

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: NATURE GUIDE

(QUALIFICATION PACK: Ref. Id. THC/Q8701)

SECTOR: Tourism and Hospitality

Grades 11 and 12

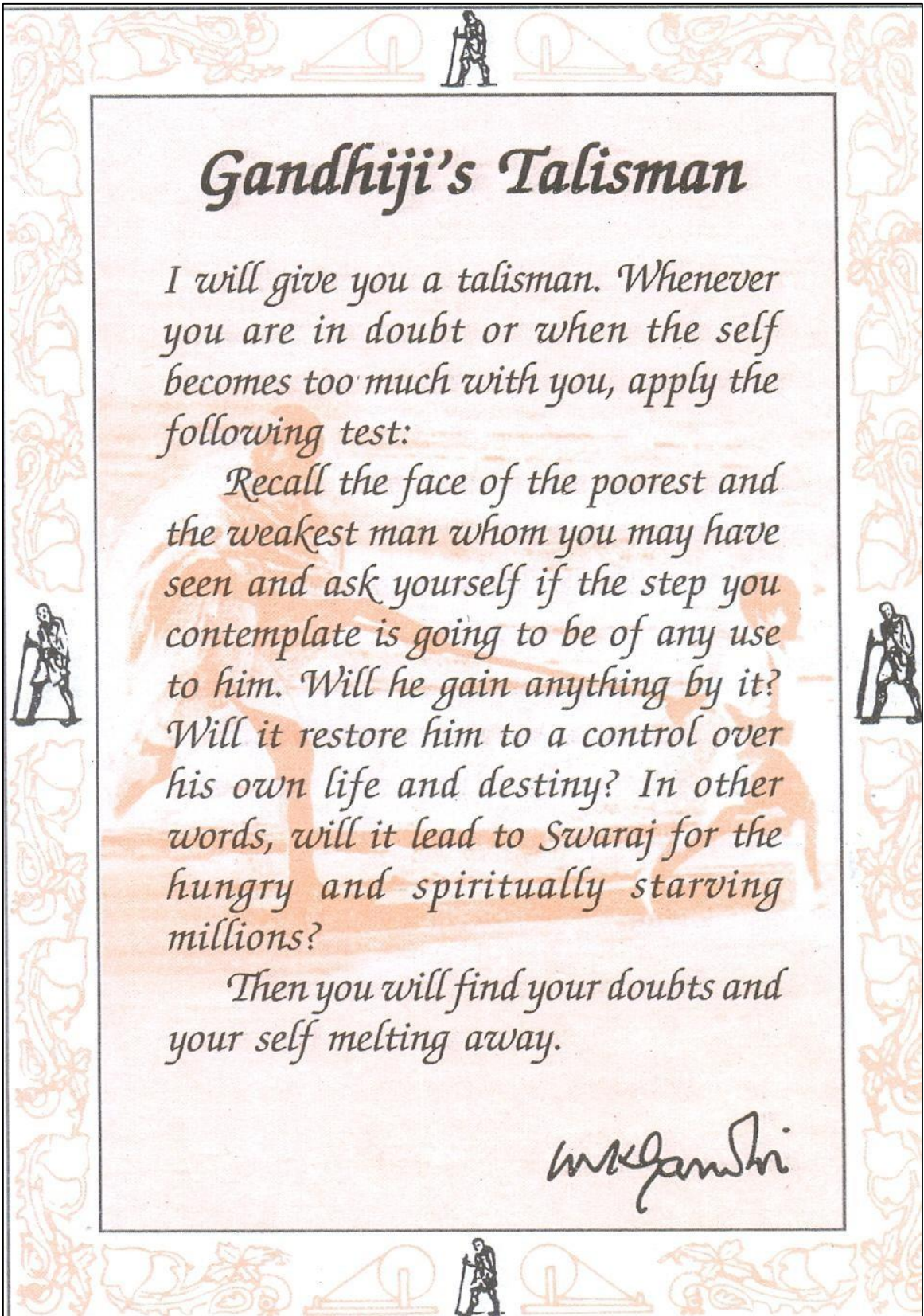


PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

(a constituent unit of NCERT, under MoE, Government of India)

Shyamla Hills, Bhopal- 462 002, M.P., India

<http://www.psscive.ac.in>



Gandhiji's Talisman

I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?

Then you will find your doubts and your self melting away.

M.K. Gandhi

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: NATURE GUIDE

(QUALIFICATION PACK: Ref. Id. THC/Q8701)

SECTOR: Tourism and Hospitality

Grades 11 and 12



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

(a constituent unit of NCERT, under MoE, Government of India)

Shyamla Hills, Bhopal- 462 002, M.P., India

<http://www.psscive.ac.in>

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

Nature Guide

September, 2024

© PSSCIVE, 2024

<http://www.psscive.ac.in>

No part of this work may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, microfilming, recording or otherwise, without written permission from the Publisher, with the exception of any material supplied specifically for the purpose of being used by the purchaser of the work.

The views and opinions expressed in this publication are those of the contributors/authors and do not necessarily reflect the views and policies of PSS Central Institute of Vocational Education, Bhopal. The PSSCIVE does not guarantee the accuracy of the data included in this publication and accepts no responsibility for any consequence of their use.

Published by:

Joint Director

PSS Central Institute of Vocational Education, NCERT, Shyamla Hills, Bhopal

PATRONS



Prof. Dinesh Prasad Saklani
Director, National Council of Educational
Research and Training (NCERT),
New Delhi

Dr. Deepak Paliwal, Ph.D
Joint Director
PSS Central Institute of Vocational Education,
Bhopal

Dr. Punnam Veeraiah
Professor and Head
Department of Business and Commerce
PSSCIVE, Bhopal

COURSE COORDINATOR

Dr. Prakash Chandra Rout
Assistant Professor (Hospitality, Travel and
Tourism)
Department of Business and Commerce,
PSSCIVE, Bhopal

FOREWORD

The Pandit Sundarlal Sharma Central Institute of Vocational Education (PSSCIVE) a constituent of the National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome-based curricula and courseware aimed at integrating both vocational and general qualifications to open pathways of career progression for students. It is a part of the Centrally Sponsored Scheme of vocationalisation of Secondary and Higher Secondary Education (CSSVSHSE) launched by the Ministry of Human Resource Development, Government of India in 2012. The PSS Central Institute of Vocational Education (PSSCIVE) is developing curricula under the project approved by the Project Approval Board (PAB) of Samagra Shiksha Abhiyan (SSA). The main purpose of the learning outcome-based curricula is to bring about improvement in the teaching-learning process and working competencies through learning outcomes embedded in the vocational subject.

It is a matter of great pleasure to introduce this learning outcome-based curriculum as part of the vocational training packages for the job role of Nature Guide. The curriculum is developed for the secondary students of Grade 11 and 12 and it is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National Skill Qualification Framework (NSQF).

The curriculum aims to provide children with employability and vocational skills to support occupational mobility and lifelong learning. It will help them to acquire specific occupational skills that meet employers' immediate needs. The teaching process is to be performed through interactive sessions in classrooms, practical activities in laboratories and workshops, projects, field visits, and professional experiences.

The curriculum has been developed and reviewed by a group of experts and their contributions are greatly acknowledged. The utility of the curriculum will be adjudged by the qualitative improvement that it brings about in teaching-learning. The feedback and suggestions on the content by the teachers and other stakeholders will be of immense value to us in bringing about further improvement in this document.

Prof. Dinesh Prasad Saklani

Director

National Council of Education Research and Training

PREFACE

India today stands poised at a very exciting juncture in its saga. The potential for achieving inclusive growth is immense and the possibilities are equally exciting. The world is looking at us to deliver sustainable growth and progress. To meet the growing expectations, India will largely depend upon its young workforce. The much-discussed demographic dividend will bring sustaining benefits only if this young workforce is skilled and its potential is channelized in the right direction.

In order to fulfil the growing aspirations of our youth and the demand of skilled human resource, the Ministry of Human Resource Development (MHRD), Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education that aims to provide for the diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education. For spearheading the scheme, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted the responsibility to develop learning outcome-based curricula, student workbooks, teacher handbooks and e-learning materials for the job roles in various sectors, with growth potential for employment.

The PSSCIVE firmly believes that the vocationalisation of education in the nation need to be established on a strong footing of philosophical, cultural and sociological traditions and it should aptly address the needs and aspirations of the students besides meeting the skill demands of the industry. The curriculum, therefore, aims at developing the desired professional, managerial and communication skills to fulfill the needs of the society and the world of work. In order to honour its commitment to the nation, the PSSCIVE has initiated the work on developing learning outcome-based curricula with the involvement of faculty members and leading experts in respective fields. It is being done through the concerted efforts of leading academicians, professionals, policy makers, partner institutions, Vocational Education and Training experts, industry representatives, and teachers. The expert group through a series of consultations, working group meetings and use of reference materials develops a National Curriculum. Currently, the Institute is working on developing curricula and courseware for over 100 job roles in various sectors.

We extend our gratitude to all the contributors for selflessly sharing their precious knowledge, acclaimed expertise, and valuable time and positively responding to our request for development of curriculum. We are grateful to MHRD and NCERT for the financial support and cooperation in realizing the objective of providing learning outcome based modular curricula and courseware to the States and other stakeholders under the PAB (Project Approval Board) approved project of Samagra Shiksha Abhiyan (SSA) of MoE.

Finally, for transforming the proposed curriculum design into a vibrant reality of implementation, all the institutions involved in the delivery system shall have to come together with a firm commitment and they should secure optimal community support. The success of this curriculum depends upon its effective implementation and it is expected that the managers of vocational education and training system, including subject teachers will make efforts to create better facilities, develop linkages with the world of work and foster a conducive environment as per the content of the curriculum document.

The PSSCIVE, Bhopal remains committed in bringing about reforms in the vocational education and training system through the learner-centric curricula and courseware. We hope that this document will prove useful in turning out more competent Indian workforce for the 21st century.

