



QUALIFICATION FILE

Jr Instructor - Rope Activities

☒ 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

Submitted By:

Tourism and Hospitality Skill Council

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

New Delhi – 110001, Landline # 011-41608056/8057 Ext.1102

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Section 1: Basic Details

1.	Qualification Name	Jr Instructor-Rope Activities																
2.	Sector/s	Tourism & Hospitality																
3.	Type of Qualification: <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	NQR Code & version of existing/previous qualification: <i>(change to previous, once approved)</i> 2021/TH/THSC/04680 & v2.0	Qualification Name of existing/previous version: Instructor-Rope Activities															
4.	a. OEM Name b. Qualification Name <i>(Wherever applicable)</i>																	
5.	National Qualification Register (NQR) Code & Version <i>(Will be issued after NSQC approval)</i>	QG-04-TH-02440-2024-V2-THSC	6. NCrf/NSQF Level: 4															
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other) <i>(Wherever applicable specify multiple entry/exits also & provide details in annexure)</i>	Certificate																
8.	Brief Description of the Qualification	An instructor is responsible for conducting the particular activity safely in a controlled and evaluated environment. They supervise and guide the assistant instructors in ropes/cable set up for rock climbing and abseiling, zip lines, high ropes course/low ropes course/challenge course, assessing the condition of the climbing ropes and cables, equipment maintenance, instructing and coaching the tourists on the procedures and techniques of the climb and ensuring the safety of the students/clients.																
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td></td> <td>12th grade pass or equivalent</td> <td>1-year (relevant experience)</td> </tr> <tr> <td></td> <td>Previous relevant Qualification of NSQF Level 3</td> <td>3-years (relevant experience)</td> </tr> <tr> <td>a)</td> <td>Basic Mountaineering Course (BMC), Advanced Mountaineering (AMC)</td> <td></td> </tr> <tr> <td>b)</td> <td>Wilderness First Responder (WFR) courses from any Indian and globally recognized mountaineering institute/center</td> <td></td> </tr> </tbody> </table> b. Age -18 years		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)		12th grade pass or equivalent	1-year (relevant experience)		Previous relevant Qualification of NSQF Level 3	3-years (relevant experience)	a)	Basic Mountaineering Course (BMC), Advanced Mountaineering (AMC)		b)	Wilderness First Responder (WFR) courses from any Indian and globally recognized mountaineering institute/center	
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)																
	12th grade pass or equivalent	1-year (relevant experience)																
	Previous relevant Qualification of NSQF Level 3	3-years (relevant experience)																
a)	Basic Mountaineering Course (BMC), Advanced Mountaineering (AMC)																	
b)	Wilderness First Responder (WFR) courses from any Indian and globally recognized mountaineering institute/center																	

10.	Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))	14	11. Common Cost Norm Category (I/II/III) (wherever applicable): III																		
12.	Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)	NA																			
13.	Training Duration by Modes of Training Delivery (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)	<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>186:00</td><td>120:00</td><td>306:00</td></tr> <tr> <td>Online</td><td>114:00</td><td></td><td></td><td>114:00</td></tr> </tbody> </table> (Refer Blended Learning Annexure for details)					Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	Total (Hours)	Classroom (offline)		186:00	120:00	306:00	Online	114:00			114:00
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	Total (Hours)																	
Classroom (offline)		186:00	120:00	306:00																	
Online	114:00			114:00																	
14.	Aligned to NCO/ISCO Code/s (if no code is available mention the same)	NCO-2015/3422																			
15.	Progression path after attaining the qualification (Please show Professional and Academic progression)	Adventure Travel Guide (Low Altitude)																			
16.	Other Indian languages in which the Qualification & Model Curriculum are being submitted	Hindi																			
17.	Is similar Qualification(s) available on NQR-if yes, justification for this qualification	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:																			
18.	Is the Job Role Amenable to Persons with Disability	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", specify applicable type of Disability:																			
19.	How Participation of Women will be Encouraged	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.	Are Greening/ Environment Sustainability Aspects Covered (Specify the NOS/Module which covers it)	<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.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input type="checkbox"/> Yes <input type="checkbox"/> No	
22.	Name and Contact Details of Submitting / Awarding Body SPOC <i>(In case of CS or MS, provide details of both Lead AB & Supporting ABs)</i>	Name: Dr. Sunita Badhwar Email: sunita.badhwar@thsc.in Contact No.: 011-41608056/8057 Ext.1102 Website: www.thsc.in	
23.	Final Approval Date by NSQC: 30/04/2024	24. Validity Duration: 3 years	25. Next Review Date: 30/04/2027

