



QUALIFICATION FILE

Mountain Cuisine Chef

☒ 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

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

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Section 1: Basic Details

1.	Qualification Name	Mountain Cuisine Chef											
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/04430 and v3.0		Qualification Name of existing/previous version: Mountain Cuisine Chef									
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-4.5-TH-02444-2024-V2-THSC	6. NCrf/NSQF Level: 4.5										
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	A mountain cuisine chef is responsible for planning and cooking daily meals for the trekkers/climbers during a trek, raft trip or climbing expedition. The person is responsible for managing the kitchen helpers, cooking stations and ration supplies at every campsite during the trek.											
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <table border="1" data-bbox="913 895 2085 1098"> <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>1.</td> <td>12th grade pass or equivalent</td> <td>3 -year (relevant experience)</td> </tr> <tr> <td>2.</td> <td>Previous relevant Qualification of NSQF Level 4.0</td> <td>1.5 -year (relevant experience)</td> </tr> </tbody> </table> b. Age- 18 years			S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1.	12th grade pass or equivalent	3 -year (relevant experience)	2.	Previous relevant Qualification of NSQF Level 4.0	1.5 -year (relevant experience)
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)											
1.	12th grade pass or equivalent	3 -year (relevant experience)											
2.	Previous relevant Qualification of NSQF Level 4.0	1.5 -year (relevant experience)											
10.	Credits Assigned to this Qualification, Subject to Assessment <i>(as per National Credit Framework (NCrF))</i>	20	11. Common Cost Norm Category (I/II/III) <i>(wherever applicable):</i> I										
12.	Any Licensing requirements for Undertaking Training on This Qualification <i>(wherever applicable)</i>	NA											

13.	Training Duration by Modes of Training Delivery <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" data-bbox="853 172 1736 339"> <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>276:00</td> <td>150:00</td> <td>426:00</td> </tr> <tr> <td>Online</td> <td>174:00</td> <td></td> <td></td> <td>174:00</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)		276:00	150:00	426:00	Online	174:00			174:00
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	Total (Hours)													
Classroom (offline)		276:00	150:00	426:00													
Online	174:00			174:00													
14.	Aligned to NCO/ISCO Code/s <i>(if no code is available mention the same)</i>	NCO-2015/-															
15.	Progression path after attaining the qualification <i>(Please show Professional and Academic progression)</i>	High Altitude Porter (HAP)															
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 <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.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools <input type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input checked="" 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
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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 Cooking During the trip/Expedition	THC/N8612 &v2.0	Core	4.5	6	48	82	50	0	180	28	38	0	0	66	15
2.	Cook While on a Trip/Expedition	THC/N8613 &v2.0	Core	4.5	5	30	60	60	0	150	44	50	0	0	94	15
3.	Conduct Post Cooking Activity	THC/N8614 &v2.0	Core	4.5	2	16	16	28	0	60	15	19	0	0	34	10
4.	Assess and Mitigate Risks Before and During Cooking Activity	THC/N8615 &v2.0	Core	4.5	1	8	10	12	0	30	20	22	0	0	42	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	10
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
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	Non-Core	4	2	24	36	0	0	60	20	30	0	0	50	5

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)
		&v1.0														
Duration (in Hours) / Total Marks					20	174	276	150	0	600	228	228	0	0	456	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 (Kitchen)
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:

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 (Mandatory)	Attached
2.	Annexure: List of tools and equipment relevant for qualification (Mandatory, except in case of online course)	Attached
3.	Annexure: Detailed Assessment Criteria (Mandatory)	Attached
4.	Annexure: Assessment Strategy (Mandatory)	Attached
5.	Annexure: Blended Learning (Mandatory, in case selected Mode of delivery is "Blended Learning")	Attached
6.	Annexure: Multiple Entry-Exit Details (Mandatory, in case qualification has multiple Entry-Exit)	Attached
7.	Annexure: Acronym and Glossary (Optional)	Attached
8.	Supporting Document: Model Curriculum (Mandatory – Public view)	Attached