Dr. Deepak Paliwal

Joint Director

PSS Central Institute of Vocational Education

ACKNOWLEDGEMENTS

On behalf of the team at the PSS Central Institute of Vocational Education (PSSCIVE) we are grateful to the members of the Project Approval Board (PAB) of Samagra Shiksha Abhiyan (SSA) and the officials of the Ministry of Education (MoE), Government of India for the financial support to the project for development of curricula.

We are grateful to the Director, NCERT for his support and guidance. We also acknowledge the contributions of our colleagues at the Technical Support Group of SSA, MOE, SSA Cell at the National Council of Educational Research and Training (NCERT), National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC) and Management Entrepreneurship and Professional Skill Council of India for their academic support and cooperation.

We are thankful to the course coordinators Dr. Prakash Chandra Rout and experts for their untiring efforts and contributions in the development of this learning outcome-based curriculum.

We are grateful to Dr. Punnam Veeraiah, Head, Department of Business and commerce, PSSCIVE for his guidance in developing the curriculum. Further, we are thankful to Dr. Breeze Tripathi, Assistant Professor (contractual), Department of Business and commerce, PSSCIVE for immensely contributing and supporting in the development of the curriculum. We acknowledge the contribution of Ms. Neha Kushwaha, DTP Operator (Contractual), Dept. of Business and commerce, PSSCIVE in designing and typesetting of the curriculum matters in due time.

The contributions made by Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC), PSSCIVE in development of the curriculum for the employability skills are acknowledged.

PSSCIVE Team

CONTENTS

S.No.	Title		Page No.	
	Foreword		(i)	
	Preface		(ii)	
	Acknowledgement		(iv)	
1.	Course Overview		1	
2.	Scheme of Units		3	
3.	Teaching/Training Activities		4	
4.	Assessment and Certification		5	
5.	Unit Content	CLASS –11		
		Part A	Employability Skills	8
			Unit 1: Communication Skills – III	8
			Unit 2: Self-management Skills – III	10
			Unit 3: Information and Communication Technology Skills – III	11
			Unit 4: Entrepreneurial Skills – III	12
			Unit 5: Green Skills – III	13
		Part B	Vocational Skills	15
			Unit 1: Introduction to Nature Guiding and Preparation	15
			Unit 2: Conducting the Activity – Guiding During Safaris and Nature Trails	16
			Unit 3: Risk Assessment and Management	18
			Unit 4: Effective Communication with Customers and Colleagues	19
			Unit 5: Gender and Age-Sensitive Practices	21
			CLASS -12	
		Part A	Employability Skills	22
			Unit 1: Communication Skills – IV	23
			Unit 2: Self-management Skills – IV	23
			Unit 3: Information and Communication Technology Skills – IV	24
			Unit 4: Entrepreneurial Skills – IV	26
			Unit 5: Green Skills – IV	27
		Part B	Vocational Skills	28
			Unit 1: Knowledge of Flora and Fauna	28
			Unit 2: Green and Eco-Friendly Practices	29
			Unit 3: Safety, Health, and Hygiene Practices	31
			Unit 4: Handling Guest Feedback and Satisfaction	32
			Unit5: Documentation and Reporting	34
6.		Organization of Field Visits		36
7.	List of Equipment and Materials		38	
8.	Vocational Teacher's/ Trainer's Qualification and Guidelines		40	
9.	List of Contributors		42	

1. Course Overview

COURSE TITLE: Nature Guide

The role of a Nature Guide is essential in the tourism and conservation sectors, where guides connect people with nature by leading outdoor experiences, educating guests about local ecosystems, and promoting environmental stewardship. Nature Guides help create immersive and educational experiences while balancing tourism with conservation ethics. They must have a deep understanding of local flora and fauna, demonstrate excellent interpersonal skills, and ensure the safety and comfort of guests in natural environments. This course covers foundational and advanced aspects of nature guiding, focusing on environmental education, guest management, and sustainable practices in outdoor tourism.

Upon completing Grades 11 and 12, students will:

- Apply effective oral and written communication skills to interact with people and customers;
- Identify the principal components of a computer system;
- Demonstrate the basic skills of using computer;
- Demonstrate self-management skills;
- Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities;
- Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
- Develop a comprehensive understanding of nature guiding, including conservation principles, ecological knowledge, and guiding ethics.
- Acquire skills in interpreting natural landscapes, identifying flora and fauna, and educating guests on ecosystem interrelationships.
- Gain expertise in outdoor safety practices, risk assessment, and emergency preparedness.
- Apply principles of sustainable tourism to minimize environmental impact and promote responsible travel behavior among guests.
- Demonstrate effective communication, cultural sensitivity, and inclusivity to accommodate diverse guest groups.
- Utilize guest feedback to improve tour quality, emphasizing continuous learning and environmental awareness.

GRADE 11 COURSE OUTCOMES:

- Understand the importance of nature guiding for environmental conservation and sustainable tourism.
- Recognize the ethical responsibilities of a Nature Guide, including respect for wildlife, ecosystems, and cultural values.
- Identify local ecosystems, key plant and animal species, and their roles within the environment.
- Develop essential guiding skills, including effective communication, interpretative techniques, and environmental storytelling.
- Manage group dynamics in outdoor settings, ensuring guest safety and fostering a respectful atmosphere.
- Conduct basic risk assessments for natural areas and prepare for potential hazards during guided tours.
- Educate guests on conservation practices, such as "Leave No Trace" principles and the importance of biodiversity.

GRADE 12 COURSE OUTCOMES:

- Utilize advanced interpretive techniques to enhance guest understanding of natural and cultural heritage.
- Apply conservation strategies during tours to balance visitor enjoyment with ecosystem protection.
- Develop skills in demand management, adapting tours based on seasonal changes, guest needs, and environmental factors.
- Handle guest feedback, complaints, and emergency situations with professionalism and sensitivity.
- Ensure adherence to safety, hygiene, and health protocols, including managing food and waste in natural settings.
- Implement eco-friendly practices and sustainable resource management in guiding operations.
- Lead continuous improvement initiatives by evaluating tour effectiveness and refining educational content based on guest feedback.

This course will prepare students for a career as Nature Guides by equipping them with practical skills in outdoor leadership and environmental education. Students will gain hands-on experience and theoretical knowledge, preparing them to pursue further studies or certifications in fields such as ecotourism, environmental education, and wildlife conservation.

COURSE REQUIREMENTS: The learner should Possess, strong communication skills, basic outdoor navigation skills, physical fitness and stamina, environmental awareness and basic first aid knowledge.

COURSE LEVEL: This is an entry level to intermediate-level skill development course. On completion of this course, a student can take up a professional guide certificate or diploma course.

COURSE DURATION: 600 hrs.

Grade 11: 300 hrs.

Grade12: 300 hrs.

Total: **600 hrs.**

2. Scheme of Units

This course is a planned sequence of instructions consisting of units meant for developing the employability and vocational competence of students of grade 11 and 12 opting for the vocational subjects along with general education subjects.

The Unit wise distribution of hours and marks for grade 11 is as follows:

GRADE 11			
	Units	No. of Hours for Theory and Practical	Max. Marks for Theory and Practical
		300	100
Part A	Employability Skills		
	Unit 1: Communication Skills – III	25	10
	Unit 2: Self-management Skills – III	25	
	Unit 3: Information and Communication Technology Skills – III	20	
	Unit 4: Entrepreneurial Skills – III	25	
	Unit 5: Green Skills – III	15	
	Total	110	10
Part B	Vocational Skills		
	Unit 1: Introduction to Nature Guiding and Preparation	33	40
	Unit 2: Conducting the Activity – Guiding During Safaris and Nature Trails	33	
	Unit 3: Risk Assessment and Management	33	
	Unit 4: Effective Communication with Customers and Colleagues	33	
	Unit 5: Gender and Age-Sensitive Practices	33	
	Total	165	40
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
	Grand Total (A+B+C+D)	300	100

The unit-wise distribution of hours and marks for grade 12 is as follows:

GRADE 12			
	Units	No. of Hours for Theory and Practical	Max. Marks for Theory and Practical
		300	100
Part A	Employability Skills		
	Unit 1: Communication Skills – IV	25	10
	Unit 2: Self-management Skills – IV	25	
	Unit 3: Information and Communication Technology Skills – IV	20	
	Unit 4: Entrepreneurial Skills – IV	25	
	Unit 5: Green Skills – IV	15	
	Total	110	10
Part B	Vocational Skills		
	Unit 1: Knowledge of Flora and Fauna	33	40
	Unit 2: Green and Eco-Friendly Practices	33	
	Unit 3: Safety, Health, and Hygiene Practices	33	
	Unit 4: Handling Guest Feedback and Satisfaction	33	
	Unit 5: Documentation and Reporting	33	
	Total	165	40
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
	Grand Total (A+B+C+D)	300	100

3. Teaching/Training Activities

The teaching and training activities have to be conducted in classroom, laboratory/ workshops and field visits. Students should be taken to field visits for interaction with experts from tourism and hospitality industry and to expose them to the various tools, equipment, materials, procedures and operations in the workplace. Special emphasis should be laid on the occupational safety, health and hygiene during the training and field visits.

CLASSROOM ACTIVITIES

Classroom activities are an integral part of this course and interactive lecture sessions, followed by discussions should be conducted by trained vocational teachers. Vocational teachers should make effective use of a variety of instructional or teaching aids, such as audio-video materials, colour slides, charts, diagrams, models, exhibits, hand-outs, online teaching materials, etc. to transmit knowledge and impart training to the students.

PRACTICAL WORK IN LABORATORY/WORKSHOP

Practical work may include but not limited to outdoor visits, hands-on-training, simulated training, role play, case-based studies, exercises, etc. Equipment and supplies should be provided to enhance hands-on learning experience of students. Only trained personnel should teach specialized techniques. A training plan that reflects tools, equipment, materials, skills and activities to be performed by the students should be submitted by the vocational teacher to the Head of the Institution.