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 Rock Climbing & Abseiling, Zip Lines, High & Low Ropes/Challenge Course	THC/N8801 & v2.0	Core	4	2	15	21	24	0	60	27	31	0	0	58	20
2.	Conduct Rock Climbing & Abseiling, Zip Lines, High & Low Ropes/Challenge Course	THC/N8802 & v2.0	Core	4	2	05	15	40	0	60	39	67	0	0	106	15
3.	Conduct Post Activity Closure & Debrief for Rock Climbing & Abseiling, Zip Lines, High & Low Ropes/Challenge	THC/N8803 & v2.0	Core	4	2	12	20	28	0	60	12	6	0	0	18	10
4.	Assess and Mitigate Risks for Rock Climbing & Abseiling, Zip Lines,	THC/N8804 & v2.0	Core	4	2	10	22	28	0	60	34	44	0	0	78	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)
	High & Low Ropes/Challenge															
5.	Communicate with Customers and Colleagues	THC/N9913 & v2.0	Non-Core	4	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	1	12	18	0	0	30	7	3	0	0	10	10
7.	Maintain Safe, Healthy and Hygienic Practices	THC/N9915 & v2.0	Non-Core	4	1	12	18	0	0	30	32	16	0	0	84	10
8.	Follow and Maintain Green Practices	THC/N9916 & v2.0	Non-Core	4	1	12	18	0	0	30	28	11	0	0	49	10
9.	Employability Skills (60 Hours)	DGT/VSQ/ N0102 & v1.0	Non-Core	4	2	24	36	0	0	60	20	30	0	0	50	5
Duration (in Hours) / Total Marks					14	114	186	120	0	420	233	247	0	0	480	100

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

Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Diploma / Degree / Post Graduate with 5 years of relevant industry experience (Rope Activities/ Adventure Tourism)
2.	Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	NA
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	NA
4.	Assessment Mode (Specify the assessment mode)	Blended
5.	Tools and Equipment Required for Assessment	<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.	Latest Skill Gap Study (not older than 2 years) (Yes/No): No
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): No
3.	Government /Industry initiatives/ requirement (Yes/No): Yes
4.	Number of Industry validation provided: 21
5.	Estimated nos. of persons to be trained and employed: NA

6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: No If “No”, why:
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Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	Annexure: NCrf/NSQF level justification based on NCrf level/NSQF descriptors <i>(Mandatory)</i>	<i>Attached</i>
2.	Annexure: List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i>	<i>Attached</i>
3.	Annexure: Detailed Assessment Criteria <i>(Mandatory)</i>	<i>Attached</i>
4.	Annexure: Assessment Strategy <i>(Mandatory)</i>	<i>Attached</i>
5.	Annexure: Blended Learning <i>(Mandatory, in case selected Mode of delivery is “Blended Learning”)</i>	<i>Attached</i>
6.	Annexure: Multiple Entry-Exit Details <i>(Mandatory, in case qualification has multiple Entry-Exit)</i>	<i>Attached</i>
7.	Annexure: Acronym and Glossary <i>(Optional)</i>	<i>Attached</i>
8.	Supporting Document: Model Curriculum <i>(Mandatory – Public view)</i>	<i>Attached</i>
9.	Supporting Document: Career Progression <i>(Mandatory - Public view)</i>	<i>Attached</i>
10.	Supporting Document: Occupational Map <i>(Mandatory)</i>	<i>Attached</i>
11.	Supporting Document: Assessment SOP <i>(Mandatory)</i>	<i>Attached</i>
12.	Any other document you wish to submit:	-

