

## Qualification Pack



# Naturalist (wildlife tourism)

QP Code: THC/Q4505

Version: 1.0

NSQF Level: 4.5

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## Qualification Pack

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### THC/Q4505: Naturalist (wildlife tourism)

#### Brief Job Description

The primary role is to confidently conduct general and thematic nature activities like walks and safaris in an ethical and responsible manner in a variety of sites. Beyond guiding, the individual strives to broaden interests and encourage guests to adopt sustainable lifestyles.

#### Personal Attributes

High level of ethical values. Respect and appreciation for nature. A curious bent of mind and an ability to make natural history observations. Very good personal fitness levels. Good interpersonal and communication skills. Ability to respond promptly in unforeseen circumstances

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [THC/N8710: Conduct Nature Experiences for Guests](#)
2. [THC/N8709: Assess and Mitigate Risks](#)
3. [THC/N9913: Communicate with Customers and Colleagues](#)
4. [THC/N9914: Follow Gender and Age Sensitive Practices](#)
5. [THC/N9915: Maintain Safe, Healthy and Hygienic Practices](#)
6. [THC/N9916: Follow and Maintain Green Practices](#)
7. [DGT/VSQ/N0103: Employability Skills \(90 Hours\)](#)

#### Qualification Pack (QP) 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

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<b>Credits</b>	25
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/5113.9900
<b>Minimum Educational Qualification &amp; Experience</b>	<p>12th grade Pass OR Pursuing 1st year of UG OR Completed 2nd year of the 3-year diploma after 10 OR Pursuing 3rd year of 3-year diploma after 10th OR Pursuing 1st year of 2- year diploma after 12th OR 10th grade pass with 2 year NTC plus 1 year NAC OR 10th grade pass with 1 year NTC plus NAC OR 10th grade pass with 1 year NTC plus CITS OR 8th grade pass with 2 year NTC plus 1 year NAC plus 1 year CITS OR Previous relevant Qualification of NSQF Level (4 Nature Guide) with 1 Year of experience relevant experience</p>
<b>Minimum Level of Education for Training in School</b>	12th Class
<b>Pre-Requisite License or Training</b>	Not Applicable
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	06/10/2016
<b>Next Review Date</b>	29/09/2025
<b>NSQC Approval Date</b>	29/09/2022
<b>Version</b>	1.0
<b>Reference code on NQR</b>	2022/TH/THSC/06410
<b>NQR Version</b>	1

## Qualification Pack

### THC/N8710: Conduct Nature Experiences for Guests

#### Description

This OS unit is about designing various types of nature activities, preparing for the activities to be conducted, and carrying out those activities for the guests.

#### Scope

The scope covers the following :

- i. Design the Nature Activities
- ii. Prepare for Nature Experiences
- iii. Carry Out Nature Experiences

#### Elements and Performance Criteria

##### *Design the Nature Activities*

To be competent, the user/individual on the job must be able to:

- 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.

##### *Prepare for Nature Experiences*

To be competent, the user/individual on the job must be able to:

- 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 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

##### *Carry-Out Nature Experiences*

To be competent, the user/individual on the job must be able to:

- 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

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- 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.** Deal with fairness and respect with local communities and partners

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Types of terrain, habitats, and wildlife of various biomes
- KU2.** Communities living in various geographies
- KU3.** Procedure to prepare documentation for various activities
- KU4.** Various nature activities corresponding to different habitats
- KU5.** Types of equipment and other requirements for various nature activities
- KU6.** Methods to formulate the budget
- KU7.** Requirements of various target groups based on age, interest, etc.
- KU8.** Components of a naturalist kit
- KU9.** Ways to maintain a naturalist kit
- KU10.** Latest/best books for various natural history subjects, especially relevant to work sites
- KU11.** Local weather and seasonality
- KU12.** Relevant communication language
- KU13.** Procedure to prepare briefs for nature activities
- KU14.** Procedure to receive the guests
- KU15.** How to identify special needs and requirements of the guests
- KU16.** Guest briefing procedures
- KU17.** How to guide on a walk and a safari (land and water)
- KU18.** Natural history and classification of flora and fauna
- KU19.** Characteristics of various faunal groups
- KU20.** Types of basic processes in nature
- KU21.** Rules and regulations laid out by governing bodies of each work site- core forest, buffer, lodge premise, etc