FIELD VISITS/ EDUCATIONAL TOUR

In field visits, students will go outside the classroom to obtain specific information from industry experts or to make observations of the activities. A checklist of observations to be made by the students during the field visits should be developed by the Vocational Teachers for systematic collection of information by the students on the various aspects. Principals and Teachers should identify the different opportunities for field visits within a short distance from the school and make necessary arrangements for the visits. At least three field visits should be conducted in a year.

4. ASSESSMENT AND CERTIFICATION

Upon successful completion of the course by the candidate, the Central/ State Examination Board for Secondary Education and the respective Sector Skill Council will certify the competencies.

The National Skills Qualifications Framework (NSQF) is based on outcomes referenced to the National Occupation Standards (NOSs), rather than inputs. The NSQF level descriptors, which are the learning outcomes for each level, include the process, professional knowledge, professional skills, core skills and responsibility. The assessment is to be undertaken to verify that individuals have the knowledge and skills needed to perform a particular job and that the learning programme undertaken has delivered education at a given standard. It should be closely linked to certification so that the individual and the employer could come to know the competencies acquired through the vocational subject or course. The assessment should be reliable, valid, flexible, convenient, cost effective and above all it should be fair and transparent. Standardized assessment tools should be used for assessment of knowledge of students. Necessary arrangements should be made for using technology in assessment of students.

KNOWLEDGE ASSESSMENT (THEORY)

Knowledge Assessment should include two components: one comprising of internal assessment and second an external examination, including theory examination to be conducted by the Board. The assessment tools shall contain components for testing the knowledge and application of knowledge. The knowledge test can be objective paper-based test or short structured questions based on the content of the curriculum.

WRITTEN TEST

It allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Theory question paper for the vocational subject should be prepared by the subject experts comprising group of experts of academicians, experts from existing vocational subject experts/teachers, subject experts from university/colleges or industry. The respective Sector Skill Council should be consulted by the Central/State Board for preparing the panel of experts for question paper setting and conducting the examinations.

The blue print for the question paper may be as follows:

Duration: 3 hrs.

Max. Mark: 40

	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	3	2	2	13
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	3	2	14
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	2	1	07
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	2	0	04
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	0	02

	Total	5x1=5	10x2=20	5x3=15	40 (20questions)
--	--------------	--------------	----------------	---------------	-----------------------------------

SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards (NOSs) given in the Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and Institutions. The student has to demonstrate competency against the performance criteria defined in the National Occupation Standards and the assessment will indicate that they are 'competent', or are 'not yet competent'. The assessors assessing the skills of the students should possess a current experience in the industry and should have undergone an effective training in assessment principles and practices. The Sector Skill Councils should ensure that the assessors are provided with the training on the assessment of competencies.

Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include hands-on practical exam and viva voce. For practical, there should be a team of two evaluators – the subject teacher and the expert from the relevant industry certified by the Board or concerned Sector Skill Council. The same team of examiners will conduct the viva voce.

Project Work (individual or group project) is a great way to assess the practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be followed by a small-group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their observations. Project work should be assessed on the basis of practical file or student portfolio.

Student Portfolio is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency.

Viva voce allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the vocational subject. Viva voce should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

Upon successful completion of the course by the candidate, Central/State Examination Board for Secondary Education and the respective Sector Skill Council will certify the competencies

5. UNIT CONTENTS

GRADE 11

Part A: Employability Skills

S.No.	Units	Duration (Hrs.)
1.	Unit1: Communication Skills - III	25
2.	Unit2: Self-management Skills - III	25
3.	Unit3: Information and Communication Technology Skills - III	20
4.	Unit4: Entrepreneurial Skills - III	25
5.	Unit5: Green Skills - III	15
	Total	110

UNIT 1: COMMUNICATION SKILLS – III		
Duration: 25 hrs		
	Theory (10 hrs)	Practical (15 hrs)
LO1	Demonstrate Knowledge of Effective Communication	
1.	<ul style="list-style-type: none"> Introduction to communication Importance of communication Elements of communication Perspectives in communication Effective communication 	<ul style="list-style-type: none"> Role-play on the communication process Group discussion on factors affecting perspectives in communication <p>Classroom discussion on the 7Cs of effective communication (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete)</p> <ul style="list-style-type: none"> Chart making on elements of communication
LO2	Demonstrate Verbal Communication	
2.	<ul style="list-style-type: none"> Verbal communication Public speaking 	<ul style="list-style-type: none"> Role-play of a phone conversation. Group exercise on delivering speech and practicing public speaking
LO3	Demonstrate Non-Verbal Communication	
3.	<ul style="list-style-type: none"> Importance of non-verbal communication Types of non-verbal communication Visual communication 	<ul style="list-style-type: none"> Role-play on non-verbal communication Group exercise and discussion on Do's and Don'ts to avoid body language mistakes Group activity on methods of communication

LO4	Use Correct Pronunciation	
4.	<ul style="list-style-type: none"> Pronunciation basics Speaking properly Phonetics Types of sounds 	<ul style="list-style-type: none"> Group exercises on pronouncing words
LO5	Demonstrate the knowledge of Assertive Communication Style	
5.	<ul style="list-style-type: none"> Important communication styles Assertive communication Advantages of assertive communication Practicing assertive communication 	<ul style="list-style-type: none"> Group discussion on communication styles Group discussion on observing and sharing communication styles
LO6	Demonstrate the Knowledge of Saying No	
6.	<ul style="list-style-type: none"> Steps for saying 'No' Connecting words (Conjunctions) 	<ul style="list-style-type: none"> Group discussion on how to respond Group activity on saying 'No'
LO7	Identify and Use Parts of Speech in Writing	
7.	<ul style="list-style-type: none"> Capitalization Punctuation Basic parts of speech Supporting parts of speech 	<ul style="list-style-type: none"> Group exercises on identifying parts of speech Group exercises on constructing sentences Group exercises on nouns
LO8	Write Sentences and Paragraphs	
8.	<ul style="list-style-type: none"> Parts of a sentence Types of objects Types of sentences Paragraph 	<ul style="list-style-type: none"> Exercises on making sentences Activity on active and passive voice Assignment on writing different types of sentences
LO9	Communicate with People	
9.	<ul style="list-style-type: none"> Greetings Introducing self and others 	<ul style="list-style-type: none"> Role-play on formal and informal greetings Role-play on introducing someone Practice session and group discussion on greeting different people.
LO10	Introduce Self to Others and Write About Oneself	
10.	<ul style="list-style-type: none"> Talking about self Filling out a form to write about self 	<ul style="list-style-type: none"> Practicing self-introduction to write about self Filling up forms to write about self
LO11	Ask Questions	
11.	<ul style="list-style-type: none"> Types of questions Asking close-ended and open-ended questions 	<ul style="list-style-type: none"> Exercise on asking different types of questions Group activity on framing open and close-ended questions
LO12	Communicate Information About Family to Others	

12.	<ul style="list-style-type: none"> Words that show relations in the family 	<ul style="list-style-type: none"> Practice talking about family Role-play on talking about family members
LO13	Describe Habits and Routines	
13.	<ul style="list-style-type: none"> Concept of habits and routines 	<ul style="list-style-type: none"> Group discussion on habits and routines Group activity on describing routines
LO14	Ask or Give Directions to Others	
14.	<ul style="list-style-type: none"> Asking for directions to a place Giving directions for a place 	<ul style="list-style-type: none"> Role-play on asking and giving directions to a place Identifying symbols used for giving directions

UNIT 2: SELF-MANAGEMENT SKILLS – III

Duration: 25 hrs		
	Theory (10 hrs)	Practical (15 hrs)
LO1	Identify and Analyse Own Strengths and Weaknesses	
1.	<ul style="list-style-type: none"> Knowing yourself Identifying strengths and weaknesses Difference between interests and abilities 	<ul style="list-style-type: none"> Activity on writing aim in life Preparing a worksheet on interests and abilities
LO2	Demonstrate Personal Grooming	
2.	<ul style="list-style-type: none"> Guidelines for dressing and grooming 	<ul style="list-style-type: none"> Role-play on dressing and grooming standards Self-reflection activity on dressing and grooming
LO3	Maintain Personal Hygiene	
3.	<ul style="list-style-type: none"> Importance of personal hygiene Three steps to personal hygiene Essential steps of hand washing 	<ul style="list-style-type: none"> Role-play on personal hygiene Assignment on personal hygiene
LO4	Demonstrate the Knowledge of Working in a Team and Participating in Group Activities	
4.	<ul style="list-style-type: none"> Describe the benefits of teamwork Working in a team 	<ul style="list-style-type: none"> Assignment on working in a team Self-reflection on teamwork
LO5	Describe the Importance of Networking Skills	
5.	<ul style="list-style-type: none"> Benefits of networking skills Steps to build networking skills 	<ul style="list-style-type: none"> Group exercise on networking in action Assignment on networking skills

LO6	Describe the Meaning and Importance of Self-Motivation	
6.	<ul style="list-style-type: none"> Self-motivation Types of motivation Qualities of Self-motivated people 	<ul style="list-style-type: none"> Activity on staying motivated Assignment on reasons hindering motivation
LO7	Set SMART Goals	
7.	<ul style="list-style-type: none"> Meaning of goals and purpose of goal-setting Setting SMART (Specific, Measurable, Attainable, Realistic and Timebound) goals 	<ul style="list-style-type: none"> Assignment on setting SMART goals Activity in developing long-term and short-term goals using the SMART method
LO8	Apply Time Management Strategies and Techniques	
8.	<ul style="list-style-type: none"> Time management Steps for effective time management 	<ul style="list-style-type: none"> Preparing a checklist of daily activities Preparing to-do-list