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
Professional Theoretical Knowledge/Process	Specialized knowledge <ul style="list-style-type: none"> Plan logistics and activities from a list of pre-determined activities/itinerary. 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. 	<ul style="list-style-type: none"> The instructor has factual knowledge of various equipment and activities and is well-versed with their equipment and its usage in different outdoor settings and activities. Must have the ability to arrange transport, rescue, 	4

	<ul style="list-style-type: none"> Brief guests about their responsibilities in a clear and concise manner. Handle emergencies as per pre- determined SOPs and trainings imparted. Administer Wilderness First Aid (WFA) and Cardiopulmonary Resuscitation (CPR), when required. Understand and be able to deal with multinational clients/students. Ensure organizational policies on behavioural etiquette and professionalism. Documentation policy and procedures of the organization pre and post trip. Service quality standards as per organizational policies Age and gender specific etiquette Organizational policy with regards to persons with disability 	<p>accommodation and understand procedures to be followed in case of bad weather or emergencies.</p> <ul style="list-style-type: none"> Must have training in first-aid, first responder techniques and CPR. Hence Level 4 	
Professional and Technical Skills/ Expertise/ Professional Knowledge	<p>Specialized skills</p> <ul style="list-style-type: none"> Document equipment lists. Be aware of custom commands that climbers use to relay information. Explain SOPs, communicate information to clients/students in a brief, clear, and organized manner. Read changing weather patterns. Analyse potential risks based on prior information and experience Respond safely and promptly to emergency situations. Communicate effectively with different age groups. Analyse the needs of different genders and age groups. Demonstrate effective navigation, communication, leadership, instruction and teaching skills. Respond to queries and information needs of all individuals. 	<ul style="list-style-type: none"> The instructor performs their job by applying professional skills as per the organizational safety and service standards. They need to be aware of a guest's limitations, needs and requirements and act accordingly. 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. An Instructor should apply core skills such as understanding of social, political, communication, health, and hygiene and safety at workplace followed, etc. The person should be able to communicate clearly and have the organization skills to deal with the guests. 	4

	<ul style="list-style-type: none"> • Use mathematical, reading and writing skills while filling up forms, counting and calculating equipment and related lists and post trip reports. • Decide on most suitable equipment to be used and different methods to apply to tackle different challenges and activities. • Practise and environment friendly waste disposal practices. • Understand natural surroundings and respect local traditions and people. • Ensure environment friendly waste disposal practices. • Understand natural surroundings and respect local traditions and people. • Communicate effectively with guests, and co-workers. • Be polite and courteous at all times. 	<ul style="list-style-type: none"> • Hence Level 4 	
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	Team readiness, self-entrepreneurship readiness <ul style="list-style-type: none"> • Read and write different types of documents/instructions/correspondence • Communicate effectively using appropriate language in formal and informal settings • Behave politely and appropriately with all • How to work in a virtual mode • Perform calculations efficiently • Solve problems effectively • Pay attention to details • Manage time efficiently • Maintain hygiene and sanitization to avoid infection 	<ul style="list-style-type: none"> • An Instructor 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. 	4
Broad Learning Outcomes/Core Skill	Specialized/ complex jobs/tasks Work as per well-laid out SOPs. Work operations as per laid down guidelines and have the ability to tackle unexpected variations. The work demands detailed knowledge of climbing equipment.	<ul style="list-style-type: none"> • An Instructor teaches his clients/students the skills necessary to rock climb and abseiling, zip lines, high ropes course/low ropes course/challenge course, safely in a controlled and evaluated environment. 	4