9.	Supporting Document: Career Progression (Mandatory - Public view)	Attached
10.	Supporting Document: Occupational Map (Mandatory)	Attached
11.	Supporting Document: Assessment SOP (Mandatory)	Attached
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	Multidisciplinary and specialized knowledge <ul style="list-style-type: none"> Knowledge of processes to be followed Knows basics principles of cooking Knowledge of safety protocols Knowledge of outdoor SOPs 	<ul style="list-style-type: none"> The mountain cuisine chef is well conversant with processes to be followed and has knowledge about catering to outdoor guests in given situations keeping in mind nutritional requirements in all altitudes. Hence Level 4.5 	4.5
Professional and Technical Skills/ Expertise/ Professional Knowledge	Range of skills along with specialized domain skills <ul style="list-style-type: none"> Has skills required for planning meals, cooking in diverse conditions, using minimal equipment in any altitude. Is equipped to cater in emergency situations keeping nutritional requirements. Can identify and fix hazards associated with equipment. Oversees that all safety precautions are followed. Can prepare meals keeping in mind, food allergies and dietary restrictions. Use basic reading and writing skills while filling up forms and post trip reports. Can keep records of daily expenses Collect information about dietary needs of 	<ul style="list-style-type: none"> A mountain cuisine chef has the required skills to not only cater to the needs to people in regular situations, using minimal equipment and rations but also keep in mind food allergies and dietary restrictions and prepare meals accordingly. Also improvise menu during a natural disaster to ensure supplies are used judiciously. A mountain cuisine chef needs to keep accounts of the entire trip and plan meals based on information gathered about the dietary requirements and availability of resources. They need to coordinate with helpers to run the kitchen and allocate tasks and supervise the same. Hence Level 4.5 	4.5

	<p>guests and use it to plan menu.</p> <ul style="list-style-type: none"> Communicate effectively with all colleagues and guests 		
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	<p>Entrepreneurial mindset, self- management</p> <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"> A Mountain Cuisine Chef 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. 	4.5
Broad Learning Outcomes/Core Skill	<p>Judgement / decision making – specialized</p> <ul style="list-style-type: none"> Works in the camp kitchen environment Prepares nutritious food in a outdoor environment Supervises camp helper Set procedures and rules regarding camp cooking 	<ul style="list-style-type: none"> A mountain cuisine chef needs to be wellskilled in cooking in camps with limited resources and within a set menu in familiar surroundings using familiar equipment. Hence Level 4.5 	4.5
Responsibility	<p>Team leader – Junior technical supervisor,</p> <ul style="list-style-type: none"> Plans meals as per requirements of the trek/expedition. Follows health hygiene and safety regulations at the workplace. Takes responsibility of guests and the entire kitchen staff Is environmentally conscious and take measures not to harm the environment 	<ul style="list-style-type: none"> A mountain cuisine chef is not only responsible his/her own work which is serving nutritious food for all members of the trek/expedition, as per their satisfaction but is also responsible for the team of helpers reporting to her/him. Hence Level 4.5 	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.	Maps	Standard	1
2.	Compass	Standard	1
3.	Backpack	Standard	1
4.	Climbing Ropes	Standard	As per required
5.	Harness	Standard	As per required
6.	Helmets	Standard	1
7.	Ice Axe	Standard	As per required
8.	Snow Boots	Standard	As per required
9.	Crampons	Standard	As per required
10.	Pitons	Standard	As per required
11.	Kitchen Tents	Standard	1
12.	Backpacks	Standard	As per required
13.	Backcountry Stove	Standard	As per required
14.	Cylinder	Standard	1
15.	Cooking and Serving Utensils	Standard	As per required
16.	Kitchen Equipment	Standard	As per required
17.	Food Supplies	Standard	As per required
18.	Payment Invoice	Standard	As per required
19.	Cleaning Supplies.	Standard	As per required
20.	Toilet Accessories	Standard	As per required
21.	Trash Bags	Standard	As per required
22.	Garbage Bags	Standard	As per required
23.	Feedback Forms	Standard	As per required
24.	Accounts Report	Standard	As per required
25.	Ration	Standard	As per required
26.	Fuel Bottles	Standard	1
27.	Packing Material	Standard	1
28.	Physical Safety Equipment	Standard	As per required
29.	Personal Protective Equipment	Standard	As per required
30.	Fire Safety Equipment	Standard	1
31.	First Aid Equipment	Standard	As per required
32.	Waste Bins	Standard	1

