



## QUALIFICATION FILE

### Nature Guide

☒ Short Term Training (STT) ☐ Long Term Training (LTT) ☐ Apprenticeship

☒ Upskilling ☐ Dual/Flexi Qualification ☐ For ToT ☐ For ToA

☒ General ☐ Multi-skill (MS) ☐ Cross Sectoral (CS) ☐ Future Skills ☐ OEM

NCrF/NSQF Level: 4

### Submitted By:

Tourism and Hospitality Skill Council

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

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

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## Section 1: Basic Details

1.	<b>Qualification Name</b>	Nature Guide																	
2.	<b>Sector/s</b>	Tourism & Hospitality																	
3.	<b>Type of Qualification:</b> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> <b>Has Electives/Options</b> <input type="checkbox"/> OEM	<b>NQR Code &amp; version of existing/previous qualification:</b> <i>(change to previous, once approved)</i> 2020/TH/THSC/04003 & v1.0		<b>Qualification Name of existing/previous version:</b> Nature Guide															
4.	<b>a. OEM Name</b> <b>b. Qualification Name</b> <i>(Wherever applicable)</i>																		
5.	<b>National Qualification Register (NQR) Code &amp; Version</b> <i>(Will be issued after NSQC approval)</i>	QG-04-TH-02442-2024-V2-THSC	<b>6. NCrf/NSQF Level:</b> 4																
7.	<b>Award (Certificate/Diploma/Advance Diploma/ Any Other)</b> <i>(Wherever applicable specify multiple entry/exits also &amp; provide details in annexure)</i>	Certificate																	
8.	<b>Brief Description of the Qualification</b>	The Nature Guide accompanies all the groups on every wildlife safari and nature activity and when required, also assists the naturalist to add value to the guest experience.																	
9.	<b>Eligibility Criteria for Entry for Student/Trainee/Learner/Employee</b>	<b>a. Entry Qualification &amp; Relevant Experience:</b> <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>1.</td> <td>12th grade pass or equivalent</td> <td>1- year(relevant experience)</td> </tr> <tr> <td>2.</td> <td>11th Grade Pass</td> <td>1.5-years (relevant experience)</td> </tr> <tr> <td>3.</td> <td>10th Grade Pass</td> <td>3- years (relevant experience)</td> </tr> <tr> <td>4.</td> <td>Previous relevant Qualification of NSQF Level 3.0</td> <td>3- years (relevant experience)</td> </tr> </tbody> </table> <b>b. Age -18 years</b>			S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1.	12th grade pass or equivalent	1- year(relevant experience)	2.	11th Grade Pass	1.5-years (relevant experience)	3.	10th Grade Pass	3- years (relevant experience)	4.	Previous relevant Qualification of NSQF Level 3.0	3- years (relevant experience)
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1.	12th grade pass or equivalent	1- year(relevant experience)																	
2.	11th Grade Pass	1.5-years (relevant experience)																	
3.	10th Grade Pass	3- years (relevant experience)																	
4.	Previous relevant Qualification of NSQF Level 3.0	3- years (relevant experience)																	
10.	<b>Credits Assigned to this Qualification, Subject to Assessment</b> <i>(as per National Credit Framework (NCrF))</i>	13	<b>11. Common Cost Norm Category (I/II/III)</b> <i>(wherever applicable):</i> 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 <b>Total Duration</b> 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>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td></td> <td>144:00</td> <td>114:00</td> <td>258:00</td> </tr> <tr> <td>Online</td> <td>132:00</td> <td></td> <td></td> <td>132:00</td> </tr> </tbody> </table> <i>(Refer Blended Learning Annexure for details)</i>					Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	Total (Hours)	Classroom (offline)		144:00	114:00	258:00	Online	132:00			132:00
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	Total (Hours)																	
Classroom (offline)		144:00	114:00	258:00																	
Online	132:00			132:00																	
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>	Naturalist																			
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>	<p>The inclusion of women in the workplace is important as there is an increase in the number of educated women. Despite progress in some areas, women still face significant challenges and barriers to their full participation in the workforce. This can be addressed by formulating policy measures on skilling, job creation and support services. To increase the proportion of women in the workforce, various support measures like childcare facilities, close proximity to the workplace, safe transportation, gender acceleration plans and return to work (allowing women to re-join the workforce after motherhood) should be provided. Organisations should provide flexible work arrangements like part-time or remote work options. This not only helps the organisation to retain talented women employees, but it also helps women to balance work and family responsibilities.</p>																			
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/N9915: Maintain Safe, Healthy and Hygienic Practices THC/N9916: Follow and Maintain Green Practices																			
21.	<b>Is Qualification Suitable to be Offered in Schools/Colleges</b>	<b>Schools</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>Colleges</b> <input 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>	<b>Name:</b> Dr. Sunita Badhwar <b>Email:</b> sunita.badhwar@thsc.in <b>Contact No.:</b> 011-41608056/8057 Ext.1102 <b>Website:</b> <a href="http://www.thsc.in">www.thsc.in</a>	
23.	<b>Final Approval Date by NSQC: 30/04/2024</b>	<b>24. Validity Duration:</b> 3 years	<b>25. Next Review Date: 30/04/2027</b>

