# Model Curriculum

**QP Name: Mountaineering Instructor**

**QP Code: THC/Q4522**

**QP Version: 3.0**

**NSQF Level: 5**

**Model Curriculum Version: 3.0**

# Table of Contents

# Training Parameters

| Sector | Tourism & Hospitality |
|---|---|
| Sub-Sector | Adventure Tourism |
| Occupation | Mountain Based Activities |
| Country | India |
| NSQF Level | 5 |
| Aligned to NCO/ISCO/ISIC Code | NCO-2015/3422.9900 |
| Minimum Educational Qualification and Experience | 12th-grade pass or equivalent with 4.5 years of relevant experience<br>OR<br>Previous relevant Qualification of NSQF Level 4.5 with 3 years of relevant experience<br><br>With mandatory:<br>a) Undergone First Aid/ Wilderness First Responder (WFR) courses from any Indian and globally recognized Mountaineering Institute/centre<br>b) Mountaineering expeditions above 6000 mtrs |
| Pre-Requisite License or Training | NA |
| Minimum Job Entry Age | 24 years |
| Last Reviewed On | 30/04/2024 |
| Next Review Date | 30/04/2027 |
| NSQC Approval Date | 30/04/2024 |
| QP Version | 3.0 |
| Model Curriculum Creation Date | 30/04/2024 |
| Model Curriculum Valid Up to Date | 30/04/2027 |
| Model Curriculum Version | 3.0 |
| Minimum Duration of the Course | 690 Hours |
| Maximum Duration of the Course | 690 Hours |

# Program Overview

This section summarizes the end objectives of the program along with its duration.

## Training Outcomes

At the end of the program, the learner will be able to:

- Perform steps to prepare for mountaineering expedition
- Perform activities related to mountaineering expedition
- Apply appropriate techniques to conduct post mountaineering expedition formalities
- Explain the significance of assessing and mitigating risks
- Employ suitable methods of communicating with customers and colleagues
- Apply appropriate gender and age sensitive practices
- Employ safe, healthy and hygienic practices
- Explain the steps to follow and maintain green practices

## Compulsory Modules

The table lists the modules, their duration and mode of delivery.

| NOS and Module Details | Theory Duration | Practical Duration | On-the-Job Training Duration (Mandatory) | On-the-Job Training Duration (Recommended) | Total Duration |
|---|---|---|---|---|---|
| **THC/N8605 – Prepare for Activity/Expedition NOS Version No. 2.0 NSQF Level 5** | **15:00** | **20:00** | **25:00** | **00:00** | **60:00** |
| Module 1: Introduction to Adventure Tourism Industry and SOPs | 05:00 | 01:00 | 00:00 | 00:00 | 06:00 |
| Module 2: Organizing Pre-Trek/Expedition Requirements | 05:00 | 10:00 | 10:00 | 00:00 | 25:00 |
| Module 3: Preparing Participants for the Expedition | 05:00 | 09:00 | 15:00 | 00:00 | 29:00 |
| **THC/N8606 – Conduct the Activity/Expedition NOS Version No. 2.0 NSQF Level 5** | **35:00** | **82:00** | **183:00** | **00:00** | **300:00** |
| Module 4: Navigation Skills, Using SAT | 09:00 | 21:00 | 46:00 | 00:00 | 76:00 |