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- KU22.** Latest ethical principles of nature tourism in general and about particular work sites
- KU23.** Local culture and sensitivities of local partners
- KU24.** Each ethical principle and why it is important
- KU25.** Ecosystem services and their implication
- KU26.** Ethics and responsibilities of a naturalist
- KU27.** Relevant wilderness laws and their implication
- KU28.** Principles of Ecotourism
- KU29.** How to use field guides
- KU30.** LNT Philosophy

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** Communicate effectively with colleagues and other stakeholders
- GS2.** Take decisions on time
- GS3.** Fill relevant forms
- GS4.** Read reference material and resources including field guides
- GS5.** Develop a rapport with tourists
- GS6.** Identify immediate or temporary solutions to resolve minor logistical problems
- GS7.** Anticipate weather conditions

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Design the Nature Activities</i>	<b>10</b>	<b>10</b>	-	<b>5</b>
<b>PC1.</b> Categorize various habitats to prepare the corresponding activities	-	-	-	-
<b>PC2.</b> Collect additional information regarding the habitat from the local communities	-	-	-	-
<b>PC3.</b> Prepare relevant documentation including notes, photo collections, maps, etc	-	-	-	-
<b>PC4.</b> Analyze the habitat to identify appropriate activities	-	-	-	-
<b>PC5.</b> Prepare a list of equipment, manpower requirement, overheads etc. required for the corresponding activities	-	-	-	-
<b>PC6.</b> Formulate the budget for each activity	-	-	-	-
<b>PC7.</b> Design and customize various experiences including the activities as per the target group, guest expectations, ability, interests, budget, season, etc.	-	-	-	-
<i>Prepare for Nature Experiences</i>	<b>10</b>	<b>5</b>	-	<b>5</b>
<b>PC8.</b> Collect the required details and relevant information about the guests	-	-	-	-
<b>PC9.</b> Make arrangements for special requirements of the guests related to old age, specially-abled, etc.	-	-	-	-
<b>PC10.</b> Arrange all equipment required for the nature activities preferred by the guests	-	-	-	-
<b>PC11.</b> Ensure the naturalist kit is functional, well-maintained, and updated	-	-	-	-
<b>PC12.</b> Prepare precise orientation and briefing script for the guests	-	-	-	-
<b>PC13.</b> Deliver a clear and precise orientation and briefing before beginning activities	-	-	-	-

## Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Carry-Out Nature Experiences</i>	10	10	-	5
<b>PC14.</b> Greet and receive the guests as per SOP	-	-	-	-
<b>PC15.</b> Interpret guests' requirements, needs, and interests	-	-	-	-
<b>PC16.</b> Customize the experience/activity to match guest expectations, ability and interests- photographers, birders, children	-	-	-	-
<b>PC17.</b> 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.	-	-	-	-
<b>PC18.</b> Make sure the guests are comfortable at all times	-	-	-	-
<b>PC19.</b> Provide information regarding various flora and fauna	-	-	-	-
<b>PC20.</b> Interpret different basic processes in nature and common animal behavior	-	-	-	-
<b>PC21.</b> Apprise the guests regarding various reptiles, amphibians and mammals along with their common traits	-	-	-	-
<b>PC22.</b> Brief the guests regarding sustainable living and adding value to conservation and ecology	-	-	-	-
<b>PC23.</b> Engage guests with interesting aspects of species like evolution, conservation status, etc	-	-	-	-
<b>PC24.</b> Provide clear, concise and interesting information about common processes in plants - photosynthesis, pollination, dispersal, parasitism, etc.	-	-	-	-
<b>PC25.</b> Ensure all ethical tourism practices are followed, whether or not implemented by governing body	-	-	-	-
<b>PC26.</b> Deal with fairness and respect with local communities and partners	-	-	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>NOS Total</b>	<b>30</b>	<b>25</b>	<b>-</b>	<b>15</b>

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	THC/N8710
<b>NOS Name</b>	Conduct Nature Experiences for Guests
<b>Sector</b>	Tourism & Hospitality
<b>Sub-Sector</b>	Adventure Tourism
<b>Occupation</b>	Land-Based Activities
<b>NSQF Level</b>	4.5
<b>Credits</b>	16
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	29/09/2025
<b>NSQF Clearance Date</b>	29/09/2022

## Qualification Pack

### THC/N8709: Assess and Mitigate Risks

#### Description

This unit is about conducting risk/hazard evaluation and taking measures to mitigate them.