		<ul style="list-style-type: none"> An Instructor supervises and guides the assistant instructors in ropes/cable set up as well as during conducting the various activities. The Instructor assesses the condition of the climbing ropes and cables as well as performs equipment maintenance. Hence Level 4 	
Responsibility	Self and team responsibility – Sr. Technician or Master Technician <ul style="list-style-type: none"> Know the activities and challenges well and be aware of the risks they might encounter. Ensure clear communication with assistant instructors and crew members. Understands the job role and has complete knowledge of SOPs to be followed. Follows health and hygiene practises and safety regulations. Takes responsibility of guests. Is environmentally conscious and takes measures not to harm the environment. 	<ul style="list-style-type: none"> An Instructor is responsible for the planning and logistics of the activities and challenges, making clients/students feel safe, and ensure that he/she has the organiser's confidence. They need to work closely with assistant instructors and other crew members to ensure smooth operations. 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. Hence Level 4 	4

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.	Harnesses	Standard	01
2.	Kernmantle ropes	Standard	01
3.	Slings and tape slings	Standard	01
4.	Climbing shoes/ropes	Standard	01
5.	Mittens	Standard	01
6.	Carabiners	Standard	01
7.	Pulley	Standard	01
8.	Belay devices	Standard	01

9.	Cables	Standard	01
10.	Helmets	Standard	01
11.	Ice axe	Standard	01
12.	Student/client forms and documents	Standard	01
13.	Medical forms	Standard	01
14.	Feedback forms	Standard	01
15.	Trip logbooks	Standard	01
16.	Equipment logbooks	Standard	01
17.	Activity documents	Standard	01
18.	Snow boots	Standard	01
19.	Maps	Standard	01
20.	Compass	Standard	01
21.	Writing tools	Standard	01
22.	Outdoor environment	Standard	01
23.	Bio-degradable bags	Standard	01
24.	Shovel	Standard	01
25.	Pitons	Standard	01
26.	Stretcher	Standard	01
27.	Dustbins/Waste bins	Standard	01
28.	Fire Safety Equipment	Standard	01
29.	Crampons	Standard	01
30.	First aid kits	Standard	01
31.	First Aid Equipment	Standard	01
32.	Physical Safety Equipment	Standard	01
33.	Personal Protective 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	director@meinstitute.org / directoradm@meinstitute.org / chairman@meinstitute.org	-
2.	Parveen Travels Private Limited	A.Afzal	Managing Director	148 Perambur Barracks Road Purusawalkam Chennai 600007	9840041999	Afzal@parveentravels.com	-
3.	Tajra Ventures Private Limited	Shehreyar Majeed	Director	Block-Z-23, Dayal Sir Colony, Uttam Nagar, New Delhi-110059, Delhi	7006306075	info@tarjirventures.com	-
4.	Adventures	Sudesh Negi	Owner	Champavat	9012443372	sudeshnegi732@gmail.com	-
5.	The Glide Inn	Arun Rawat	CEO	Vill Seri, Junga Road, Shimla 173216 India	9779885135	info@theglideinn.com	-
6.	Wildlife Adventure	Vikram Singh Negi	Mountain Guide	8/222, Resettlement Colony, Block 8, Kalyan Puri, Delhi, 110091	8433105830	vikramnegi97@gmail.com	-
7.	Dev Bhoomi Hospitality	Devender	Proprietor	Mahananda Complex, Tapovan, Rishikesh	9811117198	DEVBHOOMI HOSPITALITY@gmail.com	-
8.	Voyage En Himalaya		Proprietor	Dadgalya, Kalika, Ranikhet, Uttarakhand	98971717142	Service@Voyageen Himalaya.com	-
9.	Acorn International	Mr. Anup	Owner	Badrinath Road, opposite Balaknath Temple, Tapovan, Rishikesh, Uttarakhand 249192	9999877312	anup@acorninternational.in	-
10.	Green Escape safaris & Tours,	Mohan Chandar Joshi	Founder	1 st Floor, Siddheshwar market, Ramnagar, Nainital, Uttarakhand-244715	6260384796	greenescapeuttarakhand@gmail.com	-
11.	Real Adventure	Meenakshi Rawat	Owner	Uttarakhand	992784985	Rawatmeenakshi756@gmail.com	-
12.	Red Chilli adventure	Vipin Sharma	Managing Director	Red Chilli Adventure Sports	9412058021	info@redchilliadventure.com	-

