



QUALIFICATION FILE

Camping & Trekking 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:

Sports, Physical Education, Fitness and Leisure Sector Skill Council (SPEFL-SC)
207, DLF Galleria Mall, Mayur Vihar Extension, Delhi- 110091

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Section 1: Basic Details

1.	Qualification Name	Camping & Trekking Guide																
2.	Sector/s	Sports																
3.	Type of Qualification: <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	NQR Code & version of existing/previous qualification: <i>(change to previous, once approved)</i>	Qualification Name of existing/previous version:															
4.	a. OEM Name b. Qualification Name <i>(Wherever applicable)</i>	NA																
5.	National Qualification Register (NQR) Code &Version <i>(Will be issued after NSQC approval)</i>	QG-04-SP-00918-2023-V1-SPEFLSC	6. NCrf/NSQF Level: 4															
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other <i>(Wherever applicable specify multiple entry/exits also & provide details in annexure)</i>	Certificate																
8.	Brief Description of the Qualification	A camping and trekking guide offers insights, recommendations, and guidance for outdoor enthusiasts engaging in activities like camping and trekking. They possess extensive knowledge in various aspects of the outdoors, including gear selection, campsite selection, trail navigation, and safety precautions while enjoying outdoor adventures.																
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <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 Class</td> <td>1 Year of relevant experience</td> </tr> <tr> <td>2.</td> <td>10th Class</td> <td>2 Year of relevant experience</td> </tr> <tr> <td></td> <td>10th grade pass with two years of any combination of NTC/NAC/CITS or equivalent</td> <td></td> </tr> <tr> <td>3.</td> <td>Certificate-NSQF, Level 3- Camping & Trekking Assistant</td> <td>3 Years of relevant experience</td> </tr> </tbody> </table> b. Age: 18		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1.	12th Class	1 Year of relevant experience	2.	10th Class	2 Year of relevant experience		10th grade pass with two years of any combination of NTC/NAC/CITS or equivalent		3.	Certificate-NSQF, Level 3- Camping & Trekking Assistant	3 Years of relevant experience
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3.	Certificate-NSQF, Level 3- Camping & Trekking Assistant	3 Years of relevant experience																
10.	Credits Assigned to this Qualification, Subject to Assessment <i>(as per National Credit Framework (NCrf))</i>	15	11. Common Cost Norm Category (I/II/III) <i>(wherever applicable):</i> NA															
12.	Any Licensing requirements for Undertaking Training on This Qualification <i>(wherever applicable)</i>																	

13.	Training Duration by Modes of Training Delivery (<i>Specify Total Duration as per selected training delivery modes and as per requirement of the qualification</i>)	<div> <input checked="" type="checkbox"/>Offline <input type="checkbox"/>Online <input type="checkbox"/>Blended <i>(Refer Blended Learning Annexure for details)</i> </div> <table border="1" data-bbox="981 169 2105 376"> <thead> <tr> <th>Training Delivery Modes</th> <th>Theory (Hours)</th> <th>Practical (Hours)</th> <th>OJT Man. (Hours)</th> <th>OJT Rec. (Hours)</th> <th>ES (Hours)</th> <th>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td>90</td> <td>210</td> <td>90</td> <td>-</td> <td>60</td> <td>450</td> </tr> <tr> <td>Online</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Man. (Hours)	OJT Rec. (Hours)	ES (Hours)	Total (Hours)	Classroom (offline)	90	210	90	-	60	450	Online						
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Classroom (offline)	90	210	90	-	60	450																	
Online																							
14.	Aligned to NCO/ISCO Code/s (<i>if no code is available mention the same</i>)	NCO-2015/3423.9903																					
15.	Progression path after attaining the qualification (<i>Please show Professional and Academic progression</i>)	Level-5 (Vertical)- Camping & Trekking Expedition Leader																					
16.	Other Indian languages in which the Qualification & Model Curriculum are being submitted	Hindi																					
17.	Is similar Qualification(s) available on NQR-if yes, justification for this qualification	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:																					
18.	Is the Job Role Amenable to Persons with Disability	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If “Yes”, specify applicable type of Disability:																					
19.	How Participation of Women will be Encouraged	<p>Encouraging the participation of women in the Camping & Trekking Guide job role can be achieved through several strategies aimed at creating an inclusive and welcoming environment. Here are some ways to promote and support the participation of women as caddie masters:</p> <ol style="list-style-type: none"> 1. Actively reach out to women's trekking organizations, local communities to promote the Camping & Trekking Guide job role. Participate in career fairs, networking events, and sports clubs to engage with potential candidates. 2. Offer training and development programs specifically designed to enhance the skills and knowledge required for the Camping & Trekking Guide role. Provide equal opportunities for women to participate in these programs, ensuring they have the necessary expertise to excel in the position. 3. Establish mentorship programs that pair aspiring female Camping & Trekking Guide with experienced professionals who can provide guidance, support, and career advice. Highlight successful women who have excelled in the field as role models and showcase their achievements to inspire and motivate others. 4. Collaborate with organizations that promote women's empowerment and gender equality in sports. Seek sponsorship and funding to support initiatives aimed at encouraging women's participation as Camping & Trekking Guide, such as scholarships or mentorship programs. 																					
20.	Are Greening/ Environment Sustainability Aspects Covered (<i>Specify the NOS/Module which covers it</i>)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No																					