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – III		
Duration: 20 hours		
	Theory (08 hrs)	Practical (12 hrs)
LO1	Create A Document on the Word Processor	
1.	<ul style="list-style-type: none"> Introduction to ICT Advantages of using (Information and Communication Technology) a word processor. Working with Libre Office Writer 	<ul style="list-style-type: none"> Group activity on demonstration and practice of the following: <ol style="list-style-type: none"> Creating a new document Typing text Saving the text Opening and saving files on Microsoft Word/Libre Office Writer.
LO2	Identify the basic interface of LibreOffice	
2.	<ul style="list-style-type: none"> Standard user interface of LibreOffice writer <ol style="list-style-type: none"> Status bar Menu bar Tool bar Making a text bold 	<ul style="list-style-type: none"> Group activity on using the basic user interface of LibreOffice writer Group activity on working with Microsoft Word
LO3	Save, Close, Open and Print Document	
3.	<ul style="list-style-type: none"> Saving a Word document Closing a Word document Opening an existing document Printing a Word document 	<ul style="list-style-type: none"> Group activity on performing the functions for saving, closing, and printing documents in LibreOffice Writer Group activity on performing the functions for saving, closing, and printing documents in Microsoft Word
LO4	Format Text in a Word Document	

4.	<ul style="list-style-type: none"> Changing style and size of text Aligning text and Cutting, Copying, Pasting text Finding and replacing 	<ul style="list-style-type: none"> Group activity on formatting text in LibreOffice Writer Group activity on formatting text in Microsoft Word
LO5 Check Spelling and Grammar in a Word Document		
5.	<ul style="list-style-type: none"> Starting a spell checker Short-cut menu for spell checker Autocorrecting spellings 	<ul style="list-style-type: none"> Group activity on checking spellings and grammar using LibreOffice Writer Group activity on checking spelling and grammar using Microsoft Word
LO6 Insert Lists, Tables, Pictures, and Shapes in a Word Document		
6.	<ul style="list-style-type: none"> Insert bullet list Inserting the following in Word document <ol style="list-style-type: none"> Number list Tables Pictures Shapes 	<ul style="list-style-type: none"> Practical exercise of inserting lists and tables using LibreOffice Writer
LO7 Insert Header, Footer and Page Number in a Word Document		
7.	<ul style="list-style-type: none"> Inserting the following in a Word document <ol style="list-style-type: none"> Header Footer page number Page count 	<ul style="list-style-type: none"> Practical exercises of inserting header, footer and page numbers in LibreOffice Writer and Microsoft Word
LO8 Demonstrate the Use of Track Change Option in a Word Document		
8.	<ul style="list-style-type: none"> Tracking changes in LibreOffice Writer Manage option Comparing documents 	<ul style="list-style-type: none"> Group activity on performing changes in track mode in LibreOffice Writer and Microsoft Word

UNIT 4: ENTREPRENEURSHIP SKILLS – III		
Duration: 25 hrs		
	Theory (10 hrs)	Practical (15 hrs)
LO1	Differentiate Between Different Kinds of Businesses	
1.	<ul style="list-style-type: none"> Introduction to entrepreneurship Types of business activities – manufacturing, trading, and service 	<ul style="list-style-type: none"> Role-play on different kinds of businesses around us

LO2	Describe the Significance of Entrepreneurial Values	
2.	<ul style="list-style-type: none"> • Values of an entrepreneur • Case study on qualities of an entrepreneur 	<ul style="list-style-type: none"> • Role-play on qualities of an entrepreneur
LO3	Describe the Attitudinal Changes Required to Become an Entrepreneur	
3.	<ul style="list-style-type: none"> • Difference between the attitude of an entrepreneur and an employee 	<ul style="list-style-type: none"> • Interviewing employees and entrepreneurs
LO4	Describe the Importance of Thinking Like an Entrepreneur	
4.	<ul style="list-style-type: none"> • Problems of entrepreneurs • Problem-solving • Thinking like an entrepreneur to solve problems 	<ul style="list-style-type: none"> • Group activity on identifying and solving problems
LO5	Generate Business Ideas	
5.	<ul style="list-style-type: none"> • The business cycle • Principles of idea creation • Generating a business idea • Case studies 	<ul style="list-style-type: none"> • Group activity to create business ideas
LO6	Describe Customer Needs and the Importance of Conducting a Customer Survey	
6.	<ul style="list-style-type: none"> • Understanding customer needs • Conducting a customer survey 	<ul style="list-style-type: none"> • Group activity for conducting a customer survey
LO7	Create a Business Plan	
7.	<ul style="list-style-type: none"> • Importance of business planning • Preparing a business plan • Principles to follow for growing a business • Case studies 	<ul style="list-style-type: none"> • Group activity on developing a business plan

UNIT 5: GREEN SKILLS – III

Duration: 15 hrs

	Theory (07 hrs)	Practical (08 hrs)
LO1	Describe the Importance of the Main Sectors of the Green Economy	
1.	<ul style="list-style-type: none"> • Important sectors of green economy- <ol style="list-style-type: none"> i. Agriculture ii. Energy resources 	<ul style="list-style-type: none"> • Group discussion on sectors of the green economy • Preparing posters on various sectors for promoting the green economy

	<ul style="list-style-type: none"> iii. Construction iv. Fisheries v. Forestry vi. Tourism vii. Transport viii. Water Management ix. Waste management x. Manufacturing xi. Industry 	
LO2 Describe Policies for the Green Economy		
2.	<ul style="list-style-type: none"> • Policies for a green economy 	<ul style="list-style-type: none"> • Group discussion on initiatives for promoting the green economy • Writing an essay or a short note on the important initiatives for promoting a green economy.
LO3 Describe the Role of Various Stakeholders in the Green Economy		
3.	<ul style="list-style-type: none"> • Stakeholders in the green economy 	<ul style="list-style-type: none"> • Group discussion on the role of stakeholders in the green economy • Making solar bulbs.
LO4 Describe the Role of Government and Private Agencies in the Green Economy		
4.	<ul style="list-style-type: none"> • Role of the government in promoting a green economy • Role of private agencies in promoting green economy 	<ul style="list-style-type: none"> • Group discussion on the role of government and private agencies in promoting a green economy. • Preparing posters on green sectors.

Grade 11

Part B: Vocational Skills

S. No.	Units	Duration (Hrs.)
1.	Unit 1: Introduction to Nature Guiding and Preparation	33
2.	Unit 2: Conducting the Activity – Guiding During Safaris and Nature Trails	33
3.	Unit 3: Risk Assessment and Management	33
4.	Unit 4: Effective Communication with Customers and Colleagues	33
5.	Unit 5: Gender and Age-Sensitive Practices	33

UNIT 1: INTRODUCTION TO NATURE GUIDING AND PREPARATION		
Duration: 33 hrs		
	Theory (12hrs)	Practical (21 hrs)
LO1	Describe the role and functions of a Nature Guide	
1	<ul style="list-style-type: none"> Role of a Nature Guide. History of Nature Guiding The role of Nature Guides in wildlife education. Ethics and code of conducts 	<ul style="list-style-type: none"> Research different career paths in nature guiding. Role-play a Nature Guide explaining rules and ethics. Group discussion on balancing conservation and tourism. Explore career opportunities and ethical considerations in nature guiding.
LO2	Identify career opportunities and ethical considerations in nature guiding.	
2	<ul style="list-style-type: none"> Career opportunities Balancing conservation Ethical considerations Professionalism and ethical boundaries. 	<ul style="list-style-type: none"> Research potential career paths and the required qualifications. Conduct an observation exercise with wildlife videos and discuss the guide's role. Group activity to discuss ethics and best practices in conservation.
LO3	Demonstrate the knowledge of pre-trip planning for nature guiding.	
3	<ul style="list-style-type: none"> Pre-trip planning. Mapping Effective communication Vehicles for different terrains. 	<ul style="list-style-type: none"> Create a sample safari or trail route plan. Perform a mock pre-trip briefing with a focus on safety. Engage in map reading and orientation exercises. Recognize guest needs and safety in pre-trip planning.
LO4	Identify guest needs, fitness levels, legal requirements, and safety in pre-trip planning.	
4	<ul style="list-style-type: none"> Guest needs and fitness 	<ul style="list-style-type: none"> Prepare a checklist for guiding

	<ul style="list-style-type: none"> Legal considerations in wildlife areas. Managing health and safety Pre-trip guest communication 	<ul style="list-style-type: none"> activities. Conduct a mock briefing on safety and guest expectations. Group activity on assessing guest fitness levels and special needs.
LO5	Demonstrate effective guest communication before the guiding activity.	
5	<ul style="list-style-type: none"> Managing guest expectations. Health and fitness information. Legal requirements for health data 	<ul style="list-style-type: none"> Draft a mock email or message to guests with trip details. Role-play gathering guest health and fitness information. Prepare a safety and risk information pamphlet. Understand cultural considerations and communication strategies.
LO6	Develop cultural considerations and communication strategies for diverse guests.	
6	<ul style="list-style-type: none"> Communication and cultural considerations Transparency in activity risks Guest diversity and expectations. Language barriers and non-verbal cues 	<ul style="list-style-type: none"> Group activity analyzing cultural communication differences. Role-play interactions with guests from diverse cultural backgrounds. Create a culturally sensitive pre-trip briefing outline.
LO7	Explain the importance of teamwork and coordination in nature guiding	
7	<ul style="list-style-type: none"> Team communication. Leadership in nature guiding Coordinating logistics Hierarchy and emergency protocol 	<ul style="list-style-type: none"> Simulate team coordination during a guiding activity. Scenario-based exercises on leadership problem-solving. Group discussion on improving communication between guides and support teams. Demonstrate emergency preparedness and collaboration.
LO8	Demonstrate effective teamwork and leadership in emergency situations.	
8	<ul style="list-style-type: none"> Handling emergencies Collaboration among team members Leadership in high-stress situations Supporting teamwork in challenging environments 	<ul style="list-style-type: none"> Conduct a mock team meeting to review planning and coordination. Role-play a guided response to emergency scenarios. Group activity on developing a team protocol for emergencies.