				Lakshman Jhula Road, Tapovan, Rishikesh, Uttarakhand, Pin: 249192, India.			
13.	Gaurav Travel Solutions	Himanshu Tiruh	Founder Director	Corbett National Park	7906232011	Gauravtravelsolutions@gmail.com	-
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	nirat@ClimbingWorld.com	-
15.	Bayberry Adventures LLP	Wg Cdr Sudhir Kutty	Co-Founder & Director	2/25.Kalkaji Extension, New Delhi-110019	9818233988	bayberryadventure@gmail.com	-
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	offbeattravelandevents@gmail.com	-
17.	Bohemian Adventures LLP	Guneet puri	Designated partner	50/1, Vasant Vihar, Dehradun-248001, Uttarakhand	9412088336	guneet@bohemianadventures.com	-
18.	Orient Express Pvt.Ltd	Mr Nitin Verma	Assistant Manager	70, Janpath, New Delhi	+91 9654 172900	travel@orientexpressltd.com	-
19.	Route on Wheels	Vivek Rauthan	Managing Director	B-69, Kumhar Gali, Mayapuri, Ajabpur Kalan, Dehradun, Uttarakhand	9899175374	routeonwheels@gmail.com	-
20.	Nature Connect	AJAY KANDARI	Director	369, Indira Nagar Dehradun -248001 Uttarakhand	7055800041	ajay@natureconnect.in	-
21	Three-point adventure Agency	Yashwant Singh Panwar	Owner	Ward No. 3 Gyansu Uttarkashi, Uttarakhand, India, PIN 249193	9456325820	3pointadventure.uki@gmail.com	-

Annexure: Training & 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
	NA	NA	NA	NA	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
		NA	NA	NA	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"> • Books/ e-books • Presentations • Reference Material • Audio / Video Modules 	
2	<input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners	<ul style="list-style-type: none"> • Self-Learning Videos • Broadcasts • Mobile Learning • Curated Digital content 	
3	<input type="checkbox"/> Showing Practical Demonstrations to the learners	<ul style="list-style-type: none"> • Video Content • E-Resource library • AR/ VR/ XR 	
4	<input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	<ul style="list-style-type: none"> • Training tools (tools list attached) • Video Play • Presentations 	
5	<input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice	<ul style="list-style-type: none"> • Online Question Bank • Mobile Quick test app • MCQ based tests 	
6	<input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations	<ul style="list-style-type: none"> • Assessment engine for Essays • Up-loadable file examinations • Mock test sessions 	
7	<input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training	<ul style="list-style-type: none"> • Online tests • Offline assessments 	