| | | | | | |
|---|---|---|---|---|---|
| Phones/Two-way Radios and Photography Skills | | | | | |
| Module 5: Walking and Mountaineering Techniques | 09:00 | 21:00 | 46:00 | 00:00 | 76:00 |
| Module 6: Art of Storytelling, History, Mythology & Culture | 09:00 | 20:00 | 46:00 | 00:00 | 75:00 |
| Module 7: Following Environmental and Conservation Practices | 08:00 | 20:00 | 45:00 | 00:00 | 73:00 |
| **THC/N8607 –Complete Post Activity/Expedition Requirements NOS Version No. 2.0 NSQF Level 5** | **30:00** | **10:00** | **20:00** | **00:00** | **60:00** |
| Module 8: Conducting Post Mountaineering Formalities | 30:00 | 10:00 | 20:00 | 00:00 | 60:00 |
| **THC/N8608 – Assess and Mitigate Risks for Mountaineering NOS Version No. 2.0 NSQF Level 5** | **20:00** | **40:00** | **30:00** | **00:00** | **90:00** |
| Module 9: Assessing and Mitigating Risks | 10:00 | 20:00 | 15:00 | 00:00 | 45:00 |
| Module 10: Acute Mountain Sickness (AMS), Related Symptoms, Complications and Treatment | 10:00 | 20:00 | 15:00 | 00:00 | 45:00 |
| **THC/N9913 Communicate with Customers and Colleagues NOS Version No. 2.0 NSQF Level 5** | **12:00** | **18:00** | **00:00** | **00:00** | **30:00** |
| Module 11: Effective Communication | 12:00 | 18:00 | 00:00 | 00:00 | 30:00 |
| **THC/N9914 Follow Gender and Age Sensitive Practices NOS Version No. 2.0 NSQF Level 5** | **12:00** | **18:00** | **00:00** | **00:00** | **30:00** |
| Module 12: Gender and Age Sensitivity | 12:00 | 18:00 | 00:00 | 00:00 | 30:00 |
| **THC/N9915 Maintain Safe, Healthy and Hygienic Practices NOS** | **12:00** | **18:00** | **00:00** | **00:00** | **30:00** |

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|---|---|---|---|---|---|
| **Version No. 2.0**<br>**NSQF Level 5** | | | | | |
| Module 13: Health and Hygiene | 12:00 | 18:00 | 00:00 | 00:00 | 30:00 |
| **THC/N9916 Follow and Maintain Green Practices NOS Version No. 2.0**<br>**NSQF Level 5** | **12:00** | **18:00** | **00:00** | **00:00** | **30:00** |
| Module 14: Green Practices | 12:00 | 18:00 | 00:00 | 00:00 | 30:00 |

| | | | | | |
|---|---|---|---|---|---|
| **DGT/VSQ/N0102: Employability Skills (60 Hours)** | **24:00** | **36:00** | **00:00** | **00:00** | **60:00** |
| Module 15: Introduction to Employability Skills | 00:30 | 00:30 | 00:00 | 00:00 | 01:00 |
| Module 16: Constitutional values – Citizenship | 00:30 | 00:30 | 00:00 | 00:00 | 01:00 |
| Module 17: Becoming a Professional in the 21$^{st}$ Century | 00:30 | 00:30 | 00:00 | 00:00 | 01:00 |
| Module 18: Basic English Skills | 01:00 | 01:00 | 00:00 | 00:00 | 02:00 |
| Module 19: Communication Skills | 01:30 | 02:30 | 00:00 | 00:00 | 04:00 |
| Module 20: Diversity & Inclusion | 00:30 | 00:30 | 00:00 | 00:00 | 01:00 |
| Module 21: Financial and Legal Literacy | 01:30 | 02:30 | 00:00 | 00:00 | 04:00 |
| Module 22: Essential Digital Skills | 01:00 | 02:00 | 00:00 | 00:00 | 03:00 |
| Module 23: Entrepreneurship | 02:30 | 04:30 | 00:00 | 00:00 | 07:00 |
| Module 24: Customer Service | 01:30 | 02:30 | 00:00 | 00:00 | 04:00 |
| Module 25: Getting ready for apprenticeship & Jobs | 01:00 | 01:00 | 00:00 | 00:00 | 02:00 |

| | | | | | |
|---|---|---|---|---|---|
| **Total Duration** | **172:00** | **260:00** | **258:00** | **00:00** | **690:00** |

# Module Details

## Module 1: Introduction to Adventure Tourism Industry and SOPs
### Bridge Module

**Terminal Outcomes:**

- Explain the importance and scope of mountaineering in adventure tourism
- Elaborate on the importance of a mountaineering instructor in adventure tourism
- List SOPs in mountaineering for adventure tourism
- Explain the hierarchy in mountaineering
- Elaborate on the problems related to over tourism in mountaineering
- Employ appropriate practice to use backcountry stoves
- Apply suitable protocols for assisting differently abled people

| **Duration:** *05:00* | **Duration:** *01:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Describe the scope of the Indian mountaineering industry as part of adventure tourism</li><li>Discuss the economic benefits and problems related to overuse of mountaineering for tourism</li><li>List the SOPs to be followed as part of adventure tourism</li><li>Explain the hierarchy of job roles in mountaineering in the adventure tourism industry</li><li>Explain the role of a Mountaineering Instructor in adventure tourism</li><li>Describe the attributes required for the Mountaineering Instructor job role</li><li>Explain the importance of backcountry cooking stoves in mountaineering</li><li>Explain ways of assisting differently abled people</li></ul> | <ul><li>Demonstrate proper use, maintenance and repair of backcountry stoves (MSR/LPG)</li></ul> |
| **Classroom Aids** | |
| LCD Projector for PPT and Video Presentation, Speakers, Whiteboard & Marker | |
| **Tools, Equipment and Other Requirements** | |
| Backcountry stoves and repair kits. | |