21.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
22.	Name and Contact Details of Submitting / Awarding Body SPOC <i>(In case of CS or MS, provide details of both Lead AB & Supporting ABs)</i>	Name: Priya Dwivedi Email: Priya.dwivedi@sportsskills.in Contact No.: 011-47563351 Website: www.sportsskills.in	
23.	Final Approval Date by NSQC: 31/08/2023	24. Validity Duration: 3 Years	25. Next Review Date: 31/08/2026

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

SPF/N1201: Plan for camping and trekking activities

SPF/N1202: Guide and monitor trekkers

SPF/N1203: Conclude camping and trekking activities

SPF/N1204: Maintain health & safety standards during the trekking activities

SPF/N1169: Improve workplace resource usage

DGT/VSQ/N0102: Employability Skills (60 Hours)

Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer to the 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.	Plan for camping and trekking activities	SPF/N1201, v1.0	Core	4	1	15	15	-	-	30	36	64	-	-	100	22
2.	Guide and monitor trekkers	SPF/N1202, v1.0	Core	4	5	30	60	60	-	150	40	60	-	-	100	22
3.	Conclude camping and trekking activities	SPF/N1203, v1.0	Core	4	3	15	60	15	-	90	25	75	-	-	100	22
4.	Maintain health & safety standards during the trekking activities	SPF/N1204, v1.0	Core	4	3	15	60	15	-	90	17	33	-	-	50	11
5.	Improve workplace resource usage	SPF/N1169, v1.0	Non-core	3	1	15	15	-	-	30	20	30	-	-	50	11
6.	Employability Skills (60 Hours)	DGT/VSQ/N0102, v1.0	Non-core	4	2	30	30	-	-	60	20	30	-	-	50	12
Duration (in Hours) / Total Marks				4	15	120	240	90		450	158	292	-	-	450	100

Assessment - Minimum Qualifying PercentagePlease 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: 70 %** (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.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	12th Class with specialization in Basic Mountaineering Course (BMC) with 2years of academic/industry experience and 2 year of training experience.
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Graduation with specialization in Basic Mountaineering Course (BMC) with 2years of academic/industry experience and 2 year of training experience.
3.	Tools and Equipment Required for Training	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure)
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	NA

Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	12th Class with specialization in Basic Mountaineering Course (BMC) with 2 years of academic/industry experience and 3 year of training experience.
2.	Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	NA
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	NA
4.	Assessment Mode (Specify the assessment mode)	Theoretical and Practical Assessment
5.	Tools and Equipment Required for Assessment	<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.	Latest Skill Gap Study (not older than 2 years) (Yes/No): Work in Progress
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):
3.	Government /Industry initiatives/ requirement (Yes/No): Yes
4.	Number of Industry validation provided: 11
5.	Estimated nos. of persons to be trained and employed: 200 in three years
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: If “No”, why: SPEFL-SC submitted the qualification for the line ministry concurrence.