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	9419257715/87130 00062	director@meinstitute.org / directoradm@meinstitute.org / hairman@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	DEVBHOOMIHOSPITALITY@gmail.com	-
8.	Voyage En Himalaya		Proprietor	Dadgalya, Kalika, Ranikhet, Uttarakhand	98971717142	Service@VoyageenHimalaya.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 Lakshman Jhula Road, Tapovan, Rishikesh, Uttarakhand, Pin: 249192, India.	9412058021	info@redchilliadventure.com	-
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	9759111305	offbeattravelandevents@gmail.com	-

				Resdency, Sector-59, Gurgaon, Haryana, (National Capital Region of Delhi) India, 120011,			
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: NA

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/N8612: Prepare for Cooking During the Trip/Expedition	<i>Collect trip information and plan for meals for the trek/expedition</i>	12	15	0	0
	PC1. collate all the required information from the tour operator/expedition/trip leader such as the itinerary of the trek/expedition, altitude gain, distance to be covered and the difficulty level of the program.	-	-	-	-
	PC2. check and note the budget allocated with the trip leader/ organizer for provision shopping and loadcartage and plan all procurement and meals accordingly.	-	-	-	-
	PC3. record names of all the group members with food allergies or any other dietary restrictions if any.	-	-	-	-
	PC4. create meal plans, menus and recipes, keeping in mind the nutrition, special dietary requirements and previous reports/client feedbacks from similar trips, with the expedition/trip leader/tour operator considering the assigned budget	-	-	-	-
	PC5. make a detailed list of provisions including special/alternative food items to be procured to cater to group members and guests with allergies and/or special dietary requirements, and kitchen equipment to be carried, keeping in mind the number of days without road support or access.	-	-	-	-
	PC6. plan the roles and work distribution for the kitchen helpers.	-	-	-	-
	PC7. supervise the kitchen helpers to clean and check the burner, fuel line and functioning of each stove before packing it to ensure they are in good working condition.	-	-	-	-
	PC8. hand over the list of items to be procured to the kitchen helpers or procurement in charge.	-	-	-	-
	<i>Procure required material for cooking</i>	11	15	0	0
	PC9. oversee that the necessary items for the trip, including provisions, fuel and LPG cylinder for the stove have been procured and arrive on time.	-	-	-	-
	PC10. plan re supply and stops to procure fresh vegetables, fruits, eggs, non veg and dairy items so as to make them last efficiently without spoilage.	-	-	-	-
	PC11. find solutions to procurement issues in the event of unavailability of provisions.	-	-	-	-
	PC12. ensure the purchased materials are composed of healthy ingredients and the expiry date is at least one month post projected completion of the trip.	-	-	-	-
	PC13. double check the items purchased and ensure the materials are adequate for the duration of the camp and the number of people on the expedition/trek.	-	-	-	-