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/N8801: Prepare for Rock Climbing & Abseiling, Zip Lines, High & Low Ropes/Challenge Course	<i>Assess pre-activity information and brief the team</i>	7	7	0	0
	PC1. obtain work instructions from the organizer, details of the program and difficulty level requirements as per SOP.	-	-	-	-
	PC2. obtain and assess detailed information about the students'/clients' experience in rock climbing & abseiling, zipline, high & low ropes course/challenge course.	-	-	-	-
	PC3. obtain and assess detailed information about the students'/clients' age, gender, health issues (if any) and special requests (if any).	-	-	-	-
	<i>Check equipment and ropes set up</i>	13	17	0	0
	PC4. give clear instructions and directions to the assistant instructor about tasks to be completed before commencement of the activity.	-	-	-	-
	PC5. plan and prepare lists of all the equipment required for the activity.	-	-	-	-
	PC6. inspect the condition and certifying body of kernmantle ropes, harnesses, helmets, climbing shoes, mittens, carabiners, pulley, belay devices, slings and tape slings.	-	-	-	-
	PC7. ensure all cables and cable anchors for zip lines and ropes course are checked for tightness, damage and rust and adjusted and changed as required before the students'/clients arrive.	-	-	-	-
	PC8. ensure that holds, bolts and anchors on fixed systems for rock climbing (walls) have been checked for rust or damage.	-	-	-	-
	PC9. adjust or change routes according to students'/clients' experience.	-	-	-	-
	PC10. ensure that sufficient numbers and sizes of harnesses, mittens, climbing shoes and helmets, etc., are available for the students'/clients.	-	-	-	-
	<i>Complete guest formalities and equipment pack up</i>	7	7	0	0
	PC11. welcome the students'/clients and introduce oneself in a loud, clear and friendly manner.	-	-	-	-
	PC13. assist the students'/clients in trying on the harness, helmets and climbing shoes, according to their respective sizes and adjust their fittings.	-	-	-	-
	PC14. document the type and number of all equipment being used in the log book.	-	-	-	-
	PC15. organize and safely pack all the equipment in rucksacks to be carried till the activity site.	-	-	-	-
	PC16. ensure that the students'/clients have signed the indemnity waivers, collect them and pass them to the organizer/tour operator.	-	-	-	-
	Total Marks	27	31	0	0
THC/N8802: Conduct Rock Climbing &	<i>Guide the activity</i>	31	53	0	0
	PC1. guide the students'/clients to the activity area, along with the required	-	-	-	-

Abseiling, Zip Lines, High & Low Ropes/Challenge Course	equipment.				
	PC2. identify hazards with respect to the activity/location and ensure it is safe for all students/clients.	-	-	-	-
	PC3. ensure students/clients are in safe zones while watching or getting ready for activity.	-	-	-	-
	PC4. set up anchor systems, bases and safety systems for rock climbing and abseiling as per the company's SOPs.	-	-	-	-
	PC5. organize all the equipment on a flat surface over a tarpaulin.	-	-	-	-
	PC6. brief about all the safety gear the students/clients would be using and their breaking strength.	-	-	-	-
	PC7. demonstrate how to wear and remove PPE (harness, helmet and mittens).	-	-	-	-
	PC8. brief the students/clients on the use and safe storage of the equipment.	-	-	-	-
	PC9. brief the students/clients about the consequences while fidgeting with equipment like fixed wires, ropes, etc.	-	-	-	-
	PC10. ensure that all students/clients with long hair and hanging accessories are told about risk assessment protocols.	-	-	-	-
	PC11. ensure that personal and students'/clients' safety protocols are followed.	-	-	-	-
	PC12. demonstrate the activity/ropes course elements, hand and foot holds for rock climbing and the posture to be maintained for each activity/ropes course element.	-	-	-	-
	PC13. provide instructions about the communication protocols (eg, belayer ready? I am climbing, climb on, etc.) and rescue signals to be followed in case of an emergency between the instructor and students/clients during, between or after completing the activity.	-	-	-	-
	PC14. explain change over process for self-safety and change over points between elements in ropes courses.	-	-	-	-
	PC15. train the guests about appropriate body position, speed braking protocols and method of self-evacuation to the end point on a smaller zipline.	-	-	-	-
	PC16. ensure to do a final check of the students'/clients' PPEs (Personal Protective Equipment) before commencing the activity.	-	-	-	-
	PC17. ensure that crew and students/clients remain hydrated under sun exposed areas.	-	-	-	-
	PC18. assist the students/clients promptly on challenging sections of a rock face or on a challenge course while maintaining appropriate physical distance.	-	-	-	-
	PC19. ensure to make an entry of incidents, injuries and equipment after every use in the logbook on a daily basis.	-	-	-	-
	PC20. maintain calm and be composed if a student/client is stuck while doing the activity and in case of emergencies.	-	-	-	-