## Section 2: Module Summary

## NOS/s of Qualifications

(In exceptional cases these could be described as components)

## Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer curriculum document.

**Th.**-Theory **Pr.**-Practical **OJT**-On the Job **Man.**-Mandatory **Training Rec.**-Recommended **Proj.**-Project

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/Non-Core	NCrF/NS QF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Prepare for Guiding Activity on Safaris and Nature Trails	THC/N8702 & v2.0	Core	4	1	10	10	10	0	30	16	17	0	0	33	20
2.	Conduct Guiding Activity During Safaris and Nature Trails	THC/N8708 & v3.0	Core	4	5	45	40	65	0	150	75	35	0	0	110	25
3.	Assess & Mitigate Risks	THC/N8709 & v2.0	Core	4	2	17	04	39	0	60	26	20	0	0	46	10
4.	Communicate with Customers and Colleagues	THC/N9913 & v2.0	Non-Core	4	1	12	18	0	0	30	34	39	0	0	73	10
5.	Follow Gender and Age Sensitive Practices	THC/N9914 & v2.0	Non-Core	4	1	12	18	0	0	30	7	3	0	0	10	10
6.	Maintain Safe, Healthy and Hygienic Practices	THC/N9915 & v2.0	Non-Core	4	1	12	18	0	0	30	32	16	0	0	48	10
7.	Follow and Maintain Green Practices	THC/N9916 & v2.0	Non-Core	4	1	12	18	0	0	30	28	11	0	0	39	10
8.	Employability Skills (30 Hours)	DGT/VSQ/ N0101 & v1.0	Non-Core	2	1	12	18	0	0	30	20	30	0	0	50	5
<b>Duration (in Hours) / Total Marks</b>					<b>13</b>	<b>132</b>	<b>144</b>	<b>114</b>	<b>0</b>	<b>390</b>	<b>238</b>	<b>171</b>	<b>0</b>	<b>0</b>	<b>409</b>	<b>100</b>

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

**Section 4: Assessment Related**

1.	<b>Assessor's Qualification and experience in relevant sector (in years)</b> (as per NCVET guidelines)	Diploma / Degree / Post Graduate with 5 years of relevant industry experience (Nature Guide)
2.	<b>Proctor's Qualification and experience in relevant sector (in years)</b> (as per NCVET guidelines)	NA
3.	<b>Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years)</b> (as per NCVET guidelines)	NA
4.	<b>Assessment Mode</b> (Specify the assessment mode)	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 (details to be provided in Annexure-if it is different for Assessment)

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

Provide Annexure/Supporting documents name.