#### Scope

The scope covers the following :

- Assessing risk and handling emergencies

#### Elements and Performance Criteria

##### *Assessing risk and handling emergencies*

To be competent, the user/individual on the job must be able to:

- 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 a spare tyre, a tool box 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

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organisational policies and procedures that help in responding to emergency situations
- KU2.** risk management techniques.
- KU3.** emergency protocols and SOPs.
- KU4.** use of safety equipment and rescue techniques
- KU5.** wilderness first aid and CPR techniques

#### Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** analyse the potential risks
- GS2.** identify and respond safely and promptly to emergency situations
- GS3.** read and understand SOPs

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Assessing risk and handling emergencies</i>	26	20	-	-
<b>PC1.</b> • handle emergencies such as animal attacks and snake/scorpion bites, natural calamities such • as landslides etc., health related emergencies and vehicle breakdowns	6	6	-	-
<b>PC2.</b> coordinate with 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 tool box and a tow rope	3	1	-	-
<b>PC3.</b> perform a basic risk assessment of the activity area before starting the activity and ensure that it is safe for tourists	6	3	-	-
<b>PC4.</b> check weather forecast before the activity	3	2	-	-
<b>PC5.</b> administer Wilderness First Aid (WFA) and Cardiopulmonary Resuscitation (CPR), when required	8	8	-	-
<b>NOS Total</b>	<b>26</b>	<b>20</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	THC/N8709
<b>NOS Name</b>	Assess and Mitigate Risks
<b>Sector</b>	Tourism & Hospitality
<b>Sub-Sector</b>	Tours and Travels
<b>Occupation</b>	Land-Based Activities
<b>NSQF Level</b>	5
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	21/10/2020
<b>Next Review Date</b>	29/09/2025
<b>NSQC Clearance Date</b>	29/09/2022

## Qualification Pack

### THC/N9913: Communicate with Customers and Colleagues

#### Description

This OS unit is about communicating effectively with superiors, colleagues and customers while maintaining a customer-centric service orientation.

#### Scope

The scope covers the following :

- Interacting with superiors and colleagues
- Communicating effectively with guests

#### Elements and Performance Criteria

##### *Interacting with superiors and colleagues*

To be competent, the user/individual on the job must be able to:

- 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

##### *Communicating effectively with guests*

To be competent, the user/individual on the job must be able to:

- 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
- 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

#### Knowledge and Understanding (KU)

## Qualification Pack

The individual on the job needs to know and understand:

- KU1.** company's policies on personnel management, effective teamwork at workplace
- KU2.** importance of customer centricity
- KU3.** methods for effective communication with various people
- KU4.** importance of effective listening, use of appropriate voice tone and pitch for communication
- KU5.** methods of engaging with the guests effectively and professionally

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** engage with guests to set their expectations
- GS2.** handle concerns effectively

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Interacting with superiors and colleagues</i>	<b>13</b>	<b>8</b>	-	-
<b>PC1.</b> exhibit trust, support and respect to all colleagues and superiors	4	2	-	-
<b>PC2.</b> escalate unresolved problems or complaints to the relevant senior	1	1	-	-
<b>PC3.</b> respond positively to the feedback and seek assistance from colleagues/superiors when required	1	1	-	-
<b>PC4.</b> maintain etiquette with colleagues and superiors	3	3	-	-
<b>PC5.</b> identify potential and existing conflicts with the colleagues and resolve them	4	1	-	-
<i>Communicating effectively with guests</i>	<b>21</b>	<b>31</b>	-	-
<b>PC6.</b> brief guests clearly and in a polite, professional and friendly manner	2	4	-	-
<b>PC7.</b> build effective and impersonal relationship with the guests	1	1	-	-
<b>PC8.</b> use appropriate language and tone with guests	2	4	-	-
<b>PC9.</b> listen actively in a two-way communication	2	4	-	-
<b>PC10.</b> identify guest's expectations correctly and provide appropriate solutions	2	4	-	-
<b>PC11.</b> Identify reasons for guest's dissatisfaction and address their complaints effectively	2	4	-	-
<b>PC12.</b> maintain proper body language, dress code, gestures and etiquette while interacting with guests	2	4	-	-
<b>PC13.</b> ensure guests are not subjected to any negative questions and statements	2	1	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC14.</b> inform the guests on any issues or problems before hand and also on the developments involving them	2	1	-	-
<b>PC15.</b> ensure minimum response time to guests for any messages/feedback	1	1	-	-
<b>PC16.</b> seek regular feedback from guests on current service, complaints, and improvements to be made, etc.	1	1	-	-
<b>PC17.</b> engage with guests without intruding on their privacy	2	2	-	-
<b>NOS Total</b>	<b>34</b>	<b>39</b>	-	-