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

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

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
Professional Theoretical Knowledge/Process	The Camping & Trekking Guide must be able to create the trekking itinerary. They should be able to prepare logistics for the trek and set fitness expectations for the trekking.	The job requires well-developed skills, with clear choice of procedures in familiar context which involves the inspection and assistance to the clients. The Camping & Trekking Guide requires knowledge, skills and aptitudes that are needed to carry out trekking activities and maintain health and safety standards to prevent the issues that may arise due to negligence and health issues of the clients.	4
Professional and Technical Skills/ Expertise/ Professional Knowledge	The Camping & Trekking Guide needs to know and have a thorough understanding of the factors leading to unsafe situations at the trek which can be hazardous for the trekkers. They conduct an orientation session and brief the trekkers about the dos and don'ts. They should also have a professional knowledge and understanding of conditions and external influences which can affect the trekking activities.	The Camping & Trekking Guide must have knowledge of facts, principles, processes and general concepts, in a field of work or study. The Camping & Trekking Guide is responsible for completion of their own work and expected to learn and improve their performance on the job. They will require well-developed practical and cognitive skills to complete their work such as creating training schedules based on the age, abilities and skill levels of the clients. They may also have some responsibility for others' work and learning like those of the clients and sometimes the PATs who might be assisting them.	4
Employment Readiness & Entrepreneurship	1. speak with others using some basic English phrases or sentences.	Recall and demonstrate practical skill, routine and repetitive in a	4

Skills & Mind-set/Professional Skill	2. follow good manners while communicating with others 3. communicate and behave appropriately with all genders and PwD 4. calculate income, expenses, savings etc. use internet and social media platforms securely and safely 5. identify customer needs and address them appropriately	narrow range of application, using appropriate tools.	
Broad Learning Outcomes/Core Skill	The Camping & Trekking Guide should be able to read and comprehend modules on standard training procedures. The user/individual on the job needs to know and understand how to communicate in a clear and polite manner with the trekkers.	Desired mathematical skill; understanding of social, political; and some skill of collecting and organising information, communication. S/he must be able to communicate and demonstrate the previous knowledge and skills in the occupation, and know the application of facts, principles, processes and general concepts in the occupation. They are expected to conduct themselves in ways which show an understanding of the social and political environment.	4

Responsibility	The Camping & Trekking Guide must be able to plan the activities for the trekkers and guide them about the route to provide a good customer experience. They should take all the safety checks into consideration and maintain good hygiene.	Responsibility for own work and learning and some responsibility for others' works and learning. They are expected to understand the quality of the work that needs to be delivered. They are expected to operate hygienically and demonstrate an understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out or supervise.	4
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Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment
Batch Size:

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	Map	Standard	1
2	Compass	Standard	1
3	GPS supported device	Standard	1
4	Flashlight	Durable, waterproof	5
5	Torch	Durable, waterproof	10
6	trekking clothing and footwear (waterproof)	Basic essentials	1 set
7	sunscreen	UV-protected	1
8	walking sticks	Standard	1 bottle
9	Binoculars	Standard	1
10	Tent	Standard	2
11	Backpack	Standard	5

12	Sleeping Bag	Standard	1
13	Whistle	Standard	1
14	Flaregun	Standard	1
15	cooking utensils	Standard	1 set of essential vessels
16	Sun Cap	Adjustable, UV-protected	30
17	Water Bottles	BPA-free, 500ml	30
18	First aid kit	Basic essentials	1
19	Sanitizing agents	Hand sanitizer, disinfecting wipes	1 litre
20	Flags	Standard	1

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Laptop
2. Whiteboard
3. Marker
4. Projector
5. Chart paper
6. Clipboards
7. Height & Weight chart

