



## QUALIFICATION FILE

### Naturalist (Wildlife Tourism)

☒ 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 & Hospitality Skill Council

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## Section 1: Basic Details

1.	Qualification Name	Naturalist (Wildlife Tourism)																
2.	Sector/s	Tourism & Hospitality																
3.	Type of Qualification: <input checked="" type="checkbox"/> Revised	NQR Code & version of existing/previous qualification: 2022/TH/THSC/06410	Qualification Name of existing/previous version: Naturalist (Wildlife Tourism)															
4.	a. OEM Name b. Qualification Name (Wherever applicable)	Naturalist (Wildlife Tourism)																
5.	National Qualification Register (NQR) Code &Version (Will be issued after NSQC approval)	QG-4.5-TH-046342025-V2-THSC	6. NCrF/NSQF Level: 4.5															
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other (Wherever applicable specify multiple entry/exits also & provide details in annexure)	Certificate																
8.	Brief Description of the Qualification	The primary role of a Naturalist is to confidently conduct nature activities like walks and safaris in an ethical and responsible manner in a variety of sites. They lead guests who can have a wide range of interests. Beyond guiding, they strive to broaden interests and encourage guests to adopt sustainable lifestyles.																
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	<p>a. Entry Qualification &amp; Relevant Experience:</p> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td></td> <td>12<sup>th</sup> Grade Pass</td> <td>1.5 years relevant experience (Tourism &amp; Hospitality)</td> </tr> <tr> <td></td> <td>10<sup>th</sup> Grade Pass</td> <td>4.5 years relevant experience (Tourism &amp; Hospitality)</td> </tr> <tr> <td></td> <td>10th Grade pass plus 3 years of vocational education &amp; Training (NTC/CTS)</td> <td>NA</td> </tr> <tr> <td></td> <td>Previous Nature Guide, NSQF Level 4</td> <td>1.5 years relevant experience (Tourism &amp; Hospitality)</td> </tr> </tbody> </table> <p>b. Age: NR</p>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)		12 <sup>th</sup> Grade Pass	1.5 years relevant experience (Tourism & Hospitality)		10 <sup>th</sup> Grade Pass	4.5 years relevant experience (Tourism & Hospitality)		10th Grade pass plus 3 years of vocational education & Training (NTC/CTS)	NA		Previous Nature Guide, NSQF Level 4	1.5 years relevant experience (Tourism & Hospitality)
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)																
	12 <sup>th</sup> Grade Pass	1.5 years relevant experience (Tourism & Hospitality)																
	10 <sup>th</sup> Grade Pass	4.5 years relevant experience (Tourism & Hospitality)																
	10th Grade pass plus 3 years of vocational education & Training (NTC/CTS)	NA																
	Previous Nature Guide, NSQF Level 4	1.5 years relevant experience (Tourism & Hospitality)																
10.	Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))	24	11. Common Cost Norm Category (I/II/III) - III															