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	THC/N9913
<b>NOS Name</b>	Communicate with Customers and Colleagues
<b>Sector</b>	Tourism & Hospitality
<b>Sub-Sector</b>	Tours and Travels
<b>Occupation</b>	Generic
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	24/02/2022
<b>Next Review Date</b>	29/09/2025
<b>NSQF Clearance Date</b>	29/09/2022

## Qualification Pack

### THC/N9914: Follow Gender and Age Sensitive Practices

#### Description

This OS unit is about following gender and age sensitivity practices by treating all genders, children and senior citizens appropriately and offering them service as per their unique requirements.

#### Scope

The scope covers the following :

- Providing different age and gender specific customer service

#### Elements and Performance Criteria

##### *Providing different age and gender specific customer service*

To be competent, the user/individual on the job must be able to:

- 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

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** company's policies on gender sensitive practices at workplace
- KU2.** safety measures and procedures available for female colleagues and customers
- KU3.** how to brief female customers and colleagues on available facilities so that they feel safe and secure
- KU4.** how to be vigilant for breach of safety at smallest level
- KU5.** the unique needs and wants of each category of customer, e.g., for an infant, for a young woman, for an old person, for others

#### Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** communicate effectively with different age groups.
- GS2.** analyse the needs of different genders and age groups

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Providing different age and gender specific customer service</i>	7	3	-	-
<b>PC1.</b> provide appropriate service keeping in mind their unique needs and diverse cultural backgrounds	4	1	-	-
<b>PC2.</b> make arrangement to cater for varied age group	1	1	-	-
<b>PC3.</b> conduct activities so as to involve guests across all age groups and genders	2	1	-	-
<b>NOS Total</b>	<b>7</b>	<b>3</b>	-	-

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	THC/N9914
<b>NOS Name</b>	Follow Gender and Age Sensitive Practices
<b>Sector</b>	Tourism & Hospitality
<b>Sub-Sector</b>	Tours and Travels
<b>Occupation</b>	Generic
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	24/02/2022
<b>Next Review Date</b>	29/09/2025
<b>NSQC Clearance Date</b>	29/09/2022

## Qualification Pack

### THC/N9915: Maintain Safe, Healthy and Hygienic Practices

#### Description

This OS unit is about following workplace safety standards and maintaining hygiene to have a hazard-free work environment and avoid downtime because of disruption from personal injuries, health issues and hazardous system failures.

#### Scope

The scope covers the following :

- Following standard safety procedures to avoid work hazards
- Ensuring cleanliness around workplace
- Following personal hygiene practices
- Taking precautionary health measures

#### Elements and Performance Criteria

##### *Following standard safety procedures to avoid work hazards*

To be competent, the user/individual on the job must be able to:

- 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.

##### *Ensuring cleanliness around workplace*

To be competent, the user/individual on the job must be able to:

- PC15.** keep the surroundings clean and clear of food waste or other litter

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**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.

### *Following personal hygiene practices*

To be competent, the user/individual on the job must be able to:

**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.

### *Taking precautionary health measures*

To be competent, the user/individual on the job must be able to:

**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

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** company's policies on safety procedures at the workplace

**KU2.** methods to minimize accidental risks

**KU3.** standard operating procedure (SOP) for maintaining cleanliness

**KU4.** precautionary activities to be followed for workplace safety

**KU5.** emergency procedures to be followed in case of a mishap

**KU6.** health risks to the employees and customers

**KU7.** healthy work practices

**KU8.** safe disposal methods for waste

**KU9.** municipal or community rules for handling and disposing-of waste

**KU10.** symbols and use of physical safety equipment/ personal protective equipment such as gloves required, protective clothing, safety glasses, wash hands etc.

**KU11.** symbols and use of fire safety equipment such as fire extinguisher, fire blanket, fire hose, etc.

**KU12.** symbols and use of first aid equipment such as Automated External Defibrillator (AED) at emergency meeting points



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**KU13.** • use of waste disposal equipment at workplace such as large bins, waste disposal stations, and  
• others

**KU14.** eco-friendly practices

### Generic Skills (GS)

User/individual on the job needs to know how to:

**GS1.** fill up any documentation required to maintain health and hygiene

**GS2.** communicate effectively with colleagues and supervisor about work safety issues

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Following standard safety procedures to avoid work hazards</i>	10	2	-	-
<b>PC1.</b> assess the various hazards in the work areas and take necessary steps to eliminate or minimize them	6	1	-	-
<b>PC2.</b> follow organisational safety procedures	4	1	-	-
<b>PC3.</b> ensure guests have access to first aid kit when needed	-	-	-	-
<b>PC4.</b> implement correct emergency procedures	-	-	-	-
<b>PC5.</b> read the manufacturer's manual carefully before using any equipment	-	-	-	-
<b>PC6.</b> use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies	-	-	-	-
<b>PC7.</b> practice ergonomic lifting, bending, or moving equipment and supplies	-	-	-	-
<b>PC8.</b> display safety signs at places where necessary	-	-	-	-
<b>PC9.</b> comply with the established safety procedures of the workplace	-	-	-	-
<b>PC10.</b> report to the supervisor on any problems and hazards identified	-	-	-	-
<b>PC11.</b> use physical safety equipment/personal protective equipment and clothing, wash hands etc.	-	-	-	-
<b>PC12.</b> use fire safety equipment such as fire extinguisher, fire blanket, fire hose, etc.	-	-	-	-
<b>PC13.</b> use first aid equipment such as Automated External Defibrillator (AED) at emergency meeting points	-	-	-	-

## Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC14.</b> • 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>PC15.</b> keep the surroundings clean and clear of food waste or other litter	1	1	-	-
<b>PC16.</b> ensure that waste is disposed-off as per prescribed standards for waste disposal	1	1	-	-
<b>PC17.</b> maintain cleanliness records	1	1	-	-
<b>PC18.</b> ensure safe and clean handling of accommodation, public areas etc.	4	1	-	-
<i>Following personal hygiene practices</i>	<b>7</b>	<b>4</b>	-	-
<b>PC19.</b> clean hands on a regular basis using soap, sanitisers and other accepted industry and government norms to run adventure operations	1	1	-	-
<b>PC20.</b> clean cups, glasses or other cutlery before and after using them	2	1	-	-
<b>PC21.</b> maintain personal hygiene by taking daily bath, using clean clothing, footwear, head gear, trimming nails, etc.	2	1	-	-
<b>PC22.</b> maintain dental hygiene in terms of brushing teeth every day, avoiding smoke at workplace, etc.	2	1	-	-
<i>Taking precautionary health measures</i>	<b>8</b>	<b>6</b>	-	-
<b>PC23.</b> report personal health issues related to injury and infectious diseases	2	1	-	-
<b>PC24.</b> ensure not to go to work if unwell, to avoid the risk of spreading infection to other people	1	1	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC25.</b> cover the mouth with elbow/handkerchief and/or turn away from people while sneezing or coughing	1	1	-	-
<b>PC26.</b> coordinate for the provision of adequate clean drinking water	1	1	-	-
<b>PC27.</b> ensure regular vaccinations to avoid transmission of diseases	1	1	-	-
<b>PC28.</b> undergo preventive health check-ups at regular intervals and take prompt treatment from the doctor in case of illness	2	1	-	-
<b>NOS Total</b>	<b>32</b>	<b>16</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	THC/N9915
<b>NOS Name</b>	Maintain Safe, Healthy and Hygienic Practices
<b>Sector</b>	Tourism & Hospitality
<b>Sub-Sector</b>	Tours and Travels
<b>Occupation</b>	Generic
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	24/02/2022
<b>Next Review Date</b>	29/09/2025
<b>NSQC Clearance Date</b>	29/09/2022

## Qualification Pack

### THC/N9916: Follow and Maintain Green Practices

#### Description

This unit is about adopting sustainable practices and optimizing use of resources, especially energy and waste, in day-to-day operations at work.