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.	Ashmita trek & tours	Nilendra Dewan	Tour Operator	Darjeeling, West Bengal	9733183711	info@ashmitatrek.com	
2	N.A.F	Sagar	Office Incharge	Delhi	8920823085	Nafhq1979@yahoo.com	
3	Planit Holidays	Mohit	BDM	Delhi	8287945614	sales@planitholidays.com	
4	MG Sky Adventures	Gaurav Garg	Director	Haryana	8295925883	mgsky@gmail.com	

5	Wow Club	Vithika	Manager	Delhi	9971151412	vithika@wowclub.in	
6	Himalaya journeys treks & Expedition Pvt/ Ltd.	Ram Bahadur	Owner	Darjeeling, West Bengal	9851007829	himjourney@gmail.com	
7	Mountain Tour & travels	Mingma Sherpa	Director	Sikkim	9679227880	Maxsherpa2004@yahoo.co.in	
9	Panglakha Tour & Travels	Ujjal Sharma	Owner	Sikkim	9832073481	Ujjaltours1988@gmail.com	
10	Triveni Camping & Trekking Group Peshok	Karan Chettri	Group leader	Darjeeling, WestBengal	-	trivenicampingpeshok@gmail.com	
11	Peak Adventure	Shubham Jindal	Co-Owner	Darjeeling, WestBengal	9212582109	info@peakadventure.com	
12	Trek Munk	Praveen Raut	Team Leader	Dehradun, Uttarakhand	8800333021	info@trekmunk.com	
13	Youreka	Gokul M	Team Lead	Karnataka	9036038018	info@youreka.in	
14	We Trekkers	Norbu Lama	Owner	West Bengal	8248978291	trivenicamping@gmail.com	
15	Himalayan Institute Of Sports	Ronald Martin	CEO	Kalimpong, West Bengal	9711737721	ceo@himalayaninstituteofsports.com	
16	Capacita Connect	Sandeep Kumar	Business Development Manager	223, Pratap Nagar society, Vaishali Nagar, Jaipur	8750220812	Capacitaconnect.com	
17	India Hub E-Governance Pvt. Ltd.	Mipandeep Singh	Director	Sector 41, Noida-201301	8826886990	Mipandeep.singh@indiahub.com	
18	ACME India	Santosh P. Channalwar	Director	Acme India Microsys Pvt Ltd, 1st Floor, Zunjarrao Building, Above Deccan Tailor, Zunjarrao Market, Kalyan West, Dist : Thane, Maharashtra, www.acmeskillsindia.com	9987933332	director@acmeskillsindia.com	

19	Proskills Global Skill Developers Pvt Ltd	Supriya Mishra	Operations Head	Proskills Global Skill Developers Pvt Ltd, A 005,004 Shree Krishna Villa, Near Durga Nagar Complex , Chinchpada, Kalyan East, Dist : Thane, Maharashtra, www.proskillsindia.com	7777052578	proskillsindia@gmail.com	
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**Annexure: Training & Employment Details
Training and Employment Projections:**

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
1	50	50	10	10	-	-
2	75	75	15	15	-	-
3	75	75	15	15	-	-

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

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.
- 2.

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		
2	<input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners		
3	<input type="checkbox"/> Showing Practical Demonstrations to the learners		
4	<input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training		
5	<input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice		
6	<input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations		
7	<input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training		

Annexure: Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

SPF/N1201: Plan for camping and trekking activities

Assessment Criteria for Outcomes	Theory Marks	PracticalMarks	Project Marks	Viva Marks
<i>Prepare logistics for the trek</i>	10	15	-	-
PC1. assess trekkers' preferences, skill levels,and physical capabilities for outdoor activities	2	3	-	-
PC2. create detailed itineraries, includingtransportation arrangements and accommodation options	2	3	-	-
PC3. assist in obtaining necessary permits and ensuring compliance with local regulations to ensure a smooth and legal outdoor experience	2	3	-	-
PC4. consider factors like weather conditions,seasonal variations, and terrain challenges	2	3	-	-
PC5. identify suitable routes, estimatingdistances, rest stops and water sources	2	3	-	-
<i>Set fitness expectations for the trek</i>	8	12	-	-
PC6. assess trekkers' fitness levels and provideguidance on physical preparation	2	3	-	-
PC7. recommend appropriate clothing andfootwear for trekking	2	3	-	-
PC8. discuss pacing, rest stops, and managingfatigue during long treks	2	3	-	-
PC9. educate on the importance of hydration andnutrition during trekking activities	2	3	-	-