## Module 2: Organizing Pre-Trek/Expedition Requirements
### Mapped to THC/N8605 v 2.0

**Terminal Outcomes:**

- Apply appropriate practices to plan and prepare ahead of the expedition
- Perform steps to collect pre-trip information on staff, equipment and students/clients
- Explain tasks to be completed for expedition preparation
- Apply suitable methods to supervise equipment/gear and provisions packing

| Duration: 05:00 | Duration: 10:00 |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>List all information to be gathered to prepare for mountaineering expedition</li><li>List all tasks to be completed for expedition preparation</li><li>Discuss the importance of supervising the rest of the team</li><li>Explain the importance of creating a training plan and schedule as per the technical level of expedition</li><li>Discuss the importance of equipment inspection and maintenance for safety of self and others as per SOPs</li><li>Explain the importance of maintaining equipment logbooks</li></ul> | <ul><li>Create a sample list of requirements for expedition preparation</li><li>Create a sample list of equipment required for expedition</li><li>Demonstrate how to supervise the work of assistant instructor, high altitude trekking guide, high altitude porter and kitchen staff</li><li>Role plays a situation on how to identify and select suitable training areas</li><li>Demonstrate how to communicate and coordinate with team members and third-party vendors</li><li>Apply appropriate techniques to inspect load packing and distribution</li></ul> |

| **Classroom Aids** |
|---|
| LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & Marker |

| **Tools, Equipment and Other Requirements** |
|---|
| Tents, backpacks, maps, compass, climbing ropes, harness, helmets, ice axe, snow boots, crampons, pitons, equipment logbooks, trip report documents, medical forms, writing tools, outdoor environment. |

## Module 3: Preparing Participants for the Expedition
### *Mapped to THC/N8605 v 2.0*

**Terminal Outcomes:**

- Apply suitable steps for guest orientation
- Employ appropriate practices for guest equipment trials and fittings

| Duration: *05:00* | Duration: *09:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Explain the importance of student/client orientation</li><li>Discuss the tasks to be completed to prepare students/clients for the expedition</li><li>Explain the importance of sensitizing female students/clients on the use and disposal of female hygiene products in the wilderness</li></ul> | <ul><li>Role play how to effectively conduct student/client briefing</li><li>Role play how to assist students/clients with equipment trials and fittings</li><li>Role play a scenario of reviewing the students'/clients' personal gear, medical condition and level of fitness</li><li>Employ appropriate methods of sensitizing female clients/students on the use and disposal of female hygiene products in the wilderness</li><li>Demonstrate rucksack packing techniques</li></ul> |
| **Classroom Aids** | |
| LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & Marker | |
| **Tools, Equipment and Other Requirements** | |
| Backpacks, harness, helmets, ice axe, snow boots, crampons, equipment checklist, personal gear, female hygiene products, garbage bags, medical forms, indemnity waivers. | |

# Module 4: Navigation Skills, Using SAT Phones and Photography Skills
## *Mapped to THC/N8606 v 2.0*

**Terminal Outcomes:**

- Employ suitable methods for advanced route navigation
- Describe a suitable technique to read maps and contours
- Explain the importance of permissions required to use maps and SAT phones
- Apply appropriate methods to use SAT phones, two-way radios for communication
- Employ appropriate techniques for basic photography and videography

| Duration: *09:00* | Duration: *21:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>List different types of maps and navigation methods</li><li>Explain the importance of seeking permissions to use maps and SAT phones, two-way radios</li><li>List different devices to document trip photographs and videos</li></ul> | <ul><li>Read maps</li><li>Demonstrate the use navigation tools,</li><li>Demonstrate the use of SAT phones, two-way radios</li><li>Role play communicating through SAT Phones/two-way radios</li><li>Demonstrate how to do basic photography and videography on appropriate devices</li></ul> |
| **Classroom Aids** ||
| LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & Marker ||
| **Tools, Equipment and Other Requirements** ||
| Itineraries, Maps, Compass, Sat Phone, Two-way radio, Camera, Writing Tools, Calculator. ||

# Module 5: Walking, Mountaineering Techniques
## *Mapped to THC/N8606 v 2.0*

**Terminal Outcomes:**

- Employ suitable practises to coordinate with the team
- Apply appropriate techniques for training the students/clients

| **Duration**: *09:00* | **Duration**: *21:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>List all requirements to be arranged for a smooth functioning of expedition activities</li><li>Explain the importance of creating a safe training environment</li><li>Discuss different training elements and techniques for mountaineering activities</li><li>List various traversing techniques to be taught</li><li>Explain the importance of following planned routes</li><li>Elaborate the expedition situations in which improvisation or change of plans could be required</li><li>Elaborate on the importance of communication and coordination with the porter team/trekking guide/ expedition leader and clients/students</li></ul> | <ul><li>Demonstrate appropriate techniques to walk on mountains</li><li>Apply suitable methods to show the use and maintenance of safety equipment used in mountaineering activities</li><li>Demonstrate appropriate methods of teaching mountaineering techniques on rock, ice and snow</li><li>Role Play a teaching situation on how to traverse on narrow and exposed sections with a heavy backpack</li><li>Role play a situation on how to communicate and coordinate with the expedition leader/trekking guide/porter team and clients/students</li></ul> |
| **Classroom Aids** ||
| LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & Marker ||
| **Tools, Equipment and Other Requirements** ||
| Tents, backpacks, climbing ropes, harness, helmets, ice axe, snow boots, crampons, pitons, water proof gloves, personal gear, safety equipment, outdoor training environment. ||

## Module 6: Art of Storytelling, History, Mythology & Culture
### *Mapped to THC/N8606 v 2.0*

**Terminal Outcomes:**

- Explain local history and folklore
- Employ suitable methods of storytelling

| Duration: *09:00* | Duration: *20:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| ● Explain outdoor and environmental ethics and practises including Leave no Trace Principles<br>● Discuss the importance of preserving the habitat and environment found at the activity sites<br>● Discuss how to dispose of human and food waste produced during the<br>• trip/course | • Show appropriate steps for proper hygiene practices and waste disposal |
| **Classroom Aids** | |
| Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures | |
| **Tools, Equipment and Other Requirements** | |
| Shovel, Bio-degradable bags, Waste Bins | |

# Module 7: Following Environmental and Conservation Practices
## *Mapped to THC/N8606 v 2.0*

**Terminal Outcomes:**

- Employ appropriate practices for minimum impact travel and camping policies
- Explain the importance of using "cat holes" in the wilderness

| **Duration**: *08:00* | **Duration**: *20:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Explain outdoor and environmental ethics and practises including Leave no Trace Principles</li><li>Discuss how to dispose of human and food waste produced during the expedition</li><li>Explain the importance of "cat holes" used for human waste disposal</li></ul> | <ul><li>Demonstrate making cat holes</li><li>Show appropriate steps for proper hygiene practices after human waste disposal</li></ul> |
| **Classroom Aids** | |
| LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker | |
| **Tools, Equipment and Other Requirements** | |
| Shovel, Bio-degradable bags | |

## Module 8: Conducting Post Mountaineering Process
### Mapped to THC/N8607 v 2.0

**Terminal Outcomes:**

- Employ appropriate methods to ensure handing over of equipment
- Employ suitable debriefing methods with the team and clients/students
- Perform required steps to create trip reports
- Employ suitable methods to complete all post-mountaineering formalities

| Duration: *30:00* | Duration: *10:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| • List all tasks to be completed post trek/expedition | • Create a sample of a post trip report<br>• Show how to fill out a sample equipment log book<br>• Create a sample of client/student grading sheet<br>• Role play a situation on how to conduct a debrief and feedback session for the team and clients/students |
| **Classroom Aids** | |
| LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker | |
| **Tools, Equipment and Other Requirements** | |
| Equipment log book, feedback forms, trip reports, grading sheets, writing tools. | |

# Module 9: Assessing and Mitigating Risks
## *Mapped to THC/N8608 v 2.0*

**Terminal Outcomes:**

- Explain the steps to take safety measures
- Apply suitable methods to respond to emergency situations
- Employ appropriate practises to manage natural disasters

| **Duration**: *10:00* | **Duration**: *20:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Discuss all safety related tasks to be carried out before starting each activity</li><li>Explain the importance of using globally recognised anchor systems</li><li>List personal and equipment safety checks to be performed prior to commencing any rock, ice or snow activity or ascent</li><li>Explain the importance of performing risk assessment of activity site and of exposed areas</li><li>Describe the importance of teaching climbing commands</li><li>Discuss SOPs for disaster management</li></ul> | <ul><li>Employ practices to supervise all equipment checks</li><li>Employ methods to perform risk assessment on the activity site and in exposed areas</li><li>Show correct techniques of setting up anchor systems</li><li>Role play how to communicate climbing commands</li><li>Demonstrate the use of all items in the first aid kit</li><li>Role play a situation of providing first aid and CPR</li><li>Employ appropriate practices for conducting search and rescue operations</li></ul> |
| **Classroom Aids** ||
| LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker ||
| **Tools, Equipment and Other Requirements** ||
| Backpacks, maps, compass, climbing ropes, harness, helmets, ice axe, snow boots, crampons, pitons, first aid kits, outdoor training environment. ||

## Module 10: Acute Mountain Sickness (AMS), Related Symptoms, Complications and Treatment
### *Mapped to THC/N8608 v 2.0*

**Terminal Outcomes:**

- Explain the methods and significance of recognizing early symptoms of HAPE and HACE
- Apply appropriate methods to stabilize a patient
- Conduct suitable steps to manage evacuation

| **Duration**: *10:00* | **Duration**: *20:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Discuss acute mountain sickness and its types</li><li>List symptoms of HACE and HAPE KU 6</li><li>Explain how to manage patients affected with acute mountain sickness</li><li>List ways to prevent altitude sickness</li></ul> | <ul><li>Demonstrate use of Hyperbaric chamber and oxygen cylinder</li><li>Role play how to provide symptomatic relief to patients</li><li>Role Play a situation to evacuate patients affected with AMS</li></ul> |
| **Classroom Aids** ||
| LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker ||
| **Tools, Equipment and Other Requirements** ||
| First aid kits, emergency equipment, Gamow Bag (Hyperbaric Chamber) Oxygen Cylinder, stretcher. ||

# Module 10: Effective Communication
## *Mapped to THC/N9913 v 2.0*

**Terminal Outcomes:**

- Apply appropriate practises to interact with superiors and colleagues
- Apply suitable methods to effectively communicate Employ with guests

| **Duration**: *12:00* | **Duration**: *18:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Explain the importance of trust, support and respect to colleagues and superiors</li><li>Describe how to identify and resolve potential and existing conflicts with colleagues</li><li>Explain the methods for effective communication with various people</li><li>Describe the importance of effective listening, use of appropriate voice tone and pitch for communication</li><li>Explain the importance of guest satisfaction and guest feedback</li></ul> | <ul><li>Demonstrate professional etiquette while greeting the office staff and guests</li><li>Role Play on how to converse with office staff and guests</li><li>Role play how to handle customer concerns effectively</li></ul> |
| **Classroom Aids** | |
| Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures | |
| **Tools, Equipment and Other Requirements** | |
| NA | |

# Module 11: Gender and Age Sensitivity
## Mapped to THC/N9914 v 2.0

**Terminal Outcomes:**

- Employ suitable practices for age and gender specific customer service

| **Duration**: _12:00_ | **Duration**: _18:00_ |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Describe behavioral etiquette while dealing with women</li><li>List the safety measures available for female colleagues and customers</li><li>Explain the importance of being vigilant for any mishaps related to women, children or elderly people</li><li>Explain women rights and how to respect women</li></ul> | <ul><li>Role play appropriate behavioral etiquettes towards all ages, genders and differently abled people as per specification</li></ul> |
| **Classroom Aids** | |
| Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures | |
| **Tools, Equipment and Other Requirements** | |
| NA | |

## Module 12: Health and Hygiene
*Mapped to THC/N9915 v 2.0*

**Terminal Outcomes:**

- Perform steps to follow standard safety procedures
- Employ practises to maintain a clean workplace
- Apply suitable practises for personal hygiene and precautionary health measures

| **Duration**: *12:00* | **Duration**: *18:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>List possible hazards in the work areas and take necessary steps to eliminate or minimize them</li><li>Explain the need for personal and workplace hygiene and methods to maintain the same</li><li>Explain the importance of preventive health check-ups and vaccinations</li></ul> | <ul><li>Demonstrate the procedure for routine cleaning, sanitization and storing of tools, equipment, and other articles</li><li>Show how to keep work area clean, hygienic and hazard free</li><li>Demonstrate ergonomic lifting, bending or moving equipment and supplies</li><li>Demonstrate use of personal protective equipment</li><li>Perform emergency procedures using fire safety equipment, first aid equipment</li><li>show hazard symbols related to general warning, health hazard, biohazard, harmful irritant, poison/toxic material, carcinogen hazard, explosive hazard, electrical hazard, hot surface, low temperature warning symbol</li><li>Demonstrate the use of safety equipment for fire safety, physical safety, first aid equipment such as Automated External Defibrillator (AED)</li></ul> |
| **Classroom Aids** ||
| Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures ||
| **Tools, Equipment and Other Requirements** ||
| Physical Safety Equipment, Personal Protective Equipment, Fire Safety Equipment, First Aid Equipment ||

# Module 13: Green Practices
## Mapped to THC/N9916 v 2.0

**Terminal Outcomes:**

- Employ appropriate methods for material conservation and eco-friendly practices
- Apply methods for effective waste management/recycling practices

| Duration: *12:00* | Duration: *18:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Explain different types of wastewater</li><li>Describe methods to manage non-recyclable waste</li><li>Explain the need for following eco-friendly practices</li><li>Explain common sources of pollution and ways to minimize them</li></ul> | <ul><li>Demonstrate material conservation practices like using dead, dry fallen sticks instead of big logs for bonfire etc.</li><li>Demonstrate methods to dispose-off non-recyclable waste appropriately</li><li>Employ appropriate methods to reuse and recycle waste</li></ul> |
| **Classroom Aids** | |
| Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures | |
| **Tools, Equipment and Other Requirements** | |
| Waste bins | |

## Module 14: Introduction to Employability Skills
### Mapped to: DGT/VSQ/N0102

**Terminal Outcomes:**

- Discuss about Employability Skills in meeting the job requirements

| Duration: *00:30* | Duration*: 01:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| • Discuss the Employability Skills required for jobs in various industries. | • List different learning and employability related GOI and private portals and their usage. |
| **Classroom Aids** | |
| LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker | |
| **Tools, Equipment and Other Requirements** | |
| | |

## Module 15: Constitutional values - Citizenship
### *Mapped to: DGT/VSQ/N0102*

**Terminal Outcomes:**

- Discuss about constitutional values to be followed to become a responsible citizen

| **Duration:** *00:30* | **Duration**: *01:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| • Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen | • Show how to practice different environmentally sustainable practices. |
| **Classroom Aids** | |
| LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker | |
| **Tools, Equipment and Other Requirements** | |
| | |

## Module 16: Becoming a Professional in the 21st Century
### Mapped to: DGT/VSQ/N0102

**Terminal Outcomes:**

- Demonstrate professional skills required in 21<sup>st</sup> century

| Duration: *01:00* | Duration*: 01:30* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| • Discuss importance of relevant 21st century skills | • Display positive attitude, self -motivation, problem solving, time management skills and continuous learning mindset in different situations |
| **Classroom Aids** | |
| LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker | |
| **Tools, Equipment and Other Requirements** | |
| | |

## Module 17: Basic English Skills
### Mapped to: DGT/VSQ/N0102

**Terminal Outcomes:**

- Practice basic English speaking.

| Duration: 04:00 | Duration: 06:00 |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Discuss need of basic English skills</li></ul> | <ul><li>Show how to use appropriate basic English sentences/phrases while speaking</li></ul> |
| **Classroom Aids** | |
| LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker | |
| **Tools, Equipment and Other Requirements** | |
| | |

## Module 18: Career Development & Goal Setting
### Mapped to: DGT/VSQ/N0102

**Terminal Outcomes:**

- Demonstrate Career Development & Goal Setting skills

| Duration: 01:00 | Duration: 01:00 |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| • Discuss need of career development plan | • Create a career development plan with well-defined short- and long-term goals |
| **Classroom Aids** | |
| LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker | |
| **Tools, Equipment and Other Requirements** | |
| | |

## Module 19: Communication Skills
### Mapped to: DGT/VSQ/N0102

**Terminal Outcomes:**

- Practice basic communication skills

| Duration: *02:00* | Duration*: 03:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| • Explain the importance of active listening for effective communication | • Demonstrate how to communicate in a well -mannered way with others.<br>• Demonstrate working with others in a team |
| **Classroom Aids** | |
| LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker | |
| **Tools, Equipment and Other Requirements** | |
| | |

## Module 20: Diversity & Inclusion
### Mapped to: DGT/VSQ/N0102

**Terminal Outcomes:**

- Describe PwD and gender sensitization

| Duration: *01:00* | Duration: *01:30* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| • Discuss the significance of reporting sexual harassment issues in time | • Show how to conduct oneself appropriately with all genders and PwD |
| **Classroom Aids** | |
| LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker | |
| **Tools, Equipment and Other Requirements** | |
| | |

## Module 21: Financial and Legal Literacy
### Mapped to: DGT/VSQ/N0102

**Terminal Outcomes:**

- Describe ways of managing expenses, income, and savings.

| **Duration:** *02:00* | **Duration:** *03:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Discuss the significance of using financial products and services safely and securely.</li><li>Explain the importance of managing expenses, income, and savings.</li><li>Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws</li></ul> | <ul><li>Demonstrate how to carry out offline and online financial transactions, safely and securely.</li></ul> |
| **Classroom Aids** | |
| LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker | |
| **Tools, Equipment and Other Requirements** | |
| | |

## Module 22: Essential Digital Skills
### Mapped to: DGT/VSQ/N0102

**Terminal Outcomes:**

- Demonstrate procedure of operating digital devices and associated applications safely.

| **Duration:** *04:00* | **Duration**: *06:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| • Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely | • Show how to operate digital devices and use the associated applications and features, safely and securely |
| **Classroom Aids** | |
| LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker | |
| **Tools, Equipment and Other Requirements** | |
| | |

## Module 23: Entrepreneurship
### Mapped to: DGT/VSQ/N0102

**Terminal Outcomes:**

- Describe opportunities as an entrepreneur

| **Duration:** *03:00* | **Duration***: 04:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| • Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges | • Create a sample business plan, for the selected business opportunity. |
| **Classroom Aids** | |
| LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker | |
| **Tools, Equipment and Other Requirements** | |
| | |

## Module 24: Customer Service
### Mapped to: DGT/VSQ/N0102

**Terminal Outcomes:**

- Describe ways of maintaining customer

| Duration: 02:00 | Duration: 03:00 |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Differentiate between types of customers</li><li>Explain the significance of identifying customer needs and addressing them</li><li>Discuss the significance of maintaining hygiene and dressing appropriately</li></ul> | <ul><li>Demonstrate how to deal with different customers and their needs</li></ul> |
| **Classroom Aids** | |
| LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker | |
| **Tools, Equipment and Other Requirements** | |
| | |

## Module 25: Getting ready for Apprenticeship & jobs
### Mapped to: DGT/VSQ/N0102

**Terminal Outcomes:**

- Describe ways of preparing for apprenticeship & Jobs appropriately.

| **Duration:** *03:00* | **Duration***: 05:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| • Discuss the significance of dressing up neatly and maintaining hygiene for an interview<br>• Discuss how to search and register for apprenticeship opportunities | • Create a biodata<br>• Use various sources to search and apply for jobs |
| **Classroom Aids** | |
| LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker | |
| **Tools, Equipment and Other Requirements** | |
| | |

| Mandatory Duration: *258:00* | Recommended Duration: *00:00* |
|---|---|
| **Location: On Site** | |

**Terminal Outcomes**

- Perform steps to collate pre ski trip/course requirements
- Employ suitable practices to conduct a ski trip/course
- Perform appropriate steps for trip closure
- Employ suitable practices to assess and mitigate risks in skiing using appropriate methods and techniques
- Apply suitable techniques to communicate effectively with guests and colleagues
- Employ suitable practices to provide customized age and gender specific customer service
- Employ suitable practices to ensure workplace safety procedures and cleanliness
- Employ suitable practices for effective and eco-friendly waste management and recycling

# Annexure

## Trainer Requirements

| Trainer Prerequisites | | | | | | |
|---|---|---|---|---|---|---|
| **Minimum Educational Qualification** | **Specialization** | **Relevant Industry Experience** | | **Training Experience** | | **Remarks** |
| | | *Years* | *Specialization* | *Years* | *Specialization* | |
| Certificate / Diploma / Degree / Post Graduate | Tour & Travel | 5 years | Tourism | 1 year | Tourism | |

| Trainer Certification | |
|---|---|
| **Domain Certification** | **Platform Certification** |
| "Mountaineering Instructor", "THC/Q4522, V3.0", Minimum accepted score is 80% | Recommended that the trainer is certified for the job role "Trainer (VET and skills)", mapped to the qualification pack "MEP/Q2601, V2.0". The minimum accepted score is 80%. |

# Assessor Requirements

| Assessor Prerequisites | | | | | |
|---|---|---|---|---|---|
| **Minimum Educational Qualification** | **Specialization** | **Relevant Industry Experience** | | **Training Experience** | | **Remarks** |
| | | *Years* | *Specialization* | *Years* | *Specialization* | |
| Diploma / Degree / Post Graduate | | 5 years | Mountaineering Instructor | 0 | | |

| Assessor Certification | |
|---|---|
| **Domain Certification** | **Platform Certification** |
| "Mountaineering Instructor", "THC/Q4522, V3.0", Minimum accepted score is 80% | Recommended that the assessor is certified for the job role "Assessor (VET and skills)", mapped to the qualification pack "MEP/Q2701, V2.0". The minimum accepted score is 80%. |

## Assessment Strategy

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

1. Assessment System Overview:

   - Batches assigned to the assessment agencies for conducting the assessment on SDSM/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
   - If the batch size is more than 30, then there should be 2 Assessors.

2. Testing Environment: Assessor must:

   - Confirm that the centre is available at the same address as mentioned on SDMS or SIP
   - Check the duration of the training.
   - Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
   - Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
   - Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
   - Confirm the number of TABs on the ground are correct to execute the Assessment smoothly.
   - Check the availability of the Lab Equipment for the particular Job Role.

3. Assessment Quality Assurance levels / Framework:

   - Question papers created by the Subject Matter Experts (SME)
   - Question papers created by the SME should be verified by the other subject Matter Experts along with the approval required from THSC
   - Questions are mapped with NOS and PC
   - Question papers are prepared considering that level 1 to 3 is for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
   - Assessor must be ToA certified
   - Assessment agency must follow the assessment guidelines to conduct the assessment

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
   - Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
   - Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos

5. Method of verification or validation:
   - Surprise visit to the assessment location
   - Random audit of the batch

THSC
TOURISM & HOSPITALITY
SKILL COUNCIL

GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP

N·S·D·C
National
Skill Development
Corporation
Transforming the skill landscape

Skill India
कौशल भारत - कुशल भारत

- Random audit of any candidate

6. Method for assessment documentation, archiving, and access
   - Hard copies of the documents are stored
   - Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage and are stored in the Hard Drives

# References

## Glossary

| Term | Description |
|---|---|
| Declarative Knowledge | Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem. |
| Key Learning Outcome | Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application). |
| OJT (M) | On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site |
| OJT (R) | On-the-job training (Recommended); trainees are recommended the specified hours of training on site |
| Procedural Knowledge | Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills. |
| Training Outcome | Training outcome is a statement of what a learner will know, understand and be able to do **upon the completion of the training**. |
| Terminal Outcome | Terminal outcome is a statement of what a learner will know, understand and be able to do **upon the completion of a module.** A set of terminal outcomes help to achieve the training outcome. |

## Acronyms and Abbreviations

| Term | Description |
|------|-------------|
| QP | Qualification Pack |
| NSQF | National Skills Qualification Framework |
| NSQC | National Skills Qualification Committee |
| NOS | National Occupational Standards |
| SOP | Standard Operating Procedure |
| AED | Automated External Defibrillator |
| AMS | Acute Mountain Sickness |
| HACE | High Altitude Cerebral Edema |
| HAPE | High Altitude Pulmonary Edema |