#### Scope

The scope covers the following :

- Following material conservation practices
- Ensuring effective waste management/recycling practices
- Ensuring use of eco-friendly practices

#### Elements and Performance Criteria

##### *Following material conservation practices*

To be competent, the user/individual on the job must be able to:

- 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

##### *Ensuring effective waste management/recycling practices*

To be competent, the user/individual on the job must be able to:

- 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

##### *Ensuring use of eco-friendly practices*

To be competent, the user/individual on the job must be able to:

- PC8.** identify materials which can be replaced by environment friendly substitutes
- PC9.** follow SOPs to conserve and re-use water

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organization's procedures for minimizing waste
- KU2.** common sources of pollution and ways to minimize it
- KU3.** methods of optimum utilization of waste and best practices for waste disposal
- KU4.** categorization of waste into dry, wet, recyclable, non-recyclable and items of single-use plastics

#### Generic Skills (GS)



## Qualification Pack

User/individual on the job needs to know how to:

- GS1.** decide on appropriate waste disposal methods
- GS2.** analyse and select best suited environment friendly practices

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Following material conservation practices</i>	<b>7</b>	<b>4</b>	-	-
<b>PC1.</b> identify ways to optimize usage of material including water in various tasks/activities	4	1	-	-
<b>PC2.</b> check for spills/leakages, plug them and escalate to appropriate authority if unable to rectify	2	2	-	-
<b>PC3.</b> ensure electrical equipment and appliances are switched off when not in use	1	1	-	-
<i>Ensuring effective waste management/recycling practices</i>	<b>13</b>	<b>5</b>	-	-
<b>PC4.</b> identify recyclable and non-recyclable, and hazardous waste generated	4	1	-	-
<b>PC5.</b> dispose non-recyclable waste appropriately	4	2	-	-
<b>PC6.</b> follow processes specified for disposal of hazardous waste	1	1	-	-
<b>PC7.</b> ensure reuse and recycling of waste wherever applicable	4	1	-	-
<i>Ensuring use of eco-friendly practices</i>	<b>8</b>	<b>2</b>	-	-
<b>PC8.</b> identify materials which can be replaced by environment friendly substitutes	4	1	-	-
<b>PC9.</b> follow SOPs to conserve and re-use water	4	1	-	-
<b>NOS Total</b>	<b>28</b>	<b>11</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	THC/N9916
<b>NOS Name</b>	Follow and Maintain Green Practices
<b>Sector</b>	Tourism & Hospitality
<b>Sub-Sector</b>	Tours and Travels
<b>Occupation</b>	Generic
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	28/04/2022
<b>Next Review Date</b>	29/09/2025
<b>NSQF Clearance Date</b>	29/09/2022

## Qualification Pack

### DGT/VSQ/N0103: Employability Skills (90 Hours)

#### Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

#### Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

#### Elements and Performance Criteria

##### *Introduction to Employability Skills*

To be competent, the user/individual on the job must be able to:

- PC1.** understand the significance of employability skills in meeting the current job market requirement and future of work
- PC2.** identify and explore learning and employability relevant portals
- PC3.** research about the different industries, job market trends, latest skills required and the available opportunities

##### *Constitutional values - Citizenship*

To be competent, the user/individual on the job must be able to:

- PC4.** 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.
- PC5.** follow environmentally sustainable practices

##### *Becoming a Professional in the 21st Century*

To be competent, the user/individual on the job must be able to:

- PC6.** recognize the significance of 21st Century Skills for employment

## Qualification Pack

- PC7.** 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
- PC8.** adopt a continuous learning mindset for personal and professional development