12.	<b>Any Licensing requirements for Undertaking Training on This Qualification</b> <i>(wherever applicable)</i>	NA																							
13.	<b>Training Duration by Modes of Training Delivery</b> <i>(Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)</i>	<input type="checkbox"/> Offline <input type="checkbox"/> Online <input checked="" type="checkbox"/> Blended <table border="1"> <thead> <tr> <th>Training Delivery Modes</th> <th>Theory (Hours)</th> <th>Practical (Hours)</th> <th>OJT Mandatory (Hours)</th> <th>OJT Recommended (Hours)</th> <th>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td></td> <td>282</td> <td>258</td> <td></td> <td>540</td> </tr> <tr> <td>Online</td> <td>180</td> <td></td> <td></td> <td></td> <td>180</td> </tr> </tbody> </table> <i>(Refer Blended Learning Annexure for details)</i>						Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)		282	258		540	Online	180				180
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)																				
Classroom (offline)		282	258		540																				
Online	180				180																				
14.	<b>Aligned to NCO/ISCO Code/s</b> <i>(if no code is available mention the same)</i>	NCO-2015/5113.9900																							
15.	<b>Progression path after attaining the qualification</b> <i>(Please show Professional and Academic progression)</i>	Lead Naturalist (wildlife tourism)																							
16.	<b>Other Indian languages in which the Qualification &amp; Model Curriculum are being submitted</b>	Hindi																							
17.	<b>Is similar Qualification(s) available on NQR-if yes, justification for this qualification</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:																							
18.	<b>Is the Job Role Amenable to Persons with Disability</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>If "Yes", specify applicable type of Disability:</b>																							
19.	<b>How Participation of Women will be Encouraged</b>	The inclusion of women in the workplace is important as there is an increase in the number of educated women. Despite progress in some areas, women still face significant challenges and barriers to their full participation in the workforce. This can be addressed by formulating policy measures on skilling, job creation and support services. To increase the proportion of women in the workforce, various support measures like childcare facilities, close proximity to the workplace, safe transportation, gender acceleration plans and return to work (allowing women to re-join the workforce after motherhood) should be provided. Organizations should provide flexible work arrangements like part-time or remote work options. This not only helps the organization to retain talented women employees, but it also helps women to balance work and family responsibilities.																							
20.	<b>Are Greening/ Environment Sustainability Aspects Covered</b> <i>(Specify the NOS/Module which covers it)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No THC/N9916 Follow and Maintain Green Practices																							
21.	<b>Is Qualification Suitable to be Offered in Schools/Colleges</b>	Schools <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No																							
22.	<b>Name and Contact Details of Submitting / Awarding Body SPOC</b> <i>(In case of CS or MS, provide details of both Lead AB &amp; Supporting ABs)</i>	Name: Meenakshi Sharma Email: Meenakshi.sharma@thsc.in Contact No.: 011-41608056/8057 Ext.1102 Website: <a href="http://www.thsc.in">www.thsc.in</a>																							

23.	Final Approval Date by NSQC: 07/10/2025	24. Validity Duration: 3 years	25. Next Review Date: 07/10/2028
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NSQC Approved

## 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/NSQF 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.	Conduct Nature Experiences for Guests	THC/N8710	Core	4.5	16	120	210	150	00	480	30	25	00	15	70	20
2.	Assess and Mitigate Risks	THC/N8709	Core	4.5	02	10	10	40	00	60	26	20	00	00	46	20
3.	Communicate with Customers and Colleagues	THC/N9913	Non-Core	5	01	05	05	20	00	30	34	39	00	00	73	15
4.	Follow Gender and Age Sensitive Practices	THC/N9914	Non-Core	5	01	09	09	12	00	30	07	03	00	00	10	10
5.	Maintain Safe, Healthy and Hygienic Practices	THC/N9915	Non-Core	5	01	06	06	18	00	30	32	16	00	00	48	10
6.	Follow and Maintain Green Practices	THC/N9916	Non-Core	5	01	06	06	18	00	30	28	11	00	00	39	20
7.	Employability Skills (60 Hours)	DGT/VSQ/N0102	Non-Core	4	02	24	36	00	00	60	20	30	00	00	50	05
<b>Duration (in Hours) / Total Marks</b>					24	180	282	258	00	720	177	144	00	15	336	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.	<b>Trainer's Qualification and experience in the relevant sector (in years)</b> <i>(as per NCVET guidelines)</i>	Certificate/ Diploma/ Degree/PhD with 5 years' experience as Naturalist or 10 years' experience as Nature Guide and 1 year experience in training, along with Mandatory Experience must be in the domain of natural history and nature interpretation. Experience in the generic Ecotourism sector does not count as domain experience.
2.	<b>Master Trainer's Qualification and experience in the relevant sector (in years)</b> <i>(as per NCVET guidelines)</i>	Certificate/ Diploma/ Degree/PhD with more than 5 years' experience as Naturalist or more than 10 years' experience as Nature Guide and 1 year experience in training, along with Mandatory Experience must be in the domain of natural history and nature interpretation. Experience in the generic Ecotourism sector does not count as domain experience.
3.	<b>Tools and Equipment Required for Training</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>(If "Yes", details to be provided in Annexure)</i>
4.	<b>In Case of Revised Qualification, Details of Any Upskilling Required for Trainer</b>	Valid Certificate of a Standard First Aid Training Program (WFA) including CPR from a reputed institution and a Naturalist Certificate.