<i>Prepare navigation and orientation</i>	8	12	-	-
PC10. utilize topographic maps, compasses, GPS devices, and trail markers for navigation	2	3	-	-
PC11. interpret trail maps, understanding elevation changes, and identifying landmarks	2	3	-	-
PC12. teach navigation skills to trekkers, including route planning and map reading	2	3	-	-
PC13. adapt navigation strategies in response to unexpected circumstances or changes in trail conditions	2	3	-	-
<i>Select gear and equipment for the trek</i>	10	25	-	-
PC14. recommend appropriate gear based on camping activity, climate, and duration	2	3	-	-
PC15. assist trekkers in selecting camping gear and clothing	2	3	-	-
PC16. explain proper use of equipment, such as tents, backpacks, sleeping bags, and cooking utensils	2	6	-	-
PC17. teach trekkers equipment maintenance and repair techniques	2	6	-	-
PC18. suggest alternative equipment or gear modifications that can enhance comfort, safety, or efficiency based on specific circumstances	2	7	-	-
NOS Total	36	64	-	-

SPF/N1202: Guide and monitor trekkers

Assessment Criteria for Outcomes	Theory Marks	PracticalMarks	Project Marks	Viva Marks
<i>Educate trekkers on basics of hiking and trekking</i>	20	30	-	-
PC1. guide trekkers to explore trek through diverse terrains	2	3	-	-
PC2. guide trekkers to watch their foot placement on uneven terrain, including rocks, roots, or slippery surfaces, to prevent slips, trips, or falls.	2	3	-	-
PC3. guide trekkers to maintain good balance by keeping the center of gravity aligned and using trekking poles if necessary	2	3	-	-
PC4. guide trekkers to cultivate a positive mindset and maintain mental resilience during challenging sections of the hike or trek	2	3	-	-
PC5. guide trekkers in practicing mindfulness and deep breathing exercises to stay present and engaged in the experience	2	3	-	-
PC6. ensure that trekkers drink water regularly, even before feeling thirsty to prevent dehydration	2	3	-	-
PC7. ensure that trekkers consume nutritious snacks or meals, such as energy bars, fruits, and trail mix, provides sustained energy throughout the outdoor, camping and trekking	2	3	-	-
PC8. ensure that trekkers are mindful of dietary restrictions or allergies and carrying suitable food options is essential for maintaining energy levels and overall well-being	2	3	-	-
PC9. guide trekkers to set up tents and create temporary campsites to spend the night immersed in the outdoor environment	2	3	-	-

PC10. conduct activities to provide opportunities for trekkers to appreciate starry nights, and enjoy the serenity of nature	2	3	-	-
<i>Guide trekkers on nature observation</i>	8	12	-	-
PC11. guide trekkers to engage in observing and appreciating the diverse flora and fauna found in the outdoor environment	2	3	-	-
PC12. help trekkers in spotting various species of birds, animals, and plants and learn about their behaviors and habitats	2	3	-	-
PC13. guide trekkers, if required, to capture images of landscapes, wildlife, and natural wonders encountered during the activities	2	3	-	-
PC14. discuss the benefits and limitations of using photography or journaling as a means of self-reflection and preserving memories of the outdoor adventure	2	3	-	-
<i>Manage waste during camping and trekking</i>	6	9	-	-
PC15. ensure that trekkers, practice responsible waste management during the hike or trek	2	3	-	-
PC16. ensure that trekkers carry a garbage bag to collect and properly dispose of any litter they encounter along the trail	2	3	-	-
PC17. promote the concept of "pack it in, pack it out" to ensure that no trace of the group's presence is left behind	2	3	-	-
<i>Work effectively with others</i>	6	9	-	-
PC18. interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner	2	3	-	-
PC19. promote a safe and interactive environment	2	3	-	-