### *Basic English Skills*

To be competent, the user/individual on the job must be able to:

- PC9.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC10.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC11.** write short messages, notes, letters, e-mails etc. in English

### *Career Development & Goal Setting*

To be competent, the user/individual on the job must be able to:

- PC12.** identify career goals based on the skills, interests, knowledge, and personal attributes
- PC13.** prepare a career development plan with short- and long-term goals

### *Communication Skills*

To be competent, the user/individual on the job must be able to:

- PC14.** follow verbal and non-verbal communication etiquette while communicating in professional and public settings
- PC15.** use active listening techniques for effective communication
- PC16.** communicate in writing using appropriate style and format based on formal or informal requirements
- PC17.** work collaboratively with others in a team

### *Diversity & Inclusion*

To be competent, the user/individual on the job must be able to:

- PC18.** communicate and behave appropriately with all genders and PwD
- PC19.** escalate any issues related to sexual harassment at workplace according to POSH Act

### *Financial and Legal Literacy*

To be competent, the user/individual on the job must be able to:

- PC20.** identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.
- PC21.** carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook
- PC22.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC23.** identify relevant rights and laws and use legal aids to fight against legal exploitation

### *Essential Digital Skills*

To be competent, the user/individual on the job must be able to:

- PC24.** operate digital devices and use their features and applications securely and safely
- PC25.** carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.
- PC26.** display responsible online behaviour while using various social media platforms

## Qualification Pack

- PC27.** create a personal email account, send and process received messages as per requirement
- PC28.** carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications
- PC29.** utilize virtual collaboration tools to work effectively

### *Entrepreneurship*

To be competent, the user/individual on the job must be able to:

- PC30.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC31.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC32.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

### *Customer Service*

To be competent, the user/individual on the job must be able to:

- PC33.** identify different types of customers and ways to communicate with them
- PC34.** identify and respond to customer requests and needs in a professional manner
- PC35.** use appropriate tools to collect customer feedback
- PC36.** follow appropriate hygiene and grooming standards

### *Getting ready for apprenticeship & Jobs*

To be competent, the user/individual on the job must be able to:

- PC37.** create a professional Curriculum vitae (Résumé)
- PC38.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively
- PC39.** apply to identified job openings using offline /online methods as per requirement
- PC40.** answer questions politely, with clarity and confidence, during recruitment and selection
- PC41.** identify apprenticeship opportunities and register for it as per guidelines and requirements

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** need for employability skills and different learning and employability related portals
- KU2.** various constitutional and personal values
- KU3.** different environmentally sustainable practices and their importance
- KU4.** Twenty first (21st) century skills and their importance
- KU5.** how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up
- KU6.** importance of career development and setting long- and short-term goals
- KU7.** about effective communication
- KU8.** POSH Act
- KU9.** Gender sensitivity and inclusivity
- KU10.** different types of financial institutes, products, and services

## Qualification Pack

- KU11.** components of salary and how to compute income and expenditure
- KU12.** importance of maintaining safety and security in offline and online financial transactions
- KU13.** different legal rights and laws
- KU14.** different types of digital devices and the procedure to operate them safely and securely
- KU15.** how to create and operate an e- mail account
- KU16.** use applications such as word processors, spreadsheets etc.
- KU17.** how to identify business opportunities
- KU18.** types and needs of customers
- KU19.** how to apply for a job and prepare for an interview
- KU20.** apprenticeship scheme and the process of registering on apprenticeship portal

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read and write different types of documents/instructions/correspondence in English and other languages
- GS2.** communicate effectively using appropriate language in formal and informal settings
- GS3.** behave politely and appropriately with all to maintain effective work relationship
- GS4.** how to work in a virtual mode, using various technological platforms
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> understand the significance of employability skills in meeting the current job market requirement and future of work	-	-	-	-
<b>PC2.</b> identify and explore learning and employability relevant portals	-	-	-	-
<b>PC3.</b> research about the different industries, job market trends, latest skills required and the available opportunities	-	-	-	-
<i>Constitutional values - Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC4.</b> 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.	-	-	-	-
<b>PC5.</b> follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>1</b>	<b>3</b>	-	-
<b>PC6.</b> recognize the significance of 21st Century Skills for employment	-	-	-	-
<b>PC7.</b> 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>PC8.</b> adopt a continuous learning mindset for personal and professional development	-	-	-	-
<i>Basic English Skills</i>	<b>3</b>	<b>4</b>	-	-
<b>PC9.</b> use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-

## Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
<b>PC11.</b> write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development &amp; Goal Setting</i>	<b>1</b>	<b>2</b>	-	-
<b>PC12.</b> identify career goals based on the skills, interests, knowledge, and personal attributes	-	-	-	-
<b>PC13.</b> prepare a career development plan with short- and long-term goals	-	-	-	-
<i>Communication Skills</i>	<b>2</b>	<b>2</b>	-	-
<b>PC14.</b> follow verbal and non-verbal communication etiquette while communicating in professional and public settings	-	-	-	-
<b>PC15.</b> use active listening techniques for effective communication	-	-	-	-
<b>PC16.</b> communicate in writing using appropriate style and format based on formal or informal requirements	-	-	-	-
<b>PC17.</b> work collaboratively with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>1</b>	-	-
<b>PC18.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC19.</b> 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>PC20.</b> identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.	-	-	-	-
<b>PC21.</b> carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook	-	-	-	-

## Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC22.</b> identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
<b>PC23.</b> identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	<b>3</b>	<b>5</b>	-	-
<b>PC24.</b> operate digital devices and use their features and applications securely and safely	-	-	-	-
<b>PC25.</b> carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.	-	-	-	-
<b>PC26.</b> display responsible online behaviour while using various social media platforms	-	-	-	-
<b>PC27.</b> create a personal email account, send and process received messages as per requirement	-	-	-	-
<b>PC28.</b> carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications	-	-	-	-
<b>PC29.</b> utilize virtual collaboration tools to work effectively	-	-	-	-
<i>Entrepreneurship</i>	<b>2</b>	<b>3</b>	-	-
<b>PC30.</b> identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
<b>PC31.</b> develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
<b>PC32.</b> 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>PC33.</b> identify different types of customers and ways to communicate with them	-	-	-	-

## Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC34.</b> identify and respond to customer requests and needs in a professional manner	-	-	-	-
<b>PC35.</b> use appropriate tools to collect customer feedback	-	-	-	-
<b>PC36.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>2</b>	<b>3</b>	-	-
<b>PC37.</b> create a professional Curriculum vitae (Résumé)	-	-	-	-
<b>PC38.</b> search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
<b>PC39.</b> apply to identified job openings using offline /online methods as per requirement	-	-	-	-
<b>PC40.</b> answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
<b>PC41.</b> identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0103
<b>NOS Name</b>	Employability Skills (90 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	5
<b>Credits</b>	3
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	29/09/2025
<b>NSQC Clearance Date</b>	29/09/2022

## Assessment Guidelines and Assessment Weightage

### Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Element/ Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each Element/ PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
6. To pass the Qualification Pack assessment, every trainee should score the Recommended Pass 70 % aggregate for the QP.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

## Qualification Pack

**Minimum Aggregate Passing % at QP Level : 70**

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

## Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
THC/N8710.Conduct Nature Experiences for Guests	30	25	0	15	70	20
THC/N8709.Assess and Mitigate Risks	26	20	-	-	46	20
THC/N9913.Communicate with Customers and Colleagues	34	39	-	-	73	15
THC/N9914.Follow Gender and Age Sensitive Practices	7	3	-	-	10	10
THC/N9915.Maintain Safe, Healthy and Hygienic Practices	32	16	-	-	48	10
THC/N9916.Follow and Maintain Green Practices	28	11	-	-	39	20
DGT/VSQ/N0103.Employability Skills (90 Hours)	20	30	-	-	50	5
<b>Total</b>	<b>177</b>	<b>144</b>	<b>-</b>	<b>15</b>	<b>336</b>	<b>100</b>

## Qualification Pack

### Acronyms

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training

## Qualification Pack

### Glossary

<b>Sector</b>	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
<b>Scope</b>	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.

## Qualification Pack

<b>Knowledge and Understanding (KU)</b>	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
<b>Organisational Context</b>	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
<b>Electives</b>	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
<b>Options</b>	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.