1.	<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> Yes
4.	<b>Number of Industry validation provided:</b> 21
5.	<b>Estimated nos. of persons to be trained and employed:</b> 600
6.	<b>Evidence of Concurrence/Consultation with Line Ministry/State Departments:</b> No If "No", why:

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



## 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>	<b>Specialized knowledge</b> <ul style="list-style-type: none"> <li>Plan logistics and selecting 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 Brief guests</li> <li>Point out local flora and fauna</li> <li>Check on guest's comfort from time to time</li> <li>Offer help to differently abled people</li> <li>Handle emergencies as per pre- determined SOPs and trainings 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>The Nature Guide has factual knowledge of the local areas, their routes, flora and fauna.</li> <li>Hence Level 4</li> </ul>	4
<b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b>	<b>Specialized skills</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>analyse 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>analyse the needs of different genders and age groups</li> <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> </ul>	<ul style="list-style-type: none"> <li>Most of the work involves recall of previous information. The demonstration of practical skill is routine and repetitive.</li> <li>A Nature Guide has basic language skills to be able to communicate with required clarity. Can write reports and fill feedback forms and has basic understanding of social political and natural environment.</li> <li>Hence Level 4</li> </ul>	4

	<ul style="list-style-type: none"> <li>Decide on 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>		
<b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b>	<b>Team readiness, self-entrepreneurship readiness</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>	<ul style="list-style-type: none"> <li>A Nature Guide should have good oral and written communication skills, advanced literacy and numeracy skills, organisation and time management skills, good understanding of social, political and work environment, etc.</li> </ul>	4
<b>Broad Learning Outcomes/Core Skill</b>	<b>Specialized/ complex jobs/tasks</b> <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 same locations and imparting same information about ten flora and fauna.</li> </ul>	<ul style="list-style-type: none"> <li>A Nature Guide is responsible for taking guests on wildlife safaris and nature activities using routine laid down by the organisation and in surroundings that s/he is familiar with.</li> <li>Hence Level 4</li> </ul>	4
<b>Responsibility</b>	<b>Self and team responsibility – Sr. Technician or Master Technician</b> <ul style="list-style-type: none"> <li>Understands the job role and follows the organisational policies</li> <li>Records and reports the work status</li> <li>Follows health hygiene and safety regulations at the workplace</li> <li>Takes responsibility of guests'</li> <li>Is environmentally conscious and take measures not to harm the environment.</li> </ul>	<ul style="list-style-type: none"> <li>A Nature Guide is responsible 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>Hence Level 4</li> </ul>	4

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

List of Tools and Equipment

Batch Size: 30

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1.	Binoculars	Standard	01
2.	Camera	Standard	01
3.	Hand lens	Standard	01
4.	Logobook	Standard	01
5.	Compass	Standard	01
6.	Field Guides	Standard	01
7.	Forms and formats	Standard	01
8.	First aid kits	Standard	01
9.	Emergency Equipment eg. Spinal Board	Standard	01
10.	Safety Equipment	Standard	01

## Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Whiteboard
2. Flip Chart
3. Duster
4. Projector
5. Projector screen
6. Computer/ Laptop with charger
7. Power Point Presentation
8. Laptop External Speakers
9. Training kit (Trainer guide, Presentations)
10. Participant Handbook and Related Standard Operating Procedures
11. Markers
12. Chalk

## Annexure: Industry Validations Summary

Provide the summary information of all the industry validations in table. This is not required for OEM qualifications.

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
1	Multichannel Educational Institute Private Limited	Zubair Ahmad Gadda	Director	Khaliqa town Square Mall, Hospital Road, Ganderbal, Jammu & Kashmir, India 191201	9419257715/8713000 062	<a href="mailto:director@meinstitute.org">director@meinstitute.org</a> / <a href="mailto:directoradm@meinstitute.org">directoradm@meinstitute.org</a> / <a href="mailto:chairman@meinstitute.org">chairman@meinstitute.org</a>	-
2.	Parveen Travels Private Limited	A.Afzal	Managing Director	148 Perambur Barracks Road Purusawalkam Chennai 600007	9840041999	<a href="mailto:Afzal@parveentravels.com">Afzal@parveentravels.com</a>	-
3.	Tajra Ventures Private Limited	Shehreyar Majeed	Director	Block-Z-23, Dayal Sir Colony, Uttam Nagar, New Delhi-110059,delhi	7006306075	<a href="mailto:info@tarjirventures.com">info@tarjirventures.com</a>	-
4.	Adventures	Sudesh Negi	Owner	Champavat	9012443372	<a href="mailto:sudeshnegi732@gmail.com">sudeshnegi732@gmail.com</a>	-
5.	The Glide Inn	Arun Rawat	CEO	Vill Seri, Junga Road, Shimla 173216 India	9779885135	<a href="mailto:info@theglideinn.com">info@theglideinn.com</a>	-
6.	Wildlife Adventure	Vikram Singh Negi	Mountain Guide	8/222, Resettlement Colony, Block 8, Kalyan Puri, Delhi, 110091	8433105830	<a href="mailto:vikramnegi97@gmail.com">vikramnegi97@gmail.com</a>	-
7.	Dev Bhoomi Hospitality	Devender	Proprietor	Mahananda Complex, Tapovan, Rishikesh	9811117198	<a href="mailto:DEVBHOOMIHOSPITALITY@gmail.com">DEVBHOOMIHOSPITALITY@gmail.com</a>	-
8.	Voyage En Himalaya		Proprietor	Dadgalya, Kalika,Ranikhet, Uttarakhand	98971717142	<a href="mailto:Service@VoyageenHimalaya.com">Service@VoyageenHimalaya.com</a>	-