	PC14. plan on the number of loads for kitchen supplies and provisions and tally that against the porter / pony numbers.	-	-	-	-
	PC15. maintain an account of all the expenses incurred with supporting bills to be submitted to the trip leader or as defined by company SOP.	-	-	-	-
	<i>Pack equipment and supplies needed for the expedition</i>	5	8	0	0
	PC16. guide the kitchen helpers to pack the provisions and appropriate number of equipment, such as stoves and cylinders, kitchen repair kit and light weight utensils for cooking and eating.	-	-	-	-
	PC17. ensure a balance is maintained while packing and the supplies to be carried is neither excess nor too less in quantity.	-	-	-	-
	PC18. ensure that fuel/cylinder required for the stove is packed in leak proof fuel bottles or gas cylinder, which ever may be applicable.	-	-	-	-
	Total Marks	28	38	0	0
THC/N8613: Cook While on Trek/Expedition	<i>Set up the kitchen and dining tent and prepare meals</i>	24	30	0	0
	PC1. coordinate with the kitchen team to set up and arrange the kitchen tent before the group arrives	-	-	-	-
	PC2. ensure that toilet tents are nowhere close to kitchen or dining facilities.	-	-	-	-
	PC3. appoint duties to the kitchen helpers and instruct and supervise them while they perform the same.	-	-	-	-
	PC4. operate backcountry stoves.	-	-	-	-
	PC5. prepare well balanced, nutritional food keeping in mind allergies and other dietary restrictions of guests and colleagues.	-	-	-	-
	PC6. ensure to taste the cooked food before serving.	-	-	-	-
	PC7. organise meals as per the meal plans.	-	-	-	-
	PC8. ensure that the kitchen team is awake early in the morning to keep packed lunch and breakfast ready.	-	-	-	-
	PC9. ensure warm washing water and tea/coffee is available at wake up call time.	-	-	-	-
	PC10. ensure that kitchen staff is well groomed and shaved at all times.	-	-	-	-
	PC11. supervise the kitchen staff to keep the kitchen clean and presentable, at all times, for client inspection.	-	-	-	-
	PC12. ensure proper action and immediate course correction in case of any allergic reactions or food poisoning cases in the camp.	-	-	-	-
	PC13. follow segregation protocol in case of any cases of diarrhea or other contagious cases in camp.	-	-	-	-
	PC14. improvise on the spot in case of missing provisions.	-	-	-	-
	<i>Manage persons with disabilities</i>	4	4	0	0
	PC15. offer help to persons with disabilities when asked for.	-	-	-	-
	PC16. empathize with and respect persons with disabilities.	-	-	-	-
	<i>Adhere to environmental conservation practices</i>	16	16	0	0
	PC17. adhere to "Minimum Impact" travel policies and not throw/burn any non biodegradable items like plastic wrappers, cigarette buds, bottles and tins.	-	-	-	-

	PC18. ensure to use biodegradable packingmaterial, wherever possible.	-	-	-	-
	PC19. ensure that all kitchen related activities such as kitchen tent set up, washing hands and vegetables and cleaningutensils post lunch are carried out at least 200 ft. away (Or as far as thecamping site allows) from all water sources. (Rivers, streams, fresh water springs, waterfalls,high altitude lakes).	-	-	-	-
	PC20. ensure not to dig pits to bury any dry orwetwaste such as paper, plastics and tins in the mountains or in the camp.	-	-	-	-
	PC21. ensure not to feed waste food toanywildlife.	-	-	-	-
	PC22. avoid excessive food wastage	-	-	-	-
	PC23. ensure to carry back left over food, orleaveit in shallow pits covered with earth, if not possible to do so	-	-	-	-
	PC24. ensure not to cause damage to the fragile habitats and environments (animallife, flora andfauna) found in the wilderness.	-	-	-	-
	Total Marks	44	50	0	0
THC/N8614: Conduct Post Cooking Activity	<i>Follow ethical environmental practices while packingup a campsite</i>	3	5	0	0
	PC1. ensure that all used plastic, tin cans and paper items are packed so that they can be brought back from the trek/expeditionfor properdisposal.	-	-	-	-
	PC2. direct the kitchen team to dispose off vegetable peels and other wet food waste asperenvironmental guidelines/company SOPs.	-	-	-	-
	PC3. oversee that all waste for disposal tobetaken to the city/town is segregated andadequately packed	-	-	-	-
	<i>Pack and return all kitchen equipment and submit trip report</i>	12	14	0	0
	PC4. ensure that the kitchen tent is cleaned, allequipment is packed andreturned to the organizer.	-	-	-	-
	PC5. check for any damage to the tent orstoveand report it to the organiser.	-	-	-	-
	PC6. ensure all unused ration is returned totheorganizer.	-	-	-	-
	PC7. provide feedback about the kitchenhelpersto the organiser.	-	-	-	-
	PC8. record and inform about any incidents /accidents within the kitchenteam to the organiser.	-	-	-	-
	PC9. provide feedback to the organizer on the meal plans, including client feedback, andsuggestchanges (if any) for future expeditions.	-	-	-	-
	PC10. provide feedback on the quality andquantity of the equipment used during the expedition such as back country stoves, LPG/fueletc.	-	-	-	-
	PC11. report any additional expensesincurredduring the expedition.	-	-	-	-
	Total Marks	15	19	0	0
THC/N8615: Assess and Mitigate Risks Before and During Cooking Activity	<i>Ensure to Take Safety Measures While Cooking</i>	12	18	0	0
	PC1. identify hazards associated with usingbackcountry MSR and LPG stoves.	-	-	-	-
	PC2. oversee that all safety precautions are takenby the kitchen team to avoid accidents like burns and cuts.	-	-	-	-
	PC3. ensure food, fuel and chemicals are alwayskept away from each other in order toavoid contamination.	-	-	-	-