	<i>Manage persons with disabilities</i>	2	8	0	0
	PC21. offer help to persons with disability, when asked for.	-	-	-	-
	PC22. accommodate persons with disability in the activities, as far as possible, without compromising safety.	-	-	-	-
	<i>Adhere to environmental conservation practices</i>	6	6	0	0
	PC23. adhere to "minimum impact" policies and not throw/burn non bio-degradable waste materials such as wrappers and plastic bottles into the valley, cliffs, trails or any of the activity areas.	-	-	-	-
	PC24. ensure not to cause damage to the fragile habitats and environments (animal life, flora and fauna) found there.	-	-	-	-
	PC25. ensure all waste is disposed off appropriately into garbage bins.	-	-	-	-
Total Marks		39	67	0	0
THC/N8804: Assess and Mitigate Risks for Rock Climbing & Abseiling, Zip Line, High & Low Ropes Course/Challenge Course	<i>Ensure to take safety measures and respond to emergency situations</i>	28	40	0	0
	PC1. create a detailed evacuation/emergency procedure to be carried out on site and brief the rest of the team on the same.	-	-	-	-
	PC2. ensure that only standardized and certified equipment is used (UIAA or certified).	-	-	-	-
	PC3. ensure that the climbing ropes (static and dynamic) used for the activity are free of any type of damage such as cuts, rips or tears, thin bits, fat bits, etc.	-	-	-	-
	PC4. use globally recognized anchor systems for rock climbing and abseiling, e.g., SERENE/ERNEST.	-	-	-	-
	PC5. instruct the students/clients to wait (sit/stand) at a safe location away from any cliffs until all activity related instructions are given and their turn arrives.	-	-	-	-
	PC6. instruct the students/clients to look for a flat spot while wearing the safety gear, away from cliffs and not to stand directly under the rock face or ropes course elements.	-	-	-	-
	PC7. instruct all students/clients to remove any jewellery and tie up loose clothing while rock climbing and in all of the ropes course elements.	-	-	-	-
	PC8. ensure to self-secure before starting the activity.	-	-	-	-
	PC9. ensure that evacuation routes are easily accessible.	-	-	-	-
	PC10. oversee that every High Ropes/Zip Wire Course has a first-aid kit and stretcher/spinal board on site and a first-aid kit is carried for rock climbing and abseiling.	-	-	-	-
	PC11. ensure that the team is aware of the emergency plan and communication protocols in case of an emergency situation.	-	-	-	-
	PC12. identify emergency situations and respond promptly, e.g., manage students'/clients' movement away from the emergency and provide the necessary on spot first-aid to the students/clients in case of injuries.	-	-	-	-
	PC13. handle the media and family members of the injured person in a sensitive manner in case of a serious accident.	-	-	-	-

	<i>Disaster management</i>	6	4	0	0
	PC14. choose camp site carefully to safeguard fromavalanche, rockfall, flooding and lightning, etc.	-	-	-	-
	PC15. evacuate students/clients from thedanger zone and provide shelter till rescue arrives, in caseof disasters.	-	-	-	-
	PC16. establish communication and organize airand land rescue in case of any disaster.	-	-	-	-
	Total Marks	34	44	0	0
THC/N8803: Conduct Post Activity Closure & Debrief for Rock Climbing & Abseiling, Zip Lines, High & Low Ropes/Challenge Course	<i>Ensure to take safety measures and respond to emergency situations</i>	12	6	0	0
	PC1. count and pack up all the equipmentused during the activity.	-	-	-	-
	PC2. maintain a record of the total durationthe climbing ropes were used for.	-	-	-	-
	PC3. record any loss or damage to theequipment in the equipment logbook.	-	-	-	-
	PC4. record all the incidents in the logbook.	-	-	-	-
	PC5. seek written feedback fromstudents/clients.	-	-	-	-
	PC6. submit the logbooks and students'/clients' feedback to theorganizer.	-	-	-	-
THC/N9913: Communicate with Customers and Colleagues	Total Marks	12	6	0	0
	<i>Interacting with superiors and colleagues</i>	13	8	0	0
	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>	21	31	0	0
	PC6. brief guests clearly and in a polite,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 orproblems before hand and also on the developments involving Them	2	1	-	-
	PC15. ensure minimum response time to guestsfor any messages/feedback	-	-	-	-
	PC16. seek regular feedback from guests on current service, complaints, and improvements tobe made, etc.	-	-	-	-