PC20. identify and report inappropriate behavior (e.g. sexual harassment) to appropriate authority	2	3	-	-
NOS Total	40	60	-	-

SPF/N1203: Conclude camping and trekking activities

Assessment Criteria for Outcomes	Theory Marks	PracticalMarks	Project Marks	Viva Marks
<i>Evaluate the effectiveness of the camping and trekking program</i>	17	51	-	-
PC1. debrief with the trekkers to review their achievements and reflect on the challenges faced	1	3	-	-
PC2. organize a post-trip celebration or gatheringto commemorate the adventure	1	3	-	-
PC3. compile and curate photos and videos tocreate a memorable trip album or slideshow	1	3	-	-
PC4. write a trip report summarizing the highlights,challenges, and lessons learned	1	3	-	-
PC5. share the trip experiences and recommendations on social media or a personalblog	1	3	-	-
PC6. send personalized thank-you notes or emailsto trekkers for their participation	1	3	-	-
PC7. follow up with trekkers to offer additionalresources or answer any lingering questions	1	3	-	-

PC8. update personal knowledge and skills by researching new routes, camping spots, or trekking techniques	1	3	-	-
PC9. engage in professional development activities, such as attending workshops or certifications related to outdoor guiding	1	3	-	-
PC10. conduct a comprehensive post-trip analysis to identify areas for improvement in future outings	1	3	-	-
PC11. share trip stories and insights with fellow guides or colleagues in the outdoor industry	1	3	-	-
PC12. collaborate with local organizations or communities to support conservation efforts in the area visited	1	3	-	-
PC13. evaluate and refine safety protocols and risk management strategies based on the experience	1	3	-	-
PC14. seek opportunities for continued learning and growth in outdoor leadership and guiding skills	1	3	-	-
PC15. coordinate with local authorities or land management agencies to ensure compliance with regulations and permits	1	3	-	-
PC16. research and recommend local businesses or services that align with sustainable and eco-friendly practices	1	3	-	-
PC17. reflect on personal growth and achievements gained through guiding the outdoor, camping, and trekking experience	1	3	-	-
<i>Maintain camping and trekking equipment post usage</i>	8	24	-	-
PC18. conduct a thorough inspection of camping gear and equipment for cleaning and maintenance	1	3	-	-
PC19. restock and replenish camping supplies and equipment for future trips	1	3	-	-

PC20. collect equipment and return them to their designated storage areas	1	3	-	-
PC21. wipe surfaces and any other equipment used during the trip, to maintain cleanliness and hygiene	1	3	-	-
PC22. empty the trash bins and recycling containers, ensuring that waste is disposed of properly and the space remains clean and tidy	1	3	-	-
PC23. maintain an inventory of the equipment, noting any items that need restocking or replenishment	1	3	-	-
PC24. follow manufacturer guidelines and recommendations for the maintenance and care of specific outdoor equipment	1	3	-	-
PC25. sanitize all equipment and store for future use	1	3	-	-
NOS Total	25	75	-	-

SPF/N1204: Maintain health & safety standards during the trekking activities

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct risk assessment</i>	5	10	-	-
PC1. conduct a thorough inspection of the trek, camping site to identify any potential hazards or risks that could pose a danger to trekkers	1	2	-	-
PC2. assess the severity and likelihood of identified hazards to determine the level of risk they pose	1	2	-	-
PC3. identify risks based on their severity and develop a plan to mitigate or eliminate them effectively	1	2	-	-