UNIT 2: Conducting the Activity – Guiding During Safaris and Nature Trails	
Duration: 33 hrs	
Theory (12hrs)	Practical (21 hrs)

LO1	Identify different types of safari and trail guiding activities.	
1	<ul style="list-style-type: none"> Safari and trail types. Environmental impact Maintaining ecological balance. Guidelines for responsible safaris and trails 	<ul style="list-style-type: none"> Practice briefing guests on safari rules and guidelines. Create a visual presentation on landscapes and wildlife diversity. Role-play guiding guests through different trail scenarios.
LO2	Set realistic guest expectations and ensure safety during guiding activities.	
2	<ul style="list-style-type: none"> Realistic expectations for wildlife spotting. Guest briefing before the activity Safety considerations for park and trail Addressing unforeseen challenges 	<ul style="list-style-type: none"> Design guidelines for wildlife spotting ethics. Group activity to discuss safety measures for guests. Conduct a role-play exercise to handle unexpected challenges.
LO3	Communicate key information about local species and ecosystems	
3	<ul style="list-style-type: none"> Key species and local ecosystems Scientific and common species Ecosystem knowledge in nature guiding Strategies for effective information delivery 	<ul style="list-style-type: none"> Prepare and present a short talk on a local species or ecosystem. Guided nature walk, identifying flora and fauna. Group discussion on effective methods of sharing scientific and local names.
LO4	Demonstrate guests through tailored information and learning techniques.	
4	<ul style="list-style-type: none"> Techniques for diverse audiences Information on guest interests and knowledge levels Accuracy in information Timing and contextual relevance in information delivery 	<ul style="list-style-type: none"> Create an educational brochure about local wildlife. Role-play delivering information to different audience types. Gather group feedback on clarity and engagement of shared information.
LO5	Identify and manage potential risks during guiding activities	
5	<ul style="list-style-type: none"> Dangerous species and situations Park regulations and wildlife SOPs Weather-related risks during guiding. Risk management practices 	<ul style="list-style-type: none"> Simulate handling a wildlife encounter safely. Develop a checklist for guest safety on trails. Role-play scenarios of managing weather-related risks.
LO6	Describe and follow wildlife conservation laws and ethical responsibilities.	
6	<ul style="list-style-type: none"> Wildlife conservation laws. Ethical responsibilities of nature guides Documentation of wildlife sightings and incidents Safe practices for minimizing risk 	<ul style="list-style-type: none"> Write a report on a mock wildlife sighting. Group discussion on ethical considerations in guiding. Create a checklist for conservation and safety practices.

LO7	Modify guiding activities to accommodate guests with disabilities.	
7	<ul style="list-style-type: none"> Types of disabilities. Guidelines for making nature trails accessible Modifying activities to enhance inclusivity. Safety measures for guests with special needs 	<ul style="list-style-type: none"> Design a nature trail plan that considers accessibility. Role-play assisting a guest with mobility issues. Group activity to review equipment for inclusivity.
LO8	Promote inclusivity and provide comfort for all guests	
8	<ul style="list-style-type: none"> Safety and comfort for guests of all abilities. Legal obligations for guests with disabilities Tools and techniques for assisting guests with special needs Inclusivity in nature guiding. 	<ul style="list-style-type: none"> Conduct an inclusive nature walk focusing on accessibility. Create guidelines for assisting guests with physical or sensory disabilities. Group discussion on improving inclusivity in guiding practices.

UNIT 3: Risk Assessment and Management		
Duration: 33 hrs		
	Theory (12hrs)	Practical (21 hrs)
LO1	Identify common hazards in wildlife parks and nature trails	
1	<ul style="list-style-type: none"> Common hazards in wildlife parks. Assessing terrain-related risks. Identifying dangerous flora and fauna. Recognizing human-induced risks (e.g., littering, noise pollution). 	<ul style="list-style-type: none"> Perform a mock risk assessment for a trail. Group exercise to identify potential hazards in various terrains. Develop a risk checklist for common wildlife park hazards.
LO2	Recognize animal behavior and weather-related risks in guiding	
2	<ul style="list-style-type: none"> Animal behavior and anticipate risks Weather-related risks Monitoring and interpreting weather forecasts Assessing and managing risks 	<ul style="list-style-type: none"> Conduct a role-play exercise on interpreting animal behavior. Scenario-based group activity on evaluating weather risks. Create a guide's checklist for handling terrain and weather challenges.
LO3	Develop skills to respond effectively to wildlife encounters and health crises.	
3	<ul style="list-style-type: none"> Handling animal encounters. Managing health emergencies Staying calm and providing clear instructions Emergency evacuations. 	<ul style="list-style-type: none"> Simulate handling an animal encounter or health crisis. Conduct a mock exercise on providing first aid in emergencies. Group activity on guiding guests calmly through unexpected situations.
LO4	Demonstrate rescue procedures and documentation in emergencies	

4	<ul style="list-style-type: none"> Rescue procedures during natural disasters Documentation and incident reporting Legal requirements for reporting emergencies Protocols for coordinating with emergency services 	<ul style="list-style-type: none"> Plan and present a response to a mock natural disaster. Practice writing and documenting a sample emergency report. Role-play coordinating with team members and emergency responders.
LO5 Maintain safari vehicles and ensure safety equipment is functional.		
5	<ul style="list-style-type: none"> Vehicle maintenance safari Safety equipment for guiding activities Inspecting and managing equipments Troubleshooting vehicle and equipment issues. 	<ul style="list-style-type: none"> Perform a safety check on a safari vehicle. Create a checklist of essential safety tools and equipment. Group discussion on common vehicle issues and solutions in the field.
LO6 Manage resources like food, water, and communication tools efficiently		
6	<ul style="list-style-type: none"> Managing food and water supplies Use and maintenance of communication tools Budgeting and resource allocation Sustainable practices in resource management 	<ul style="list-style-type: none"> Plan a resource allocation for an extended trail. Practice using two-way radios and other communication devices. Group exercise on sustainable practices in resource management.
LO7 Apply first aid skills relevant to wilderness situations.		
7	<ul style="list-style-type: none"> First aid skills for wilderness guides. Treating common injuries Animal bites and insect stings. Heat exhaustion and dehydration 	<ul style="list-style-type: none"> Practice treating a mock cut or insect bite. Group discussion on managing dehydration in different scenarios. Develop a first aid response checklist for common trail injuries.
LO8 Perform CPR and manage serious medical emergencies effectively.		
8	<ul style="list-style-type: none"> Administering CPR in remote settings Signs of life-threatening conditions. Wilderness first aid kits. 	<ul style="list-style-type: none"> Hands-on CPR training exercise. Create and assemble a wilderness first aid kit. Role-play various medical emergency scenarios and responses.

UNIT 4: Effective Communication with Customers and Colleagues

Duration: 33 hrs

	Theory (12hrs)	Practical (21 hrs)
LO1 Describe the importance of clear and respectful communication in teams.		
1	<ul style="list-style-type: none"> Effective communication and teamwork 	<ul style="list-style-type: none"> Role-play a team meeting with clear communication on tasks.

	<ul style="list-style-type: none"> • Clear instructions during guiding • Handling miscommunication • Principles of respectful communication 	<ul style="list-style-type: none"> • Group activity focusing on recognizing and resolving miscommunication. • Collaborative exercise on sharing information accurately.
LO2	Demonstrate active listening and conflict resolution skills	
2	<ul style="list-style-type: none"> • Active listening • Recognizing and respecting others' viewpoints • Conflict resolution strategies • Managing disagreements 	<ul style="list-style-type: none"> • Group role-play on practicing active listening in a guiding scenario. • Participate in a simulated conflict resolution session. • Exercise on implementing respectful dialogue in conflicts.
LO3	Cultivate a guest-centered approach in communication.	
3	<ul style="list-style-type: none"> • Guest-centered service and hospitality. • Engaging guests and building rapport. • Professionalism and politeness. • Attitude during challenging situations 	<ul style="list-style-type: none"> • Practice introducing yourself and the itinerary to guests. • Role-play scenarios to build rapport with guests. • Group feedback session on maintaining positivity in communication.
LO4	Manage difficult guest interactions and complaints.	
4	<ul style="list-style-type: none"> • Handling complaints • Managing difficult guests. • Resolving issues with professionalism. • Guest concerns 	<ul style="list-style-type: none"> • Role-play handling a dissatisfied guest professionally. • Simulation exercise on resolving guest complaints. • Group discussion on best practices in conflict resolution with guests.
LO5	Practice active listening to understand guest needs and expectations	
5	<ul style="list-style-type: none"> • Active listening in guest services. • Identifying guest expectations • Recognizing non-verbal cues of guest • Guest concerns and preferences 	<ul style="list-style-type: none"> • Role-play listening and responding to guest questions. • Group activity on recognizing and interpreting non-verbal cues. • Exercise to improve responsiveness to guest expectations.
LO6	Manage guest expectations before and during the activity.	
6	<ul style="list-style-type: none"> • Setting realistic expectations • Transparency about activity risks. • Strategies for unmet expectations • Communicating changes in itinerary 	<ul style="list-style-type: none"> • Mock discussion on assessing guest expectations. • Group exercise on handling unexpected changes in plans. • Create a checklist for managing guest expectations effectively.
LO7	Practice guest and peer feedback to improve personal and team performance	

7	<ul style="list-style-type: none"> Gathering guest feedback. Analyzing guest feedback Encouraging constructive feedbacks Building a culture of improvements 	<ul style="list-style-type: none"> Developing new skills based on feedback. Exploring new knowledge areas in nature guiding. Setting goals for continuous learning. Benefits of staying updated on industry trends and best practices.
LO8	Implement continuous learning techniques for effective guiding	
8	<ul style="list-style-type: none"> Developing new skills Exploring new knowledge areas Goals for continuous learning Update with industry trends and best practices 	<ul style="list-style-type: none"> Create a personal development plan based on feedback. Group activity on setting continuous learning goals. Presentation on new trends or knowledge areas in nature guiding.