	PC17. engage with guests without intruding on their privacy				
	Total Marks	34	39	0	0
THC/N9914: Follow Gender and Age Sensitive Practices	<i>Providing different age and gender specific customer service</i>	7	3	0	0
	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	-	-	-	-
	Total Marks	7	3	0	0
THC/N9915: Maintain Safe, Healthy and Hygienic Practices	<i>Following standard safety procedures to avoid work hazards</i>	10	2	0	0
	PC1. assess the various hazards in the work areas 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>	7	4	0	0
	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>	7	4	0	0
	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>	8	6	0	0
	PC23. report personal health issues related to injury and infectious diseases	-	-	-	-
	PC24. ensure not to go to work if unwell, to avoidthe risk of spreading infection to other people	-	-	-	-
	PC25. cover the mouth with elbow/handkerchief and/or turn away from people while sneezing orcoughing	-	-	-	-
	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 fromthe doctor in case of illness	-	-	-	-
	Total Marks	32	16	0	0
THC/N9916: Follow and Maintain Green Practices	<i>Following material conservation practices</i>	7	4	0	0
	PC1. identify ways to optimize usage of materialincluding water in various tasks/activities	-	-	-	-
	PC2. check for spills/leakages, plug them and escalate to appropriate authority if unable torectify	-	-	-	-
	PC3. ensure electrical equipment and appliancesare switched off when not in use	-	-	-	-
	<i>Ensuring effective waste management/recyclingpractices</i>	13	5	0	0
	PC4. identify recyclable and non-recyclable, andhazardous waste generated	-	-	-	-
	PC5. dispose non-recyclable waste appropriately	-	-	-	-
	PC6. follow processes specified for disposal ofhazardous waste	-	-	-	-
	PC7. ensure reuse and recycling of waste wherever applicable	-	-	-	-
	<i>Ensuring use of eco-friendly practices</i>	8	2	0	0
	PC8. identify materials which can be replaced byenvironment friendly substitutes	-	-	-	-
	PC9. follow SOPs to conserve and re-use water	-	-	-	-
	Total Marks	28	11	0	0
DGT/VSQ/N0102 - Employability Skills (60 hours)	<i>Introduction to Employability Skills</i>	1	1	-	-
	PC1. identify employability skills required for jobs in various industries	-	-	-	-
	PC2. identify and explore learning and employability portals	-	-	-	-
	<i>Constitutional values – Citizenship</i>	1	1	-	-
	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>	2	4	-	-
	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>	2	3	-	-
	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 & Goal Setting</i>	1	2	-	-
	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>	1	1	-	-
	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 & Inclusion</i>	1	2	-	-
	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>	2	3	-	-
	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>	3	4	-	-
	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>	2	3	-	-
	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>	1	2	-	-
	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 & Jobs</i>	2	3	-	-
	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	-	-	-	-
	Total Marks	20	30	-	-
	Grand Total	233	247	0	0

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 Jr Instructor-Rope Activities) 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
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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	Qualification Pack
OS	Occupational Standards

Glossary

Term	Description
National Occupational Standards (NOS)	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.
Qualification	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
Qualification File	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.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.
Long Term Training	Long-term skilling means any vocational training program undertaken for a year and above.