### Section 4: Assessment Related

1.	<b>Assessor's Qualification and experience in relevant sector (in years)</b> <i>(as per NCVET guidelines)</i>	Certificate/ Diploma/ Degree/PhD with 5 years' experience as Naturalist or 10 years' experience as Nature Guide, along with Mandatory Experience must be in the domain of natural history and nature interpretation. Experience in the generic Ecotourism sector does not count as domain experience.
2.	<b>Proctor's Qualification and experience in relevant sector (in years)</b> <i>(as per NCVET guidelines)</i>	Certificate/ Diploma/ Degree in any field and experience in handling administrative tasks and computer work.
3.	<b>Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years)</b> <i>(as per NCVET guidelines)</i>	Certificate/ Diploma/ Degree/PhD with more than 5 years' experience as Naturalist or more than 10 years' experience as Nature Guide, along with Mandatory Experience must be in the domain of natural history and nature interpretation. Experience in the generic Ecotourism sector does not count as domain experience.
4.	<b>Assessment Mode</b> <i>(Specify the assessment mode)</i>	Blended
5.	<b>Tools and Equipment Required for Assessment</b>	<input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No <i>(details to be provided in Annexure-if it is different for Assessment)</i>

Provide Annexure/Supporting documents name.

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

1.	<b>Latest Skill Gap Study (not older than 2 years) (Yes/No):</b> No
2.	<b>Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):</b> No
3.	<b>Government /Industry initiatives/ requirement (Yes/No):</b> No
4.	<b>Number of Industry validations provided:</b> 05
5.	<b>Estimated nos. of persons to be trained and employed:</b> 800
6.	<b>Evidence of Concurrence/Consultation with Line Ministry/State Departments:</b> No If "No", why: Awaited

NSQC Approved

## Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

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

## Annexure: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
<b>Professional Theoretical Knowledge/Process</b>	<p><b>Work in a familiar, predictable, routine, situation of clear choice.</b></p> <ul style="list-style-type: none"> <li>• Work operations are around the same areas.</li> <li>• work operations as per laid down guidelines and do not have too much variation</li> <li>• The work is routine in nature, taking the guests to the same locations and imparting the same information about the flora and fauna.</li> </ul> <p><b>Factual knowledge of field of knowledge or study.</b></p> <ul style="list-style-type: none"> <li>• Plan logistics and select routes from a list of pre-determined areas.</li> <li>• Go through basic health information of guests and determine if they are eligible/fit for the activity</li> <li>• Influence guests towards a sustainable way of living</li> <li>• Guide the activities and experiences in an ethical manner</li> <li>• Check on guests' comfort from time to time</li> <li>• Offer help to differently abled people</li> <li>• Handle emergencies as per pre-determined SOPs and training imparted</li> <li>• Administer Wilderness First Aid (WFA) and Cardiopulmonary Resuscitation (CPR), when required</li> <li>• Maintain etiquette with colleagues and superiors</li> </ul>	<ul style="list-style-type: none"> <li>• A Naturalist (wildlife tourism) is a professional who observes animals and plants' life within an ecosystem to determine how they affect the well-being of other organisms. A Naturalist (wildlife tourism) is responsible for influencing the guests toward a more eco-friendly and sustainable way of living by creating awareness through wildlife safaris and nature-based activities.</li> <li>• The Naturalist (wildlife tourism) has a factual knowledge of the local areas, their routes, flora and fauna.</li> </ul>	4.5

<b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b>	<b>Recall and demonstrate practical skills, routine and repetitive in narrow range of application, using appropriate rules and tools, using quality concepts.</b> <ul style="list-style-type: none"> <li>• Document task lists</li> <li>• Communicate information to guests in a brief, clear, and organized manner</li> <li>• Read sops, reference material and resources including field guides</li> <li>• Anticipate weather conditions</li> <li>• Analyze potential risks based on prior information and experience</li> <li>• Respond safely and promptly to emergency situations</li> <li>• Communicate effectively with different age groups.</li> <li>• Analyze the needs of different genders and age groups</li> </ul>	<ul style="list-style-type: none"> <li>• Public speaking</li> <li>• Attention to detail</li> <li>• Physical stamina</li> <li>• Written communication</li> <li>• Interpersonal communication</li> <li>• Curiosity</li> <li>• Knowledge of local ecosystems</li> </ul>	4.5
<b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b>	<b>Entrepreneurial mindset, self- management</b> <ul style="list-style-type: none"> <li>• Read and write different types of documents/instructions/correspondence</li> <li>• Communicate effectively using appropriate language in formal and informal settings</li> <li>• Behave politely and appropriately with all</li> <li>• How to work in a virtual mode</li> <li>• Perform calculations efficiently</li> <li>• Solve problems effectively</li> <li>• Pay attention to details</li> <li>• Manage time efficiently</li> <li>• Maintain hygiene and sanitization to avoid infection</li> </ul>	A Naturalist (wildlife tourism) should have good oral and written communication skills, advanced literacy and numeracy skills, organization and time management skills, good understanding of social, political and work environment, etc.	4.5

<b>Broad Learning Outcomes/Core Skill</b>	<b>Language to communicate written or oral, with the required clarity</b> <ul style="list-style-type: none"> <li>Respond to queries and information needs of all individuals</li> <li>Use basic reading and writing skills while filling up forms and post-trip reports.</li> <li>Decide on the most suitable methods of waste disposal and environment-friendly practices</li> <li>Communicate effectively with all colleagues and guests</li> <li>Understands the requirements for interacting in natural surroundings and local people.</li> </ul>	The ability to observe, to see keenly, and then draw conclusions based on all elements noted is the most important skill a Naturalist (wildlife tourism) possesses.	4.5
<b>Responsibility</b>	<b>Responsibility for own work and learning.</b> <ul style="list-style-type: none"> <li>Understands the job role and follows the organizational policies</li> <li>Records and reports the work status</li> <li>Follows health hygiene and safety regulations at the workplace</li> <li>Takes responsibility for guests and is environmentally conscious and takes measures not to harm the environment.</li> </ul>	<ul style="list-style-type: none"> <li>A Naturalist (wildlife tourism) is responsible for his/her own work which is attending to guests as per their satisfaction and also keep oneself updated with knowledge required for his/her job.</li> <li>He/She is also responsible for Nature Guides learning.</li> </ul>	4.5

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

## List of Tools and Equipment

## Batch Size:

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
	Binoculars	8 times magnification and 42-millimeter objective lens waterproof and fog proof	1 for each student
	Hand lens	Magnification range of 10 to 20 times and diameter around 20 to 30 millimetres	1 for each student
	Ruler	30-centimeter length plastic or metal with markings in millimeters and centimeters	1 for each student
	Bug Viewers	Made of clear acrylic or plastic with magnification of 2to 5 times and container size around 7 to 10 centimeters	1 for each student
	Lens cleaning kit	Microfiber cloth soft brush blower and alcohol-free cleaning solution	2
	Notebook	Standard	1 for every two students
	Field Guide - Birds field Guide – Butterflies	Pocket sized with waterproof pages about 12 to 15centimeters in size	1
	Guidebook- Mammals Guidebook- Trees Guidebook - Insects Guidebook – Amphibians	Pocket sized with waterproof pages about 12 to 15 centimeters in size	1
	Walkie-talkie/radio	Using VHF or UHF with range of 2 to 5 kilometers and battery backup of 8 to 10 hours	4
	Local area physical maps	Map printed on waterproof paper with scale of 1:25 thousand or 1:50 thousand	1 for each student
	Compass	Standard	2 sets
	Topographic Maps	Map with contour interval of 10 to 20 meters and scale of 1:25 thousand or 1:50 thousand	1 for each student
	First aid kits	Standard first aid kit whistle torch and multipurpose knife	2 sets
	Emergency Equipment: Spinal Board, C- Collar, O2 Cylinder, AED	Standard	1 sets
	Safety Equipment: Rescue Torches, Headlamps, PLB	Standard sturdy boots cut resistant gloves and helmet approved by ISI standards	1 sets
	Personal Protective Equipment: loves, Masks, Face Shield	Standard safety goggles N-95 mask gloves and reflective vest	2 sets
	Fire Safety Equipment: Fire Extinguisher	Standard portable fire extinguisher of 2 to 4 kilogram capacity ABC type fire blanket and flame resistant gloves	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	The Naturalist School	Suhas Saya	Program Manager for Certifications	BWSSB (CJF Campus), 18 <sup>th</sup> cross, Malleshwarm, Bangalore- 560055	8971569977	mailto:courses@naturalist.school	NA
2	Shivramji Moghe College	Dr. Ramzan Virani	Naturalist & HOD, Dept. of Zoology, wildlife warden.	Kelapur, Pandharkawda, Maharashtra	7776047232	ramzan_virani@yahoo.co.in	NA
3	Ran Mangli Foundation	Mr. Anirudh Chaoji	Founder	402, Silver Ferns Soc. Kothrud, Pune – 411038	9822056736	ranmanglifoundation@gmail.com	NA
4	98 Stripes	Manoj N Gupta	Proprietor	294/95, Sidhebal Mul Road, Masal, Chimure 44903	9953599272	Manoj_g123@hotmail.com	NA
5	Untamed Leisure & Hospitality pvt. Ltd.	Aman Aditya Sachdev	Co-founder & Promoter	101, Kundan Kutir, Hari nagar, Ashram, Delhi 110014	9717629292	Aman.sachdev@samarrei.com	NA

## 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
2025	500	500	50	50	NA	NA
2026	500	500	50	50	NA	NA
2027	500	500	50	50	NA	NA

Data to be provided year-wise for next 3 years

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

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

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed
1.0	2023-24	39	36	36	NA	NA	NA	NA	NA	NA	NA	NA	NA
1.0	2024-25	481	420	384	NA	NA	NA	NA	NA	NA	NA	NA	NA
1.0	2025-26	480	416	386	NA	NA	NA	NA	NA	NA	NA	NA	NA

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

1. DFO-RPL
2. Non PMKVY-SSC Affiliated: THS
3. Paid RPL
4. VISA Paid RPL

### Content availability for previous versions of qualifications:

☒ Participant Handbook ☒ Facilitator Guide ☐ Digital Content ☒ Qualification Handbook ☐ Any Other:

Languages in which Content is available: English & Hindi

## Annexure: Blended Learning

## Blended Learning Estimated Ratio &amp; 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 checked="" type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge	<ul style="list-style-type: none"> <li>• Books/ e-books</li> <li>• Presentations</li> <li>• Reference Material</li> <li>• Audio / Video Modules</li> </ul>	50:50
2	<input checked="" type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners	<ul style="list-style-type: none"> <li>• Self-Learning Videos</li> <li>• Broadcasts</li> <li>• Mobile Learning</li> <li>• Curated Digital content</li> </ul>	50:50
3	<input checked="" type="checkbox"/> Showing Practical Demonstrations to the learners	<ul style="list-style-type: none"> <li>• Video Content</li> <li>• E-Resource library</li> <li>• AR/ VR/ XR</li> </ul>	80:20
4	<input checked="" type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	<ul style="list-style-type: none"> <li>• Training tools (tools list attached)</li> <li>• Video Play</li> <li>• Presentations</li> </ul>	80:20
5	<input checked="" type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice	<ul style="list-style-type: none"> <li>• Online Question Bank</li> <li>• Mobile Quick Test App</li> <li>• MCQ based tests</li> </ul>	50:50
6	<input checked="" type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations	<ul style="list-style-type: none"> <li>• Assessment engine for Essays</li> <li>• Up-loadable file examinations</li> <li>• Mock test sessions</li> </ul>	50:50
7	<input checked="" type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training	<ul style="list-style-type: none"> <li>• Online tests</li> <li>• Offline assessments</li> </ul>	80:20

## 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/N8710: Conduct Nature Experiences for guests	<a href="#">Design the Nature Activities</a>	10	10	00	05
	PC1. Categorize various habitats to prepare the corresponding activities	-	-	-	-
	PC2. Collect additional information regarding the habitat from the local communities	-	-	-	-
	PC3. Prepare relevant documentation including notes, photo collections, maps, etc	-	-	-	-
	PC4. Analyze the habitat to identify appropriate activities	-	-	-	-
	PC5. Prepare a list of equipment, manpower requirement, overheads etc. required for the corresponding activities	-	-	-	-
	PC6. Formulate the budget for each activity	-	-	-	-
	PC7. Design and customize various experiences including the activities as per the target group, guest expectations, ability, interests, budget, season, etc.	-	-	-	-
	<a href="#">Prepare for Nature Experiences</a>	10	05	00	05
	PC8. Collect the required details and relevant information about the guests	-	-	-	-
	PC9. Make arrangements for special requirements of the guests related to old age, specially abled, etc.	-	-	-	-
	PC10. Arrange all equipment required for the nature activities preferred by the guests	-	-	-	-
	PC11. Ensure the Naturalist (wildlife tourism) kit is functional, well-maintained, and updated	-	-	-	-
	PC12. Prepare precise orientation and briefing script for the guests	-	-	-	-
	PC13. Deliver a clear and precise orientation and briefing before beginning activities	-	-	-	-
	<a href="#">Carry-Out Nature Experiences</a>	10	10	00	05
	PC14. Greet and receive the guests as per SOP	-	-	-	-
	PC15. Interpret guests' requirements, needs, and interests	-	-	-	-
	PC16. Customize the experience/activity to match guest expectations, ability and interests' photographers' birders, children	-	-	-	-
	PC17. Brief guests clearly in order to manage expectations about the do's and don'ts, based on governing body rules in all relevant areas before every activity-guide the guests for informative, thematic, and fun-nature experiences like nature walks, safari, etc.	-	-	-	-
	PC18. Make sure the guests are comfortable at all times	-	-	-	-
	PC19. Provide information regarding various flora and fauna	-	-	-	-
	PC20. Interpret different basic processes in nature and common animal behavior	-	-	-	-
	PC21. Apprise the guests regarding various reptiles, amphibians and mammals along with their common traits	-	-	-	-
	PC22. Brief the guests regarding sustainable living and adding value to conservation and ecology	-	-	-	-
	PC23. Engage guests with interesting aspects of species like evolution, conservation status, etc.	-	-	-	-

	PC24. Provide clear, concise and interesting information about common processes in plants - photosynthesis, pollination, dispersal, parasitism, etc.	-	-	-	-
	PC25. Ensure all ethical tourism practices are followed, whether or not implemented by governing body	-	-	-	-
	PC26. Comply with the key provisions and guidelines outlined in the Wildlife Protection Act during all relevant activities.	-	-	-	-
	PC27. Demonstrate responsible behavior and adherence to legal requirements to support wildlife conservation efforts.	-	-	-	-
	PC28. Deal with fairness and respect with local communities and partners	-	-	-	-
	<b>Total Marks</b>	<b>30</b>	<b>25</b>	<b>00</b>	<b>15</b>
<b>THC/N8709: Assess and Mitigate Risks</b>	<b>Assessing risk and handling emergencies</b>	<b>26</b>	<b>20</b>	<b>00</b>	<b>00</b>
	PC1. Handle emergencies such as animal attacks and snake/scorpion bites, natural calamities such as landslides etc., health related emergencies and vehicle breakdowns	-	-	-	-
	PC2. Coordinate with the vehicle driver to ensure that the vehicle for the wildlife safari is in good condition with good tyres and equipped with a spare tyre, a toolbox and a tow rope	-	-	-	-
	PC3. Perform a basic risk assessment of the activity area before starting the activity and ensure that it is safe for tourists	-	-	-	-
	PC4. Check the weather forecast before the activity	-	-	-	-
	PC5. Administer Wilderness First Aid (WFA) and Cardiopulmonary Resuscitation (CPR), when required	-	-	-	-
	<b>Total Marks</b>	<b>26</b>	<b>20</b>	<b>00</b>	<b>00</b>
<b>THC/N9913: Communicate with Customers and Colleagues</b>	<b>Interacting with superiors and colleagues</b>	<b>13</b>	<b>08</b>	<b>00</b>	<b>00</b>
	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 colleagues and resolve them	-	-	-	-
	<b>Communicating effectively with guests</b>	<b>21</b>	<b>31</b>	<b>00</b>	<b>00</b>
	PC6. Brief guests clearly and in a polite, professional and friendly manner	-	-	-	-
	PC7. Build effective and impersonal relationships 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	-	-	-	-
	PC15. Ensure minimum response time to guests for any messages/feedback	-	-	-	-

	PC16. Seek regular feedback from guests on current service, complaints, and improvements to be made, etc.	-	-	-	-
	PC17. Engage with guests without intruding on their privacy	-	-	-	-
	<b>Total Marks</b>	<b>34</b>	<b>39</b>	<b>00</b>	<b>00</b>
<b>THC/N9914: Follow Gender and Age Sensitive Practices</b>	<b>Providing different age and gender specific customer service</b>	<b>07</b>	<b>03</b>	<b>00</b>	<b>00</b>
	PC1. Provide appropriate service keeping in mind their unique needs and diverse cultural backgrounds	-	-	-	-
	PC2. Make arrangement to cater for varied age group	-	-	-	-
	PC3. Conduct activities so as to involve guests across all age groups and genders	-	-	-	-
	<b>Total Marks</b>	<b>07</b>	<b>03</b>	<b>00</b>	<b>00</b>
<b>THC/N9915: Maintain Safe, Healthy and Hygienic Practices</b>	<b>Following standard safety procedures to avoid work hazards</b>	<b>10</b>	<b>02</b>	<b>00</b>	<b>00</b>
	PC1. Assess the various hazards in the work areas and take necessary steps to eliminate or minimize them	-	-	-	-
	PC2. Follow organizational 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.	-	-	-	-
	<b>Ensuring cleanliness around workplace</b>	<b>07</b>	<b>04</b>	<b>00</b>	<b>00</b>
	PC15. Keep the surroundings clean and clear of food waste or other litter	-	-	-	-
	PC16. Ensure that waste is disposed of as per prescribed standards for waste disposal	-	-	-	-
	PC17. Maintain cleanliness records	-	-	-	-
	PC18. Ensure safe and clean handling of accommodation, public areas etc.	-	-	-	-
	<b>Following personal hygiene practices</b>	<b>07</b>	<b>04</b>	<b>00</b>	<b>00</b>
	PC19. Clean hands on a regular basis using soap, sanitizers 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 baths, 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.	-	-	-	-
	<b>Taking precautionary health measures</b>	<b>08</b>	<b>06</b>	<b>00</b>	<b>00</b>
	PC23. Report personal health issues related to injury and infectious diseases	-	-	-	-

	PC24. Ensure not to go to work if unwell, to avoid the risk of spreading infection to other people.	-	-	-	-
	PC25. Cover the mouth with elbow/handkerchief and/or turn away from people while sneezing or coughing	-	-	-	-
	PC26. Coordinate for the provision of adequate clean drinking water	-	-	-	-
	PC27. ensure regular vaccinations to avoid transmission of diseases	-	-	-	-
	PC28. Undergo preventive health check-ups at regular intervals and take prompt treatment from the doctor in case of illness	-	-	-	-
	<b>Total Marks</b>	<b>32</b>	<b>16</b>	<b>00</b>	<b>00</b>
THC/N9916: Follow and Maintain Green Practices	<b>Following material conservation practices</b>	<b>07</b>	<b>04</b>	<b>00</b>	<b>00</b>
	PC1. Identify ways to optimize usage of material including water in various tasks/activities	-	-	-	-
	PC2. Check for spills/leakages, plug them and escalate to appropriate authority if unable to rectify	-	-	-	-
	PC3. Ensure electrical equipment and appliances are switched off when not in use	-	-	-	-
	<b>Ensuring effective waste management/recycling practices</b>	<b>13</b>	<b>05</b>	<b>00</b>	<b>00</b>
	PC4. Identify recyclable and non-recyclable, and hazardous waste generated	-	-	-	-
	PC5. Dispose non-recyclable waste appropriately	-	-	-	-
	PC6. Follow processes specified for disposal of hazardous waste	-	-	-	-
	PC7. Ensure reuse and recycling of waste wherever applicable	-	-	-	-
	<b>Ensuring use of eco-friendly practices</b>	<b>08</b>	<b>02</b>	<b>00</b>	<b>00</b>
	PC8. Identify materials which can be replaced by environment friendly substitutes	-	-	-	-
	PC9. Follow SOPs to conserve and re-use water	-	-	-	-
DGT/VSQ/N0102 - Employability Skills (60 hours)	<b>Total Marks</b>	<b>28</b>	<b>11</b>	<b>00</b>	<b>00</b>
	<b>Introduction to Employability Skills</b>	<b>01</b>	<b>01</b>	<b>00</b>	<b>00</b>
	PC1. identify employability skills required for jobs in various industries	-	-	-	-
	PC2. identify and explore learning and employability portals	-	-	-	-
	<b>Constitutional values – Citizenship</b>	<b>01</b>	<b>01</b>	<b>00</b>	<b>00</b>
	PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
	PC4. follow environmentally sustainable practices	-	-	-	-
	<b>Becoming a Professional in the 21st Century</b>	<b>02</b>	<b>02</b>	<b>00</b>	<b>00</b>
	PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
	PC6. practice the 21st Century Skills such as Self- Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
	<b>Basic English Skills</b>	<b>03</b>	<b>05</b>	<b>00</b>	<b>00</b>
	PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
	PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
	PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-

Career Development & Goal Setting	01	02	00	00
PC10. understand the difference between job and career	-	-	-	-
PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
Communication Skills	02	02	00	00
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC13. work collaboratively with others in a team	-	-	-	-
Diversity & Inclusion	01	01	00	00
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
Financial and Legal Literacy	02	02	00	00
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	-	-	-	-
Essential Digital Skills	03	05	00	00
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	-	-	-	-
Entrepreneurship	02	03	00	00
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	-	-	-	-
Customer Service	01	02	00	00
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	-	-	-	-
Getting ready for apprenticeship & Jobs	01	04	00	00
PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC31. apply to identified job openings using offline/online methods as per requirement	-	-	-	-

	PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
	PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
	<b>Total Marks</b>	<b>20</b>	<b>30</b>	<b>00</b>	<b>00</b>
<b>Grand Total</b>		<b>177</b>	<b>144</b>	<b>00</b>	<b>15</b>

NSQC Approved

## 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/SIDH 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: An Assessor must -

- Check the Assessment location, date and time
- Confirm that the center is available at the same address as mentioned on SIDH 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:

- The question bank is created by the Subject Matter Experts (SME) and are verified by the other SME along with the approval required from THSC
- Questions are mapped to the specified assessment criteria, NOS and PC
- Assessor must be ToA certified & trainer must be ToT Certified
- 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
- 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

### On the Job:

- Each module (which covers the job profile of Naturalist) will be assessed separately.
- The candidate must score 50% in each module to successfully complete the OJT.
- 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
- Assessment of each Module will ensure that the candidate is able to:
  - Effective engagement with the customers
  - Understand the working of various tools and equipment

### Annexure: Acronym and Glossary

#### Acronym

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

#### Glossary

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