PC4. carry out proactive measures to minimize risks, such as implementing safety signage, setting up protective barriers, and providing necessary safety equipment	1	2	-	-
PC5. monitor and review the effectiveness of risk mitigation measures, making necessary adjustments and updates to maintain a safe environment	1	2	-	-
<i>Maintain equipment</i>	5	10	-	-
PC6. conduct routine inspections of equipment to identify any signs of damage, wear, or malfunction	1	2	-	-
PC7. get the equipment cleaned and sanitized to maintain cleanliness, hygiene, and prevent the spread of germs or infections	1	2	-	-
PC8. take immediate action to repair or replace any equipment that is damaged, faulty, or poses a safety risk to trekkers	1	2	-	-
PC9. ensure proper storage of equipment when not in use, protecting it from environmental factors, such as moisture	1	2	-	-
PC10. maintain detailed records of equipment maintenance activities, including inspections, repairs, and replacements, to track the history and condition of equipment	1	2	-	-
<i>Prevent and attend to injuries</i>	7	13	-	-
PC11. ensure that trekkers warm up before physical activities and guide them in performing dynamic stretches and exercises to prepare their muscles and prevent injuries	1	2	-	-
PC12. demonstrate proper technique and form for different movements and exercises to minimize the risk of strains, sprains, or other musculoskeletal injuries	1	2	-	-
PC13. supervise trekkers during activities to ensure they are using proper techniques, following safety guidelines, and engaging in safe behaviors	1	2	-	-
PC14. carry out rest and recovery session to prevent overuse injury				

	2	3	-	-
PC15. perform first aid and Cardiopulmonary Resuscitation (CPR) when required	2	4	-	-
NOS Total	17	33	-	-

SPF/N1169: Improve workplace resource usage

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>conservation procedures for materials</i>	4	12	-	-
PC1. determine ways to optimize usage of material including water in various tasks/activities/processes	1	3	-	-
PC2. examine various tasks/activities/processes for spills/leaks	1	3	-	-
PC3. eliminate spills/leaks and escalate to appropriate authorities if they cannot be corrected	1	3	-	-
PC4. conduct routine cleaning of tools, machines, and equipment	1	3	-	-
<i>power conservation practices</i>	8	10	-	-
PC5. determine ways to optimize usage of electricity/energy in various tasks/activities/processes	2	3	-	-
PC6. ensure if the equipment/machine is functioning normally before commencing work and rectify wherever required	2	2	-	-
PC7. report equipment malfunctions (fumes/sparks/emission/vibration/noise) and lapses in maintenance	2	2	-	-
PC8. ensure that all electrical equipment and appliances are correctly connected and turned off when not in use	2	2	-	-
<i>waste management/recycling procedures</i>	8	8	-	-
PC9. determine recyclable and non-recyclable, and hazardous waste generated	2	2	-	-
PC10. separate waste into different categories	2	2	-	-

PC11. discard non-recyclable waste appropriately	2	2	-	-
PC12. store recyclable and reusable materials in a designated spot	2	2	-	-
Total Marks	20	30	-	-

DGT/VSQ/N0102: Employability Skills (60 Hours)

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Introduction to Employability Skills	1	1		
PC1. understand the significance of employability skills in meeting the job requirements	-	-	-	-
PC2. identify and explore learning and employability portals				
Constitutional values – Citizenship	1	1	-	-
PC3. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
PC4. follow environmentally sustainable practices				
Becoming a Professional in the 21st Century	2	4	-	-
PC5. recognize the significance of 21st Century Skills for employment				
PC6. explain 21st Century Skills such as Self Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc	-	-	-	-
Basic English Skills	2	3	-	-
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 & Goal Setting</i>	1	2		
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>	2	2		
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 & Inclusion</i>	1	2	-	-
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. communicate and behave appropriately with all genders and PwD	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3		
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>	3	4		
PC20. operate digital devices and carry out basic internet operations securely and safely	-	-		
PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-		

PC22. use basic features of word processor, spreadsheets, and presentations				
Entrepreneurship	2	3		
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-		
PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-		
PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity				
Customer Service	1	2		
PC26. identify different types of customers	-	-		
PC27. identify and respond to customer requests and needs in a professional manner.	-	-		
PC28. follow appropriate hygiene and grooming standards	-	-		
Getting ready for apprenticeship & Jobs	2	3		
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				
NOS TOTAL	20	30	-	-

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.

Mention the detailed assessment strategy in the provided template.

<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 Automotive Service Assistant Technician) will be assessed separately.
2. The candidate must score 60% 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

Glossary

Term	Description
National Occupational Standards (NOS)	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.
Qualification	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
Qualification File	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.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.
Long Term Training	Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf