



# Model Curriculum

**QP Name: Naturalist (wildlife tourism)**

**QP Code: THC/Q4505**

**QP Version: 2.0**

**NSQF Level: 4.5**

**Tourism & Hospitality Skill Council || 301, 3<sup>rd</sup> floor, A Block, Naurang House, K.G. Marg,  
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## Training Parameters

<b>Sector</b>	Tourism & Hospitality
<b>Sub-Sector</b>	Adventure Tourism
<b>Occupation</b>	Land-Based Activities
<b>Country</b>	India
<b>NSQF Level</b>	4.5
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/5113.9900
<b>Minimum Educational Qualification and Experience</b>	12th Grade Pass with 1.5 years of relevant experience OR 10th Grade pass plus 3 years of vocational education & Training (NTC/CTS) OR 10th Grade Pass with 4.5 years of relevant experience OR Previous Nature Guide, NSQF Level 4 with 1.5 years of relevant experience
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	7 <sup>th</sup> October 2025
<b>Next Review Date</b>	7 <sup>th</sup> October 2028
<b>NSQC Approval Date</b>	7th October 2025
<b>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	7 <sup>th</sup> October 2025
<b>Model Curriculum Valid Up to Date</b>	7 <sup>th</sup> October 2028
<b>Model Curriculum Version</b>	2.0
<b>Minimum Duration of the Course</b>	720 Hours (including OJT & 60 Hrs. Employability Skills)
<b>Maximum Duration of the Course</b>	720 Hours (including OJT & 60 Hrs. Employability Skills)

## 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 should have acquired the listed knowledge and skills.

- Prepare interpretive nature experiences at different locations across habitats in India
- Conduct interpretive nature experiences at different sites across habitats in India
- Ensure ethical and guided nature experiences
- Ensure guidelines of Wildlife Protection Act
- Study Indian biodiversity: flora and fauna
- Create adequate interest to influence visitors towards sustainable lifestyles
- Assess and Mitigate Risks
- Communicate with Customer and Colleagues
- Follow Gender and Age Sensitive Practices
- Maintain Safe, Healthy and Hygienic Practices
- Follow and Maintain Green Practices

### Compulsory Modules

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>THC/N8710: Conduct Nature Experiences for Guests</b> NOS Version No. 1.0 NSQF Level 4.5	120:00	210:00	150:00	00:00	480:00
Module 1: Introduction to Eco Tours in Wildlife Tourism	02:00	00:00	00:00	00:00	2:00
Module 2: Interpret experience across different habitats in India	42:00	32:00	30:00	00:00	104:00
Module 3: Interpret nature experiences across habitats	28:00	130:00	48:00	00:00	206:00
Module 4: Ethical and guided nature experiences	18:00	18:00	24:00	00:00	60:00
Module 5: Indian biodiversity: Flora and Fauna	18:00	18:00	24:00	00:00	60:00
Module 6: Sustainable lifestyle	12:00	12:00	24:00	00:00	48:00
<b>THC/N8709- Assess and Mitigate Risks</b> NOS Version No. 1.0 NSQF Level 4.5	10:00	10:00	40:00	00:00	60:00
Module 7: Risk Assessment	10:00	10:00	40:00	00:00	60:00
<b>THC/N9913 - Communicate with Customers and Colleagues</b> NOS Version No. 1.0 NSQF Level 5	05:00	05:00	20:00	00:00	30:00
Module 8: Effective Communication	05:00	05:00	20:00	00:00	30:00

<b>THC/N9914 Follow Gender and Age Sensitive Practices NOS Version No. 1.0 NSQF Level 5</b>	<b>09:00</b>	<b>09:00</b>	<b>12:00</b>	<b>00:00</b>	<b>30:00</b>
Module 9: Gender and Age Sensitivity	09:00	09:00	12:00	00:00	30:00
<b>THC/N9915 Maintain Safe, Healthy and Hygienic Practices NOS Version No. 1.0 NSQF Level 5</b>	<b>06:00</b>	<b>06:00</b>	<b>18:00</b>	<b>00:00</b>	<b>30:00</b>
Module 10: Health and Hygiene	06:00	06:00	18:00	00:00	30:00
<b>THC/N9916 Follow and Maintain Green Practices NOS Version No. 1.0 NSQF Level 5</b>	<b>06:00</b>	<b>06:00</b>	<b>18:00</b>	<b>00:00</b>	<b>30:00</b>
Module 11: Green Practices	06:00	06:00	18:00	00:00	30:00
<b>DGT/VSQ/N0102: Employability Skills (60 Hrs.)</b>	<b>24:00</b>	<b>36:00</b>	<b>00:00</b>	<b>00:00</b>	<b>60:00</b>
Module 12: Introduction to Employability Skills	00:30	01:00	00:00	00:00	01:30
Module 13: Constitutional values - Citizenship	00:30	01:00	00:00	00:00	01:30
Module 14: Becoming a Professional in the 21st Century	01:00	01:30	00:00	00:00	02:30
Module 15: Basic English Skills	04:00	06:00	00:00	00:00	10:00
Module 16: Career Development & Goal Setting	01:00	01:00	00:00	00:00	02:00
Module 17: Communication Skills	02:00	03:00	00:00	00:00	05:00
Module 18: Diversity and Inclusion	01:00	01:30	00:00	00:00	02:30
Module 19: Financial and Legal Literacy	02:00	03:00	00:00	00:00	05:00
Module 20: Essential Digital Skills	04:00	06:00	00:00	00:00	10:00
Module 21: Entrepreneurship	03:00	04:00	00:00	00:00	07:00
Module 22: Customer Service	02:00	03:00	00:00	00:00	05:00
Module 23: Getting ready for apprenticeship & Jobs	03:00	05:00	00:00	00:00	08:00
<b>Total Duration</b>	<b>180:00</b>	<b>282:00</b>	<b>258:00</b>	<b>00:00</b>	<b>720:00</b>

## Module Details

### Module 1: Introduction to Eco Tours in Wildlife Tourism

Mapped to: THC/N8710

#### Terminal Outcomes:

- Explain the importance of nature walks, safaris in ecotourism
- List the industry SOPs in ecotourism
- Identify the hierarchy in ecotourism

<b>Duration: 02:00</b>	<b>Duration: 00:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain different types of tourism</li> <li>• Describe the importance of Eco tours as a part of adventure tourism</li> <li>• Elaborate the hierarchy of job roles in Eco tourism</li> <li>• List the industry practices in ecotourism</li> <li>• Explain the roles and responsibilities of a naturalist in adventure tourism</li> <li>• Describe the attributes required for a naturalist</li> </ul>	NA
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Module 2: Prepare & Interpret nature experiences across different habitats in India

Mapped to: THC/N8710

### Terminal Outcomes:

- Be ready to confidently conduct a nature experience
- Prepare for a relevant nature activity (Safari, Nature Trail) suitable to guest expectations
- Provide and collect pre-trip information from guests and colleagues

Duration: 42:00	Duration: 32:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• List the different habitats in the country</li> <li>• List the resources required for an effective nature experience</li> <li>• Collect resource materials (videos, books, guides) for various natural history subjects, especially relevant to work sites</li> <li>• Explain the local terrain, weather, seasonality</li> <li>• List all the observations and information gathered during recce</li> <li>• List pre-activity details to be shared with guests</li> <li>• List pre-trip information to be collected from guests</li> <li>• List the basic fitness levels and medical conditions required from guests for the nature activity</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare the financials for each nature activity</li> <li>• Keep the naturalist kit updated and well maintained with relevant guidebooks, binoculars, notebook, etc.</li> <li>• Work on self and groom yourself to be presentable to guests.</li> <li>• Create a plan for nature activities including logistical requirements and planned routes</li> <li>• Create and fill a sample pre-activity form using guest details collated from guest interactions</li> <li>• Prepare plan for guest induction and welcome</li> <li>• Deliver a clear and precise orientation and briefing before beginning activities</li> <li>• Plan a recce of the route before the activity</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
Binoculars, Hand lens, Lens cleaning kit, Field Guide – Birds, Field Guide – Butterflies, Bug Viewers, Logbooks	



## Module 3: Interpret nature experiences at different habitats

Mapped to: THC/N8710

### Terminal Outcomes:

- Conduct informative, holistic and fun nature experiences
- Achieve customer satisfaction with care and comfort
- Manage people with physical challenges and disabilities

Duration: 28:00	Duration: 130:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Describe the importance of maintaining clarity, honesty, and transparency with guests</li> <li>• Discuss guest expectations from each experience</li> <li>• Explain the dos and don'ts of communicating with guests</li> <li>• Explain how to handle people with disabilities.</li> <li>• Describe the importance of dealing with grievances effectively and in time</li> <li>• Focus on engaging with guest post the nature experience</li> </ul>	<ul style="list-style-type: none"> <li>• Role play briefing sessions with guests which includes information about location and landscape, expected spotting, daily animal movement news and planned duration</li> <li>• Role play of communicating a sighting to guests</li> <li>• Demonstrate packing and cleaning of naturalist kit and use of field guides</li> <li>• Role play on how to address guest grievances</li> <li>• Role play on how to resolve minor logistical problems</li> <li>• Explain the basic processes in ecosystem</li> <li>• Employ practices of LNT</li> <li>• Use of photos, videos and slide show techniques to engage with guests</li> </ul>
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	
Local area physical maps, Walkie talkie/radio, Internet	



## Module 4: Ethical and responsible guided nature experiences

Mapped to: THC/N8710

### Terminal Outcomes:

- Ensure the guests follow the do's and don'ts, based on governing body rules
- Enforce firmly all ethical tourism practices whether or not implemented by governing body
- Understand local culture and sensitivities of local partners
- Demonstrate understanding and adherence to the guidelines prescribed under the Wildlife Protection Act to ensure responsible and sustainable practices.

Duration: 18:00	Duration: 18:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Learn rules and regulations laid out by governing bodies of each work site- core forest, buffer, lodge premise, etc</li> <li>• Discuss ethical principles of nature tourism in general and about that particular location</li> <li>• Discuss with the guests about local nature related folklore/beliefs</li> <li>• Explain the key provisions and objectives of the Wildlife Protection Act.</li> <li>• Describe the roles and responsibilities of individuals and organizations under the Act.</li> </ul>	<ul style="list-style-type: none"> <li>• Role play on how to steer guest behaviour politely and cheerfully while in the wilderness</li> <li>• Role play in story telling about fair practices followed by locals</li> <li>• Demonstrate at least one citizen science portal</li> <li>• Explain the basic processes in ecosystem</li> <li>• Role play ethical dilemma scenarios</li> <li>• Identify and follow appropriate procedures in a simulated scenario to comply with the Wildlife Protection Act's guidelines.</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
Citizen Science Portal, Topographic Maps, Compass	

## Module 5: Indian biodiversity: flora and fauna

### Mapped to: THC/N8710

#### Terminal Outcomes:

- Get an understanding of the vast biodiversity of Indian flora and fauna
- Create interest and love towards nature
- Provide only accurate information backed with sound knowledge about nature and wildlife

Duration: 18:00	Duration:18:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• List common and local flora and fauna species</li> <li>• Deliver clearly, concisely and interestingly; information about common processes in plants- photosynthesis, pollination, dispersal, parasitism, etc.</li> <li>• Talk about common traits of fauna: mammal, bird, butterflies, insects, spider, reptiles, and amphibians</li> <li>• Explain role of different components in nature and in individual ecosystems.</li> <li>• Talk about associations between various elements of nature</li> <li>• Discuss about resources where guest can learn more in detail about Indian biodiversity</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to spot species of birds and trees</li> <li>• Describe various species of flora and fauna found locally and across the country</li> <li>• Identify and recognize the common traits of mammal, bird, insect, spider, reptiles and amphibians</li> <li>• Discuss and identify the different habitats of India and Protected Areas</li> <li>• Use of correct technical language and terminology to describe flora and fauna</li> <li>• Observe and understand the role of different components in nature and in individual ecosystems.</li> <li>• Record observations through journaling, bird list, camera pictures and videos</li> <li>• Contribute to at least one citizen science portal</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
Guidebook- Mammals, Guidebook- Trees, Guidebook – Insects, Guide book - Amphibians	

## Module 6: Sustainable lifestyle

Mapped to: THC/N8710

### Terminal Outcomes:

- Know the ways of living a sustainable lifestyle
- Contribute to conservation through small changes in travel and lifestyles- do your bit

Duration: 12:00	Duration: 12:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss with the guests' sustainable practices and exchange notes</li> <li>• Make guests aware of sustainability practices practiced by the company/lodge/individual to form good will and connections</li> <li>• Discuss ways to reduce one's own carbon footprint and change one's habits</li> </ul>	<ul style="list-style-type: none"> <li>• Observe in nature the impacts of poor practices</li> <li>• Discuss when and where sustainable alternatives can be explored</li> <li>• Learn the skill of waste segregation, upcycle and native plant gardening</li> <li>• Observe in nature the impact of sustainable lifestyle</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
Note book	

## Module 7: Risk Assessment

Mapped to: THC/N8709

### Terminal Outcomes:

- Assess risk and handle emergencies

Duration: 10:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>Explain safety measures to be followed for insect bites and animal attacks</li> <li>Describe safety emergency evacuation plan and protocols during vehicle breakdowns and natural calamities such as landslides, etc.</li> <li>Explain emergency evacuation plan and protocols during health-related emergencies.</li> <li>Explain how to conduct risk assessment during nature trails</li> </ul>	<ul style="list-style-type: none"> <li>Practice how to use emergency equipment such as spinal board, etc.</li> <li>Demonstrate wilderness first aid and CPR techniques</li> <li>Role play evacuation procedure to be followed during natural disasters, animal attacks or vehicle breakdown</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
First aid kits, Emergency Equipment, Safety Equipment, Fire Safety Equipment: Fire Extinguisher	

## Module 8: Effective Communication

### Mapped to: THC/N9913

#### Terminal Outcomes:

- Provide different age and gender specific guest service

Duration: 05:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Identify 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 style="list-style-type: none"> <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 guest concerns effectively</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Module 9: Gender and Age Sensitivity

### Mapped to: THC/N9914

#### Terminal Outcomes:

- Provide different age and gender specific customer service

<b>Duration: 09:00</b>	<b>Duration: 09:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain different needs and wants of each category of customer, e.g., for an infant, for a young woman, for an old person, for others</li> <li>• Describe behavioral etiquette while dealing with women</li> <li>• List the safety measures available for female colleagues and customers</li> <li>• Discuss the importance of being vigilant for potential breach of safety of women, children or elderly people</li> </ul>	<ul style="list-style-type: none"> <li>• Role play appropriate behavioral etiquettes towards all ages, genders and differently abled people as per specification</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
N/A	

## Module 10: Health and Hygiene

Mapped to: THC/N9915

### Terminal Outcomes:

- Follow standard safety procedures to avoid work hazards
- Ensure cleanliness around workplace
- Follow personal hygiene practices and take precautionary health measures

<b>Duration: 06:00</b>	<b>Duration: 06:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify possible hazards in the work areas and take necessary steps to eliminate or minimize them</li> <li>• Discuss 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 style="list-style-type: none"> <li>• Demonstrate the procedure for routine cleaning, sanitization and storing of tools, equipment, and other articles</li> <li>• 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>• Identify 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>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
Physical Safety Equipment, Personal Protective Equipment, Fire Safety Equipment, First Aid Equipment	



## Module 11: Green Practices

### Mapped to: THC/N9916

#### Terminal Outcomes:

- Follow material conservation and eco-friendly practices
- Ensure effective waste management/recycling practices

Duration: 06:00	Duration: 06:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain different types of wastewaters</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 style="list-style-type: none"> <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>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
Waste Bins	

## Module 12: Introduction to Employability Skills

### Mapped to: DGT/VSQ/N0102

#### Terminal Outcomes:

- Discuss about Employability Skills in meeting the job requirements

<b>Duration:</b> 00:30	<b>Duration:</b> 01:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Outline the importance of Employability Skills for the current job market and future of work</li> </ul>	<ul style="list-style-type: none"> <li>• List different learning and employability related GOI and private portals and their usage</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	

## Module 13: Constitutional values - Citizenship

### Mapped to: DGT/VSQ/N0102

#### Terminal Outcomes:

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

<b>Duration:</b> 00:30	<b>Duration:</b> 01:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to practice different environmentally sustainable practices</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	

## Module 14: Becoming a Professional in the 21st Century Mapped to: DGT/VSQ/N0102

### Terminal Outcomes:

- Demonstrate professional skills required in 21st century

<b>Duration:</b> 01:00	<b>Duration:</b> 01:30
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss relevant 21st century skills required for employment</li> </ul>	<ul style="list-style-type: none"> <li>• Highlight the importance of practicing 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	

## Module 15: Basic English Skills Mapped to: DGT/VSQ/N0102

### Terminal Outcomes:

- Practice basic English speaking.

<b>Duration:</b> 04:00	<b>Duration:</b> 06:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Read and understand text written in basic English</li> </ul>	<ul style="list-style-type: none"> <li>Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone</li> <li>Write a short note/paragraph / letter/e - mail using correct basic English</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	

## Module 16: Career Development & Goal Setting

### Mapped to: DGT/VSQ/N0102

#### Terminal Outcomes:

- Demonstrate Career Development & Goal Setting skills

<b>Duration: 01:00</b>	<b>Duration: 01:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss need of career development plan</li> </ul>	<ul style="list-style-type: none"> <li>• Create a career development plan with well-defined short- and long-term goals</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	

## Module 17: Communication Skills

### Mapped to: DGT/VSQ/N0102

#### Terminal Outcomes:

- Practice basic communication skills

<b>Duration: 02:00</b>	<b>Duration: 03:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Explain the importance of communication etiquette including active listening for effective communication</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette</li> <li>Role play a situation on how to work collaboratively with others in a team</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	



## Module 18: Diversity & Inclusion

### Mapped to: DGT/VSQ/N0102

#### Terminal Outcomes:

- Describe PwD and gender sensitization

<b>Duration: 01:00</b>	<b>Duration: 01:30</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the significance of escalating sexual harassment issues as per POSH act</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to behave, communicate, and conduct appropriately with all genders and PwD</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	

## Module 19: Financial and Legal Literacy

### Mapped to: DGT/VSQ/N0102

#### Terminal Outcomes:

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

<b>Duration: 02:00</b>	<b>Duration: 03:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss various financial institutions, products, and services</li> <li>Explain the common components of salary such as Basic, PF, Allowances (HRA, TA, DA, etc.), tax deductions</li> <li>Discuss the legal rights, laws, and aids</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to conduct offline and online financial transactions, safely and securely and check passbook/statement</li> <li>Calculate income and expenditure for budgeting</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	

## Module 20: Essential Digital Skills

### Mapped to: DGT/VSQ/N0102

#### Terminal Outcomes:

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

<b>Duration: 04:00</b>	<b>Duration: 06:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the role of digital technology in day-to-day life and the workplace</li> <li>• Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to operate digital devices and use the associated applications and features, safely and securely</li> <li>• Demonstrate how to connect devices securely to internet using different means</li> <li>• Follow the dos and don'ts of cyber security to protect against cyber crimes</li> <li>• Show how to create documents, spreadsheets and presentations using appropriate applications</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	

## Module 21: Entrepreneurship

### Mapped to: DGT/VSQ/N0102

#### Terminal Outcomes:

- Describe opportunities as an entrepreneur

<b>Duration: 03:00</b>	<b>Duration: 04:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Explain the types of entrepreneurship and enterprises</li> <li>Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan</li> <li>Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement</li> </ul>	<ul style="list-style-type: none"> <li>Create a sample business plan, for the selected business opportunity</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	

## Module 22: Customer Service

### Mapped to: DGT/VSQ/N0102

#### Terminal Outcomes:

- Describe ways of maintaining customer

<b>Duration: 02:00</b>	<b>Duration: 03:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Classify different types of customers</li> <li>Discuss various tools used to collect customer feedback</li> <li>Discuss the significance of maintaining hygiene and dressing appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to identify customer needs and respond to them in a professional manner</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	

## Module 23: Getting ready for Apprenticeship & jobs

### Mapped to: DGT/VSQ/N0102

#### Terminal Outcomes:

- Describe ways of preparing for apprenticeship & Jobs appropriately.

<b>Duration: 03:00</b>	<b>Duration: 05:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the significance of maintaining hygiene and dressing appropriately for an interview</li> <li>List the steps for searching and registering for apprenticeship opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Draft a professional Curriculum Vitae (CV)</li> <li>Use various offline and online job search sources to find and apply for jobs</li> <li>Role plays a mock interview</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	

## Module: On-the-Job Training Mapped to Naturalist (wildlife tourism)

<b>Mandatory Duration: 258:00</b>	<b>Recommended Duration: 00:00</b>
<b>Location: On Site</b>	
<b>Terminal Outcomes</b> <ul style="list-style-type: none"> <li>• Conduct nature activities like walks and safaris in an ethical and responsible manner in a variety of sites</li> <li>• Lead guests who can have a wide range of interests</li> <li>• Influence the participants to develop bond with nature, broaden interests about natural world.</li> <li>• Collate pre-activity information, including logistical requirements and guest information, for a guiding activity (Safari, Nature Trail)</li> <li>• Practice how to show sensitization towards people with disabilities</li> <li>• Assess risks and handle emergencies during a nature guiding activity</li> <li>• Communicate effectively with guests and colleagues</li> <li>• Provide customized age and gender-specific customer service</li> <li>• Follow standard safety procedures to avoid work hazards</li> <li>• Ensure cleanliness around the workplace</li> <li>• Take precautionary health measures</li> <li>• Follow material conservation practices</li> <li>• Ensure effective and eco-friendly waste management/recycling practices</li> <li>• Lead by example and encourage participants to adopt a sustainable lifestyle</li> </ul>	



## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Class 12th Pass/ I.T.I. or Certificate/ Diploma/ Degree/PhD And Valid Certificate of a Standard Advanced First Aid Training Program including CPR from a reputed institution	Naturalist	5 Years	Naturalist	1	Naturalist	Relevant experience is required in the domain of natural history and nature interpretation, not in ecotourism alone. <b>Mandatory:</b> Experience in the generic Ecotourism sector does not count as domain experience.  Valid Certificate of a Standard First Aid Training Program including CPR from a reputed institution and a Naturalist Certificate.
	Nature Guide	10 Years				

Trainer Certification	
Domain Certification	Platform Certification
"Naturalist (wildlife tourism)", "THC/Q4505" v1.0", Minimum accepted score is 80%	"Trainer", "MEP/Q2601" with a scoring of minimum 80%

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Class 12th Pass/ I.T.I. or Certificate/ Diploma/ Degree/PhD And Valid Certificate of a Standard Advanced First Aid Training Program including CPR from a reputed institution	Naturalist	5 Years	Naturalist	1	Naturalist	Relevant experience is required in the domain of natural history and nature interpretation, not in ecotourism alone.
	Nature Guide	10 Years	Nature Guide			<b>Mandatory:</b> Experience in the generic Ecotourism sector does not count as domain experience.  Valid Certificate of a Standard First Aid Training Program including CPR from a reputed institution and a Naturalist Certificate.

Assessor Certification	
Domain Certification	Platform Certification
"Naturalist (wildlife tourism)", "THC/Q4505" (v1.0) with a scoring of a minimum 80%	"Assessor", "MEP/Q2701" with the scoring of minimum 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

- 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
<b>Declarative Knowledge</b>	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.
<b>Key Learning Outcome</b>	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).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	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.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of the training</b> .
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module</b> . A set of terminal outcomes helps 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
WAFA	Wilderness First Aid