9.	Acorn International	Mr. Anup	Owner	Badrinath Road, opposite Balaknath Temple, Tapovan, Rishikesh, Uttarakhand 249192	9999877312	<a href="mailto:anup@acorninternational.in">anup@acorninternational.in</a>	-
10.	Green Escape safaris & Tours,	Mohan Chandar Joshi	Founder	1 <sup>st</sup> Floor, Siddheshwar market, Ramnagar, Nainital, Uttarakhand-244715	6260384796	<a href="mailto:greenescapeuttarakhand@gmail.com">greenescapeuttarakhand@gmail.com</a>	-
11.	Real Adventure	Meenakshi Rawat	Owner	Uttarakhand	992784985	<a href="mailto:Rawatmeenakshi756@gmail.com">Rawatmeenakshi756@gmail.com</a>	-
12.	Red Chilli adventure	Vipin Sharma	Managing Director	Red Chilli Adventure Sports Lakshman Jhula Road, Tapovan, Rishikesh, Uttarakhand, Pin: 249192, India.	9412058021	<a href="mailto:info@redchilliadventure.com">info@redchilliadventure.com</a>	-
13.	Gaurav Travel Solutions	Himanshu Tiruh	Founder Director	Corbett National Park	7906232011	<a href="mailto:Gauravtravelsolutions@gmail.com">Gauravtravelsolutions@gmail.com</a>	-
14.	ATOAI (Adventure Tour Operators Association of India)	Nirat Bhatt	Hon Treasurer-ATOAI	F-190, Ground Floor, Opp.hanuman Mandir, Lado Sarai, New Delhi-110030	9909904442	<a href="mailto:nirat@ClimbingWorld.com">nirat@ClimbingWorld.com</a>	-
15.	Bayberry Adventures LLP	Wg Cdr Sudhir Kutty	Co-Founder & Director	2/25.Kalkaji Extension, New Delhi-110019	9818233988	<a href="mailto:bayberryadventure@gmail.com">bayberryadventure@gmail.com</a>	-
16.	Offbeat travel and events Pvt.Ltd.	Mayank Ghildiyal	Director	Flat 8 D, Victoria Tower, Raisina	9759111305	<a href="mailto:offbeattravelandevents@gmail.com">offbeattravelandevents@gmail.com</a>	-

				Residency, Sector- 59, Gurgaon, Haryana, (National Capital Region of Delhi) India, 120011,			
17.	Bohemian Adventures LLP	Guneet puri	Designated partner	50/1, Vasant Vihar, Dehradun- 248001, Uttarakhand	9412088336	<a href="mailto:guneet@bohemianadventures.com">guneet@bohemianadventures.com</a>	-
18.	Orient Express Pvt.Ltd	Mr Nitin Verma	Assistant Manager	70, Janpath, New Delhi	+91 9654 172900	<a href="mailto:travel@orientexpressltd.com">travel@orientexpressltd.com</a>	-
19.	Route on Wheels	Vivek Rauthan	Managing Director	B-69, Kumhar Gali, Mayapuri, Ajabpur Kalan, Dehradun, Uttarakhand	9899175374	<a href="mailto:routeonwheels@gmail.com">routeonwheels@gmail.com</a>	-
20.	Nature Connect	AJAY KANDARI	Director	369, Indira Nagar Dehradun - 248001 Uttarakhand	7055800041	<a href="mailto:ajay@natureconnect.in">ajay@natureconnect.in</a>	-
21	Three-point adventure Agency	Yashwant Singh Panwar	Owner	Ward No. 3 Gyansu Uttarkashi, Uttarakhand, India, PIN 249193	9456325820	<a href="mailto:3pointadventure.uki@gmail.com">3pointadventure.uki@gmail.com</a>	-