	PC4. keep a record of all food allergies (if any) and dietary restrictions and prepare meals accordingly.	-	-	-	-
	PC5. instruct the kitchen helpers on a daily basis to ensure that special meals made for people with allergies and dietary restrictions are always kept separate from the rest of the food.	-	-	-	-
	PC6. follow instructions from the trekking guide/trip/expedition leader during an emergency.	-	-	-	-
	PC7. ensure everyone wears proper footwear in the kitchen as stoves are always at ground level and prone to spillages.	-	-	-	-
	PC8. check expiry details on every food item and throw away expired food.	-	-	-	-
	<i>Disaster Management</i>	8	4	0	0
	PC9. choose the kitchen tent site carefully to safeguard from avalanche, rockfall, treefall, flooding and lightning.	-	-	-	-
	PC10. establish communication with the expedition leader/ trip leader/ mountaineering instructor in case of a natural disaster.	-	-	-	-
	PC11. improvise menu during a natural disaster to ensure supplies are used judiciously	-	-	-	-
	PC12. deal with all eventualities in a calm and composed manner.	-	-	-	-
	Total Marks	20	22	0	0
	<i>Interacting with superiors and colleagues</i>	13	8	0	0
THC/N9913: Communicate with Customers and Colleagues	PC1. exhibit trust, support and respect to all colleagues and superiors	-	-	-	-
	PC2. escalate unresolved problems or complaints to the relevant senior	-	-	-	-
	PC3. respond positively to the feedback and seek assistance from colleagues/superiors when required	-	-	-	-
	PC4. maintain etiquette with colleagues and superiors	-	-	-	-
	PC5. identify potential and existing conflicts with the 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 impersonal relationship with the guests	-	-	-	-
	PC8. use appropriate language and tone with guests	-	-	-	-
	PC9. listen actively in a two-way communication	-	-	-	-
	PC10. identify guest's expectations correctly and provide appropriate solutions	-	-	-	-
	PC11. Identify reasons for guest's dissatisfaction and address their complaints effectively	-	-	-	-
	PC12. maintain proper body language, dress code, gestures and etiquette while interacting with guests	-	-	-	-
	PC13. ensure guests are not subjected to any negative 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	-	-	-	-
	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 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>	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 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	-	-	-	-
	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 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>	13	5	0	0
	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>	8	2	0	0
	PC8. identify materials which can be replaced by environment 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>	2	2	-	-
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	228	228	-	-

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 Mountain Cuisine Chef) 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
SOP	Standard Operating Procedure
AED	Automated External Defibrillator

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.