

- Question bank is created by the Subject Matter Experts (SME) are verified by the other SME
- Questions are mapped to the specified assessment criteria
- Assessor must be ToA certified & trainer must be ToT Certified

#### 4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding

#### 5. Method of verification or validation:

- Surprise visit to the assessment location

#### 6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored

#### **On the Job:**

1. Each module (which covers the job profile of Adventure Travel Guide (High Altitude) will be assessed separately.
2. The candidate must score 70% in each module to successfully complete the OJT.
3. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
  - Videos of Trainees during OJT
4. Assessment of each Module will ensure that the candidate is able to:
  - Effective engagement with the customers
  - Understand the working of various tools and equipment
  - .....>

## Annexure: Acronym and Glossary

## Acronym

Acronym	Description
AA	Assessment Agency
AB	Awarding Body
ISCO	International Standard Classification of Occupations
NCO	National Classification of Occupations
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
OJT	On the Job Training
QP	Qualifications Pack
OS	Occupational Standards
SOP	Standard Operating Procedure

## Glossary

Term	Description
<b>National Occupational Standards (NOS)</b>	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
<b>Qualification</b>	A formal outcome of an assessment and validation process which is obtained when competent body determines that an individual has achieved learning outcomes to given standards
<b>Qualification File</b>	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
<b>Sector</b>	A grouping of professional activities on the basis of their main economic function, product, service or technology.
<b>Long Term Training</b>	Long-term skilling means any vocational training program undertaken for a year and above.