## Annexure: Training &amp; 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
2023-2024	1100	220	110	22	NA	NA
2024-2025	1200	240	120	25	NA	NA
2025-2026	1500	260	130	27	NA	NA

Data to be provided year-wise for next 3 years

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

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed
v1.0		65	60	54	NA	NA	NA	NA	NA	NA	NA	NA	NA

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

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

1. Govt. funded RPL
2. Industry funded RPL
3. Industry funded STT

## Content availability for previous versions of qualifications:

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

## Languages in which Content is available:

## Annexure: Blended Learning

**Blended Learning Estimated Ratio & Recommended Tools:**

**Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:**

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline : Online Ratio
1	<input type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge	<ul style="list-style-type: none"> <li>• Books/ e-books</li> <li>• Presentations</li> <li>• Reference Material</li> <li>• Audio / Video Modules</li> </ul>	
2	<input 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>	
3	<input 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>	
4	<input 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>	
5	<input 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>	
6	<input 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>	
7	<input 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>	



## 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/N8702: Prepare for Guiding Activity on Safaris and Nature Trails	<i>Preparing for a relevant guiding activity (Safari, Nature Trail)</i>	<b>7</b>	<b>11</b>	<b>0</b>	<b>0</b>
	PC1. plan logistics for the activity - vehicle, food/water, two-way radio	-	-	-	-
	PC2. plan the activity/route to meet desired timelines	-	-	-	-
	PC3. inform colleagues and superiors about planned routes and preparations	-	-	-	-
	<i>Providing and collecting pre-trip information from guests and colleagues</i>	<b>9</b>	<b>6</b>	<b>0</b>	<b>0</b>
	PC4. provide pre-activity details to guests (difficulty level, restrictions, set expectations about duration of activity and gear required)	-	-	-	-
	PC5. collect basic health information depending upon the activity	-	-	-	-
	PC6. check records to decide if guest is fit for the activity	-	-	-	-
	<b>Total Marks</b>	<b>16</b>	<b>17</b>	<b>0</b>	<b>0</b>
THC/N8708: Conduct Guiding Activity During Safaris and Nature Trails	<i>Conducting the activity</i>	<b>44</b>	<b>20</b>	<b>0</b>	<b>0</b>
	PC1. brief guests about the location and landscape	-	-	-	-
	PC2. pass on details about expected spotting, daily animal movement news and planned duration for the activity	-	-	-	-
	PC3. communicate the do's and don'ts, clearly, during the activity	-	-	-	-
	PC4. share relevant and accurate information during the activity	-	-	-	-
	PC5. debrief each sub activity/forest section upon completion	-	-	-	-
	PC6. inform about the next item/forest section or route on the schedule	-	-	-	-
	PC7. ensure safety of self and guests	-	-	-	-
	PC8. follow company and wildlife park's SOPs	-	-	-	-
	PC9. maintain proper documentation of sightings	-	-	-	-
	<i>Sharing various aspects of nature, flora and fauna</i>	<b>14</b>	<b>10</b>	<b>0</b>	<b>0</b>
	PC10. point out and describe common flora and fauna	-	-	-	-
	PC11. inform guests about the important local, prominent and unique species	-	-	-	-
	PC12. assist guests in use of reference material and resources including field guides	-	-	-	-
	<i>Achieving customer satisfaction</i>	<b>9</b>	<b>3</b>	<b>0</b>	<b>0</b>
	PC13. ensure clarity, honesty and transparency with the guests	-	-	-	-
	PC14. treat the customers fairly and with due respect	-	-	-	-
	PC15. check on guest's comfort from time to time	-	-	-	-
	<i>Managing people with disabilities</i>	<b>8</b>	<b>2</b>	<b>0</b>	<b>0</b>
	PC16. offer help to differently-abled people when asked for	-	-	-	-
	PC17. empathise with and respect people with disabilities	-	-	-	-
	<b>Total Marks</b>	<b>75</b>	<b>35</b>	<b>0</b>	<b>0</b>
	<i>Assessing risk and handling emergencies</i>	<b>26</b>	<b>20</b>	<b>0</b>	<b>0</b>

<b>THC/N8709: Assess and Mitigate Risks</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 vehicle driver to ensure that the vehicle for the wildlife safari is in good condition with good tyres and equipped with 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 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>0</b>	<b>0</b>
<b>THC/N9913: Communicate with Customers and Colleagues</b>	<i>Interacting with superiors and colleagues</i>	<b>13</b>	<b>8</b>	<b>0</b>	<b>0</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 the colleagues and resolve them	-	-	-	-
	<i>Communicating effectively with guests</i>	<b>21</b>	<b>31</b>	<b>0</b>	<b>0</b>
	PC6. brief guests clearly and in a polite, professional and friendly manner	-	-	-	-
	PC7. build effective and impersonal relationship with the guests	-	-	-	-
	PC8. use appropriate language and tone with guests	-	-	-	-
	PC9. listen actively in a two-way communication	-	-	-	-
	PC10. identify guest's expectations correctly and provide appropriate solutions	-	-	-	-
	PC11. Identify reasons for guest's dissatisfaction and address their complaints effectively	-	-	-	-
	PC12. maintain proper body language, dress code, gestures and etiquette while interacting with guests	-	-	-	-
	PC13. ensure guests are not subjected to any negative questions and statements	-	-	-	-
	PC14. inform the guests on any issues or problems before hand and also on the developments involving Them	2	1	-	-
	PC15. ensure minimum response time to guests for any messages/feedback	-	-	-	-
	PC16. seek regular feedback from guests on current service, complaints, and improvements to be made, etc.	-	-	-	-
	PC17. engage with guests without intruding on their privacy	-	-	-	-
	<b>Total Marks</b>	<b>34</b>	<b>39</b>	<b>0</b>	<b>0</b>
<b>THC/N9914: Follow Gender and Age Sensitive Practices</b>	<i>Providing different age and gender specific customer service</i>	<b>7</b>	<b>3</b>	<b>0</b>	<b>0</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>7</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>THC/N9915: Maintain Safe, Healthy and Hygienic Practices</b>	<i>Following standard safety procedures to avoid workhazards</i>	<b>10</b>	<b>2</b>	<b>0</b>	<b>0</b>
	PC1. assess the various hazards in the work areas and take necessary steps to eliminate or minimize them	-	-	-	-
	PC2. follow organisational safety procedures	-	-	-	-
	PC3. ensure guests have access to first aid kit when needed	-	-	-	-
	PC4. implement correct emergency procedures	-	-	-	-
	PC5. read the manufacturer's manual carefully before using any equipment	-	-	-	-
	PC6. use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies	-	-	-	-
	PC7. practice ergonomic lifting, bending, or moving equipment and supplies	-	-	-	-
	PC8. display safety signs at places where necessary	-	-	-	-
	PC9. comply with the established safety procedures of the workplace	-	-	-	-
	PC10. report to the supervisor on any problems and hazards identified	-	-	-	-
	PC11. use physical safety equipment/personal protective equipment and clothing, wash hands etc.	-	-	-	-
	PC12. use fire safety equipment such as fire extinguisher, fire blanket, fire hose, etc.	-	-	-	-
	PC13. use first aid equipment such as Automated External Defibrillator (AED) at emergency meeting points	-	-	-	-
	PC14. follow hazard symbols such as general warning, health hazard, biohazard, harmful irritant, poison/toxic material, carcinogen hazard, explosive hazard, electrical hazard, hot surface, low temperature warning symbol etc.	-	-	-	-
	<i>Ensuring cleanliness around workplace</i>	<b>7</b>	<b>4</b>	<b>0</b>	<b>0</b>
	PC15. keep the surroundings clean and clear of food waste or other litter	-	-	-	-
	PC16. ensure that waste is disposed-off as per prescribed standards for waste disposal	-	-	-	-
	PC17. maintain cleanliness records	-	-	-	-
	PC18. ensure safe and clean handling of accommodation, public areas etc.	-	-	-	-
	<i>Following personal hygiene practices</i>	<b>7</b>	<b>4</b>	<b>0</b>	<b>0</b>
	PC19. clean hands on a regular basis using soap, sanitisers and other accepted industry and government norms to run adventure operations	-	-	-	-
	PC20. clean cups, glasses or other cutlery before and after using them	-	-	-	-
	PC21. maintain personal hygiene by taking daily bath, using clean clothing, footwear, head gear, trimming nails, etc.	-	-	-	-
	PC22. maintain dental hygiene in terms of brushing teeth every day, avoiding smoke at workplace, etc.	-	-	-	-
	<i>Taking precautionary health measures</i>	<b>8</b>	<b>6</b>	<b>0</b>	<b>0</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>0</b>	<b>0</b>
<b>THC/N9916: Follow and Maintain Green Practices</b>	<i>Following material conservation practices</i>	<b>7</b>	<b>4</b>	<b>0</b>	<b>0</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	-	-	-	-
	<i>Ensuring effective waste management/recycling practices</i>	<b>13</b>	<b>5</b>	<b>0</b>	<b>0</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	-	-	-	-
	<i>Ensuring use of eco-friendly practices</i>	<b>8</b>	<b>2</b>	<b>0</b>	<b>0</b>
	PC8. identify materials which can be replaced by environment friendly substitutes	-	-	-	-
	PC9. follow SOPs to conserve and re-use water	-	-	-	-
	<b>Total Marks</b>	<b>28</b>	<b>11</b>	<b>0</b>	<b>0</b>
<b>DGT/VSQ/N0101 - Employability Skills (30 hours)</b>	<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>
	PC1. identify employability skills required for jobs in various industries	-	-	-	-
	PC2. identify and explore learning and employability portals	-	-	-	-
	<i>Constitutional values – Citizenship</i>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</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	-	-	-	-
	<i>Becoming a Professional in the 21st Century</i>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</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	-	-	-	-

<i>Basic English Skills</i>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</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	-	-	-	-
<i>Career Development &amp; Goal Setting</i>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
PC10. understand the difference between job and career	-	-	-	-
PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC13. work collaboratively with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>
PC16. select financial institutions, products and services as per requirement	-	-	-	-
PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	<b>3</b>	<b>4</b>	<b>0</b>	<b>0</b>
PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-
<i>Entrepreneurship</i>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
PC26. identify different types of customers	-	-	-	-
PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-

	PC28. follow appropriate hygiene and grooming standards	-	-	-	-
	<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>
	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>Grand Total</b>		<b>238</b>	<b>171</b>	<b>0</b>	<b>0</b>

#### Annexure: Assessment Strategy

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

##### <1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

##### 2. Testing Environment:

- Check the Assessment location, date and time
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.

##### 3. Assessment Quality Assurance levels/Framework:

- Question bank is created by the Subject Matter Experts (SME) are verified by the other SME
- Questions are mapped to the specified assessment criteria
- Assessor must be ToA certified & trainer must be ToT Certified

##### 4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding

##### 5. Method of verification or validation:

- Surprise visit to the assessment location

##### 6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored

**On the Job:**

1. Each module (which covers the job profile of Nature Guide) will be assessed separately.
2. The candidate must score 70% in each module to successfully complete the OJT.
3. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
  - Videos of Trainees during OJT
  -
4. Assessment of each Module will ensure that the candidate is able to:
  - Effective engagement with the customers
  - Understand the working of various tools and equipment
  - .....>

## Annexure: Acronym and Glossary

## Acronym

Acronym	Description
AA	Assessment Agency
AB	Awarding Body
ISCO	International Standard Classification of Occupations
NCO	National Classification of Occupations
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
OJT	On the Job Training
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training
SOP	Standard Operating Procedure
OS	Occupational Standards

## 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.