UNIT 5: Gender and Age-Sensitive Practices		
Duration: 33 hrs		
	Theory (12hrs)	Practical (21 hrs)
LO1	Describe the importance of gender sensitivity in nature guiding.	
1	<ul style="list-style-type: none"> Gender sensitivity in guiding Gender bias in customer service Gender differences in cultural contexts Equality and inclusion for all genders. 	<ul style="list-style-type: none"> Role-play scenarios for handling gender-sensitive situations. Group discussion on gender biases in guiding activities. Create a list of gender-inclusive practices for guest interactions.
LO2	Avoid stereotypes and ensure equality in team interactions.	
2	<ul style="list-style-type: none"> Gender stereotypes Gender equality and team dynamics Unconscious biases in communication Inclusive policies and practices 	<ul style="list-style-type: none"> Conduct a group activity to identify and eliminate stereotypes. Role-play respectful interactions within a diverse team. Draft a set of team guidelines promoting gender equality.
LO3	Recognize and accommodate the needs of children in outdoor activities.	
3	<ul style="list-style-type: none"> Safety needs specific to children Communication for younger audiences Planning age-appropriate activities Legal considerations for children's safety 	<ul style="list-style-type: none"> Role-play guiding children on a nature walk. Create an activity plan suitable for children. Group discussion on managing safety for young guests.
LO4	Address the safety and comfort of elderly guests on trails.	
4	<ul style="list-style-type: none"> Safety measures for senior citizens Understanding physical limitations Communication with elderly guests. 	<ul style="list-style-type: none"> Design a trail plan suitable for senior citizens. Role-play guiding an elderly guest safely on a trail.

	<ul style="list-style-type: none"> Respecting cognitive limitations 	<ul style="list-style-type: none"> Group activity to assess and improve senior-friendly practices.
LO5	Develop cultural sensitivity to improve guest experiences.	
5	<ul style="list-style-type: none"> Cultural sensitivity in guiding. Cultural differences in guest expectations Communications as per cultural norms Cultural stereotypes 	<ul style="list-style-type: none"> Role-play interactions with guests from diverse cultural backgrounds. Research different cultural expectations and present findings. Group discussion on overcoming cultural
LO6	Address cultural taboos and promote respect for diverse backgrounds.	
6	<ul style="list-style-type: none"> Cultural taboos in wildlife guiding Activities and cultural preferences Cultural diversity and ethical considerations Legal requirements towards cultural sensitivity. 	<ul style="list-style-type: none"> Create a culturally sensitive pre-trip briefing outline. Role-play interactions that respect cultural taboos. Group activity to develop guidelines for inclusive guest interactions.
LO7	Design activities that are inclusive for guests of all ages and abilities.	
7	<ul style="list-style-type: none"> Creating activities of all genders and ages. Activities for guests with disabilities. Developing multi-generational experiences. Guest safety with different fitness levels. 	<ul style="list-style-type: none"> Plan an inclusive nature trail suitable for all ages and abilities. Group activity to design a family-friendly itinerary. Role-play assisting a guest with special needs on an activity.
LO8	Ensure respectful and accessible communication for all guests.	
8	<ul style="list-style-type: none"> Communicating guest with diverse background Accessible language in guest interactions Guidance with respect and dignity Managing communication challenges 	<ul style="list-style-type: none"> Create a welcoming and inclusive introduction for guests. Group discussion on using clear and respectful language. Design a communication plan to address diverse guest needs.

GRADE 12

Part A - Employability Skills

S. No.	Units	Duration (Hrs.)
1.	Unit 1: Communication Skills - IV	25
2.	Unit 2: Self-management Skills – IV	25
3.	Unit 3: Information and Communication Technology Skills - IV	20
4.	Unit 4: Entrepreneurial Skills - IV	25
5.	Unit 5: Green Skills - IV	15
	Total	110

UNIT 1: COMMUNICATION SKILLS – IV		
Duration: 25 hrs		
	Theory (10 hrs)	Practical (15 hrs)
LO1	Demonstrate Active Listening Skills	
1.	<ul style="list-style-type: none"> Active listening -listening skill and stages of active listening Overcoming barriers to active listening 	<ul style="list-style-type: none"> Group discussion on factors affecting active listening Preparing posters of steps for active listening Role-play on negative effects of not listening actively
LO2	Identify The Parts Of Speech	
2.	<ul style="list-style-type: none"> Parts of speech – using capitals, punctuation, and basic parts of speech Supporting parts of speech 	<ul style="list-style-type: none"> Group practice on identifying parts of speech Group practice on constructing sentences
LO3	Write Sentences	
3.	<ul style="list-style-type: none"> Writing simple sentence Writing complex sentences Types of object Types of sentences <ol style="list-style-type: none"> Active and Passive sentences Statement/ Declarative sentence Question/ Interrogative sentence Emotion/ Reaction or Exclamatory sentence Order or Imperative sentence Paragraph writing 	<ul style="list-style-type: none"> Group work on writing sentences and paragraphs Group work on practicing writing sentences in active or passive voice Group work on writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative)

UNIT 2: SELF-MANAGEMENT SKILLS – IV		
Duration: 25 hrs		
	Theory (10 hrs)	Practical (15 hrs)
LO1	Describe the Various Factors Influencing Motivation and Positive Attitude	
1.	<ul style="list-style-type: none"> Motivation and positive attitude Intrinsic and extrinsic motivation Positive attitude – ways to maintain positive attitude Stress and stress management - ways to manage stress 	<ul style="list-style-type: none"> Role-play on avoiding stressful situations Activity on listing negative situations and ways to turn them to positive

LO2	Demonstrate the Knowledge of becoming Oriented	
2.	<ul style="list-style-type: none"> Becoming result-oriented Goal setting – examples of result-oriented goals 	<ul style="list-style-type: none"> Group activity on listing aim in life
LO3	Describe the Importance of Self-Awareness and the Basic Personality Traits, Types and Disorders	
3.	<ul style="list-style-type: none"> Steps towards self-awareness Personality and basic personality traits Common personality disorders- <ol style="list-style-type: none"> Suspicious Emotional and impulsive Anxious Steps to overcome personality disorders 	<ul style="list-style-type: none"> Group discussion on self-awareness

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – IV

Duration: 20 hours

	Theory (06 hrs)	Practical (14 hrs)
LO1	Identify the Components of a Spreadsheet Application	
1.	<ul style="list-style-type: none"> Getting started with a spreadsheet - types of a spreadsheet Steps to start LibreOffice Calc., Components of a worksheet. 	<ul style="list-style-type: none"> Group activity on identifying components of spreadsheet in LibreOffice Calc.
LO2	Perform Basic Operations in a Spreadsheet	
2.	<ul style="list-style-type: none"> Opening workbook and entering data – types of data, steps to enter data, editing and deleting data in a cell Selecting multiple cells Saving the spreadsheet in various formats Closing the spreadsheet Opening the spreadsheet. Printing the spreadsheet. 	<ul style="list-style-type: none"> Group activity on working with data on LibreOffice Calc.
LO3	Demonstrate the Knowledge of Working with Data and Formatting Text	
3.	<ul style="list-style-type: none"> Using a spreadsheet for addition – adding value directly, adding by using cell address, using a mouse to 	<ul style="list-style-type: none"> Group activity on formatting a spreadsheet in LibreOffice Calc Group activity on performing basic calculations in LibreOffice Calc.

	<p>select values in a formula, using sum function, copying and moving formula</p> <ul style="list-style-type: none"> • Formatting cell and content • Changing text style and font size • Aligning text in a cell • Highlighting text 	
LO4 Demonstrate the Knowledge of Using Advanced Features in Spreadsheet		
4.	<ul style="list-style-type: none"> • Advanced features in Spreadsheet <ol style="list-style-type: none"> i. Sorting data ii. Filtering data iii. Protecting spreadsheet with password 	<ul style="list-style-type: none"> • Group activity on sorting data in LibreOffice Calc
LO5 Make Use of Software for Making Slides Presentations		
5.	<ul style="list-style-type: none"> • Steps to start LibreOffice Impress • Adding text to a slide presentation 	<ul style="list-style-type: none"> • Group practice on working with LibreOffice Impress tools
LO6 Demonstrate the Knowledge of Opening, Closing and Slide Presentations		
6.	<ul style="list-style-type: none"> • Printing a presentation 	<ul style="list-style-type: none"> • Group activity on closing and saving a presentation in LibreOffice Impress
LO7 Demonstrate the Knowledge of working with Slides		
7.	<ul style="list-style-type: none"> • Working with slides and text in a presentation- adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text and changing text color 	<ul style="list-style-type: none"> • Group practice on working with font styles in LibreOffice Impress
LO8 Demonstrate the Use of Advanced Features in a Presentation		
8.	<ul style="list-style-type: none"> • Advanced features used in a presentation • Inserting shapes in the presentation • Inserting clipart and images in a presentation • Changing slide layout 	<ul style="list-style-type: none"> • Group activity on changing slide layout on LibreOffice Impress

UNIT 4: ENTREPRENEURSHIP SKILLS – IV		
Duration: 25 hrs		
	Theory (10 hrs)	Practical (15 hrs)
LO1	Describe the Types and Qualities of Entrepreneurs	
1.	<ul style="list-style-type: none"> • Entrepreneurship and entrepreneur • Characteristics of entrepreneurship • Entrepreneurship-art and science • Qualities of a successful entrepreneur • Types of entrepreneurs • Roles and functions of an entrepreneur • What motivates an entrepreneur? • Identifying opportunities and risk-taking • Startups 	<ul style="list-style-type: none"> • Group discussion on the topic “An entrepreneur is not born but created”. • Conducting a classroom quiz on various aspects of entrepreneurship.
LO2	Identify the Barriers to Entrepreneurship	
2.	<ul style="list-style-type: none"> • Barriers to entrepreneurship <ul style="list-style-type: none"> i. Environmental barriers ii. Faulty business plan iii. Personal barriers 	<ul style="list-style-type: none"> • Group discussion about “What we fear about entrepreneurship” • Activity on taking an interview of an entrepreneur.
LO3	Identify the Attitude that Makes an Entrepreneur Successful	
3.	<ul style="list-style-type: none"> • Entrepreneurial attitude 	-----
LO4	Demonstrate the Knowledge of Entrepreneurial Attitude and Competencies	
4.	<ul style="list-style-type: none"> • Entrepreneurial competencies <ul style="list-style-type: none"> i. Decisiveness ii. Initiative iii. Interpersonal skills-positive attitude, stress management iv. Perseverance v. Organizational skills- time management, goal setting, efficiency, managing quality 	<ul style="list-style-type: none"> • Playing games, such as “Who am I”. • Group discussion on business ideas • Group practice on “Best out of Waste” • Group discussion on the topic of “Let’s grow together” • Group activity on listing stress and methods to deal with it • Group activity on time management • Activity on “My entrepreneurial attitude”

UNIT 5: GREEN SKILLS – IV		
Duration: 15 hrs		
	Theory (05 hrs)	Practical (10 hrs)
LO1	Identify the Benefits of the Green Jobs	
1.	<ul style="list-style-type: none"> • Green jobs • Benefits of green jobs • Green jobs in different sectors: <ol style="list-style-type: none"> i. Agriculture ii. Transportation iii. Water conservation v. Solar and wind energy v. Eco-tourism vi. Building and construction vii. Solid waste management iii. Appropriate technology 	<ul style="list-style-type: none"> • Group discussion on the importance of green jobs.
LO2	State the Importance of Green Jobs	
2.	<ul style="list-style-type: none"> • Importance of green jobs in the following <ol style="list-style-type: none"> i. Limiting greenhouse gas emissions ii. Minimizing waste and pollution iii. Protecting and restoring ecosystems iv. Adapting to the effects of climate change 	<ul style="list-style-type: none"> • Preparing posters on green jobs. • Group activity on tree plantation.

CLASS 12

Part B–Vocational Skills

S.No.	Units	Duration (Hrs.)
1.	Unit 1: Knowledge of Flora and Fauna	13
2.	Unit 2: Green and Eco-Friendly Practices	13
3.	Unit 3: Safety, Health, and Hygiene Practices	13
4.	Unit 4: Handling Guest Feedback and Satisfaction	13
5.	Unit 5: Documentation and Reporting	13

UNIT 1: Knowledge of Flora and Fauna		
Duration: 33 hrs		
	Theory (12hrs)	Practical (21 hrs)
LO1	Identify local ecosystems and key plant species in the region.	
1	<ul style="list-style-type: none"> Local ecosystems Plant species and their ecological roles. Seasonal changes Plant identification methods Invasive species and impacts 	<ul style="list-style-type: none"> Nature walk to identify local plant species. Create a field guide with observed plant species. Group discussion on seasonal plant changes.
LO2	Recognize common wildlife and understand basic animal behaviours.	
2	<ul style="list-style-type: none"> Commonly seen wildlife. Tracking and identifying animal behavior Plant-animal relationships Animal behaviors Adaptations of animals 	<ul style="list-style-type: none"> Scavenger hunt for animal tracks. Role-play identifying animal tracks. Group discussion on animal behavior patterns.
LO3	Explain the importance of biodiversity and identify endemic species.	
3	<ul style="list-style-type: none"> Biodiversity Identifying endemic species Conservation status Biodiversity conservation. 	<ul style="list-style-type: none"> Research and present on an endemic species. Group discussion on biodiversity's ecosystem role. Create a presentation on conservation efforts.
LO4	Describe the role of keystone species and impacts of climate change.	
4	<ul style="list-style-type: none"> Keystone species. Adaptations of key flora and fauna. Impact of climate change on species Species Migration Climate-sensitive species. 	<ul style="list-style-type: none"> Guide a trail walk on key species. Group activity on species adaptation and climate. Design a brochure on climate impact on wildlife.
LO5	Use field guides and references for species identification.	

5	<ul style="list-style-type: none"> Field guides and references Key features for accuracy Sources for data validation Identifying common species. Technological aids for identification 	<ul style="list-style-type: none"> Practice using a field guide to identify plants. Compare apps for species identification. Create a guide for a specific trail.
LO6	Identify scientific names and tailor guides for audiences	
6	<ul style="list-style-type: none"> Scientific names and taxonomy Selecting materials Digital tools for specific age groups Scientific names for species accuracy 	<ul style="list-style-type: none"> Role-play guiding with a reference book. Group review of digital tools for guides. Design a plant and animal reference guide.
LO7	Promote conservation awareness and explain ecosystem services.	
7	<ul style="list-style-type: none"> Conservation in guiding Ecosystem services. Human activities and ecosystems Ecological footprints Educating guests 	<ul style="list-style-type: none"> Lead a conservation-focused tour. Design a discussion on eco-tourism benefits. Create a poster on conservation practices.
LO8	Balance tourism and conservation, emphasizing ecotourism.	
8	<ul style="list-style-type: none"> Ecotourism and sustainable travel Responsible tourism Ecological responsibilities Ecotourism models Tourism Impacts 	<ul style="list-style-type: none"> Create an eco-friendly itinerary. Group project on reducing footprints. Plan a mini-project on ecotourism education.

UNIT 2: Green and Eco-Friendly Practices		
Duration: 33 hrs		
	Theory (12hrs)	Practical (21 hrs)
LO1	Apply water and energy conservation practices	
1	<ul style="list-style-type: none"> Conserving water Energy efficiency in guiding Technology in resource savings. Best practices in resource use Solar and renewable energy 	<ul style="list-style-type: none"> Plan a low-water, low-energy trail. Group discussion on reducing resource use. Create a conservation tools infographic.
LO2	Teach guests resource conservation using real-world examples.	
2	<ul style="list-style-type: none"> Educating guests Reducing resource use Successful conservation cases Model sustainable behavior Resource-conscious travel 	<ul style="list-style-type: none"> Role-play guest interactions on conservation. Plan an itinerary with low resource use. Present case studies of conservation wins.

LO3	Identify waste types and manage disposal in natural areas.	
3	<ul style="list-style-type: none"> Waste and its types Waste segregation. Handling waste in natural areas Waste management and conservation 	<ul style="list-style-type: none"> Conduct a waste audit with a focus on recycling. Role-play guest education on waste disposal. Develop a waste management plan.
LO4	Prevent environmental damage through responsible disposal.	
4	<ul style="list-style-type: none"> Educating guests on waste disposal Waste in protected areas. Environmental risks and improper disposal. Strategies to minimize tourist waste Waste-reducing programs. 	<ul style="list-style-type: none"> Organize a cleanup of a nature trail. Design signage for waste points. Create a handout on waste management.
LO5	Incorporate eco-friendly products and reduce plastic use.	
5	<ul style="list-style-type: none"> Biodegradable products. Reducing plastic use on trails. Sustainable packaging options. Reusables over disposables Plastics-wildlife and ecosystems 	<ul style="list-style-type: none"> Research and suggest eco-friendly tools. Assemble a guide kit with biodegradable items. Plan an activity using only eco-friendly products.
LO6	Promote sustainable brands and eco-friendly practices.	
6	<ul style="list-style-type: none"> Eco-conscious brands. Eco-friendly supplies. Supporting sustainable businesses. Product choices and ecology. Case studies 	<ul style="list-style-type: none"> Prepare a report on sustainable brands. Design a sample guest kit with green items. Group activity on eco-friendly product choices.
LO7	Implement low-impact practices and educate on eco-responsibility.	
7	<ul style="list-style-type: none"> Tourism and ecological footprint. Low environmental impacts "Leave No Trace" principles Role of guides in minimizing impact Low-impact guest behaviors. 	<ul style="list-style-type: none"> Role-play guiding guests with eco-friendly behaviors. Design a guide for "Leave No Trace" practices. Group project on low-impact activities.
LO8	Create sustainable travel and carbon-neutral routes.	
8	<ul style="list-style-type: none"> Sustainable travel options. Carbon footprint reduction in tours. Educating guests on sustainability. Carbon offset programs for tourism. Local transportation alternatives. 	<ul style="list-style-type: none"> Carbon Footprint Calculation Design a Carbon-Neutral Itinerary Create a Carbon Offset Campaign Sustainable Travel Challenge Create a Sustainable Travel Guide

UNIT 3: Safety, Health, and Hygiene Practices		
Duration: 33 hrs		
	Theory (12hrs)	Practical (21 hrs)
LO1	Recognize potential hazards in nature guiding environments and apply safety protocols.	
1	<ul style="list-style-type: none"> Identifying hazards in guiding Safety guidelines. Reporting protocols and procedures. Risk assessments in safety planning Safety signage and warnings 	<ul style="list-style-type: none"> Conduct a safety inspection for a nature guiding setup. Role-play reporting hazards and implementing safety procedures. Group activity to improve safety protocols.
LO2	Conduct thorough risk assessments and practice safety drills for emergencies.	
2	<ul style="list-style-type: none"> Techniques for risk assessments Emergency protocols Safety drills and emergency evacuations. Safety briefings Monitoring and updating safety protocols. 	<ul style="list-style-type: none"> Perform a risk assessment for a simulated trail. Simulate an emergency drill for evacuation. Group discussion on improving evacuation protocols.
LO3	Select and maintain personal protective equipment (PPE) suitable for outdoor activities.	
3	<ul style="list-style-type: none"> PPE in nature guiding PPE needed for outdoor conditions. Maintenance and inspection of PPE Storage and handling of PPE. Safety regulations related to PPE use. 	<ul style="list-style-type: none"> Practice using various PPE items. Create a PPE maintenance checklist. Group activity on selecting appropriate PPE for various trail conditions.
LO4	Prepare for health risks by applying wilderness first aid and using communication tools.	
4	<ul style="list-style-type: none"> Wilderness first aid in remote locations. Common health risks in nature guiding. Communication devices First aid kits and their contents. Techniques of communication 	<ul style="list-style-type: none"> Conduct a wilderness first aid drill. Simulate communication during a trail emergency. Develop a personal health checklist for guides
LO5	Implement high hygiene standards and manage waste disposal responsibly.	
5	<ul style="list-style-type: none"> Cleanliness in outdoor environments. Handling food and water in the 	<ul style="list-style-type: none"> Plan a cleanliness and waste disposal routine. Role-play maintaining hygiene

	<p>wild.</p> <ul style="list-style-type: none"> Waste management practices Disinfecting and cleaning equipment Reducing contamination risks 	<p>while handling food and water.</p> <ul style="list-style-type: none"> Group activity on setting up a clean and hygienic campsite.
LO6	Prevent environmental contamination by managing guest waste responsibly	
6	<ul style="list-style-type: none"> Disinfecting and cleaning shared equipment Preventing campsite contamination. Techniques for minimizing waste Educating guests on waste disposal. Waste management practices. 	<ul style="list-style-type: none"> Develop a cleaning schedule for guiding equipment. Conduct a mock setup of a contamination-free campsite. Group discussion on guest waste management practices
LO7	Apply personal hygiene standards to ensure health and safety while working outdoors.	
7	<ul style="list-style-type: none"> Personal hygiene for guides. Preventing the spread of diseases Managing health in extreme weather Recommended practices for hygiene and sanitization. Attire for hygiene and safety. 	<ul style="list-style-type: none"> Role-play personal hygiene routines in an outdoor setting. Create a health and hygiene checklist for guides. Conduct a workshop on personal health maintenance
LO8	Educate guests on maintaining personal hygiene during nature activities.	
8	<ul style="list-style-type: none"> Guest hygiene in natural settings Hand hygiene and sanitization practices. Hygiene practices to seasonal changes. Educating guests on disease prevention Encouraging hygiene items. 	<ul style="list-style-type: none"> Develop a hygiene protocol for guests. Role-play educating guests on hygiene practices. Design a handout on hygiene and health tips for outdoor activities.

UNIT 4: Handling Guest Feedback and Satisfaction		
Duration: 33 hrs		
	Theory (12hrs)	Practical (21 hrs)
LO1	Effectively communicate activity details to set clear guest expectations	
1	<ul style="list-style-type: none"> Communication in managing guest expectations Discussing itinerary. Special requests and guest needs Educating guests on wildlife spotting 	<ul style="list-style-type: none"> Role-play a guest briefing to set expectations. Create a sample guest preference form. Conduct a mock discussion on specific guest requests

	<ul style="list-style-type: none"> Safety protocols. 	
LO2	Prepare guests for the likelihood of wildlife sightings and explain safety protocols	
2	<ul style="list-style-type: none"> Wildlife encounters. Techniques for safety measures. Communicating the unpredictability of nature. Common sightings for context Addressing safety in wildlife areas. 	<ul style="list-style-type: none"> Create a wildlife-spotting probability chart. Role-play a safety briefing with guests. Group activity on setting and managing guest expectations.
LO3	Gather real-time feedback to improve guest satisfaction during activities	
3	<ul style="list-style-type: none"> Gathering feedback during activities. Observing guest satisfaction Recognizing non-verbal cues Improving guest experience Environment for guest feedback 	<ul style="list-style-type: none"> Role-play soliciting feedback from guests during a tour. Develop a checklist for real-time feedback. Group activity to simulate handling real-time guest feedback.
LO4	Adapt guiding activities based on immediate feedback from guests.	
4	<ul style="list-style-type: none"> Flexible in nature guiding. Activities based on feedback Changes in the itinerary Handling complaints Encouraging feedback 	<ul style="list-style-type: none"> Practice adapting an activity based on guest feedback. Role-play scenarios to respond to guest complaints. Group discussion on strategies for real-time adjustments.
LO5	Collect and analyze post-activity feedback for continuous improvement.	
5	<ul style="list-style-type: none"> Post-activity feedback Methods for collecting guest feedback Analyzing feedback patterns and trends. Feedback to improve guiding practices. Encouraging honest feedbacks 	<ul style="list-style-type: none"> Create a guest feedback form for post-activity evaluation. Conduct a mock interview to gather feedback. Analyze sample feedback for improvement suggestions
LO6	Follow up with guests to encourage constructive and honest feedback	
6	<ul style="list-style-type: none"> Encouraging guests for constructive feedback. Feedback for guest satisfaction. Importance of follow up Techniques for gathering opinions. Responding to feedbacks. 	<ul style="list-style-type: none"> Role-play following up with guests after the activity. Develop a system for organizing guest feedback. Group discussion on how to use feedback for improvement.
LO7	Set personal and team goals for continuous improvement based on feedback.	
7	<ul style="list-style-type: none"> Feedback in setting development goals. Setting realistic and achievable goals. Implementing feedback-driven 	<ul style="list-style-type: none"> Group discussion to create an action plan for improvement. Role-play revising an approach based on feedback. Develop team and individual

	changes in guiding. <ul style="list-style-type: none"> • Reviewing progress on set goals regularly. • Benefits of feedback 	improvement goals.
LO8	Foster innovation and flexibility in guiding practices.	
8	<ul style="list-style-type: none"> • Flexible approaches in guest interactions. • Innovation in guest experience. • Learning from past experiences. • Staying updated • Training and development. 	<ul style="list-style-type: none"> • Conduct a peer review session to discuss improvements. • Role-play scenarios to practice flexible guiding. • Create a plan for ongoing learning and innovation

UNIT 5: Documentation and Reporting		
Duration: 33 hrs		
	Theory (12hrs)	Practical (21 hrs)
LO1	Describe the role and necessity of documentation in nature guiding.	
1	<ul style="list-style-type: none"> • Accurate documentation. • Legal requirements for record-keeping in guiding. • Necessary records • Consequences of incomplete documentation. • Documentation as a tool for tracking safety and risk. 	<ul style="list-style-type: none"> • Create a mock report of a guiding activity. • Group review of documentation samples. • Discussion on documentation's importance.
LO2	Maintain accurate, detailed, and confidential records of guiding activities	
2	<ul style="list-style-type: none"> • Accuracy in documentation. • Confidentiality protocols for guest records. • Techniques of data reliability. • Benefits of record-keeping. • Security measures for safeguarding records. 	<ul style="list-style-type: none"> • Practice writing a daily logbook entry. • Develop a checklist for documentation accuracy. • Group discussion on maintaining confidentiality.
LO3	Document wildlife sightings accurately for conservation	
3	<ul style="list-style-type: none"> • Maintaining wildlife sighting logs. • Effective sightings report. • Accurate data for conservation. • Recording sightings trends • Using apps and tools for data logging. 	<ul style="list-style-type: none"> • Practice filling out a wildlife sightings report. • Use an app to document wildlife observations. • Group discussion on improving sightings data.
LO4	Analyze wildlife sighting data to identify trends in behavior.	
4	<ul style="list-style-type: none"> • Understanding wildlife behavior. • Analyzing sighting data for 	<ul style="list-style-type: none"> • Analyze a sample sightings report to find trends.

	<p>conservation</p> <ul style="list-style-type: none"> • Trends and patterns in species behavior. • Data in conservation efforts. • Collaborating with conservation organizations 	<ul style="list-style-type: none"> • Develop a system for reporting sightings data. • Role-play collaborating with conservation authorities.
LO5	Identify and document incidents for improved safety management	
5	<ul style="list-style-type: none"> • Incidents and hazards in nature guiding. • Documenting incidents. • Techniques for recording near misses. • Safety benefits of incident tracking. • Using incident data for safety improvement. 	<ul style="list-style-type: none"> • Role-play completing an incident report. • Group activity on hazard identification and reporting. • Review sample incident reports for best practices.
LO6	Follow protocols for filing reports and learning from incidents.	
6	<ul style="list-style-type: none"> • Filing incident reports. • Legal and organizational protocols for incident management. • Incident data to improve safety. • Recording and addressing near misses. • Timely and accurate reporting. 	<ul style="list-style-type: none"> • Conduct a mock drill and complete an incident report. • Group discussion on reviewing and learning from incidents. • Role-play handling and documenting a hazard.
LO7	Record and manage guest information securely and responsibly	
7	<ul style="list-style-type: none"> • Maintaining detailed guest records. • Types of information to record. • Legal obligations for data storage. • Privacy and security measures for guest data. • Ethical considerations in data handling. 	<ul style="list-style-type: none"> • Create a mock guest profile with essential data. • Review best practices for data security. • Design a system for storing and accessing guest data.
LO8	Use guest information to tailor experiences while ensuring privacy.	
8	<ul style="list-style-type: none"> • Personalizing experiences • Privacy in guest interactions. • Guest feedback • Updating guest information • Confidentiality protocols for shared guest data. 	<ul style="list-style-type: none"> • Role-play tailoring experiences using guest data. • Develop a privacy policy for data handling. • Group activity on improving information practices

6. ORGANISATION OF FIELD VISITS

In a year, at least 3 field visits/educational tours should be organised for the students to expose them to the activities in the workplace.

For the **Nature Guide** course, field visits should provide students with hands-on exposure to natural environments, conservation efforts, guiding practices, and visitor management in outdoor tourism. These visits will help students understand ecosystem dynamics, the role of a Nature Guide, and the balance between conservation and tourism. Here's a proposed structure for organizing field visits for this course:

Field Visit 1: Local Ecosystems and Flora and Fauna Identification

- **Objective:** To familiarize students with local ecosystems, key plant and animal species, and the importance of biodiversity.
- **Location:** A local national park, nature reserve, or botanical garden with a variety of native flora and fauna.
- **Key Observations:**
 1. Overview of different ecosystems in the area (forests, wetlands, grasslands, etc.).
 2. Identification of key plant species, focusing on unique characteristics and ecological roles.
 3. Observation of common wildlife, including behavioral patterns and habitat preferences.
 4. Seasonal variations and their impact on local biodiversity.
 5. Human impacts on ecosystems and strategies for conservation.
 6. Introduction to field guides and reference tools used for species identification.
 7. Role of keystone species and their significance in maintaining ecological balance.
 8. Basics of wildlife tracking, such as identifying animal tracks and signs.
 9. Guidelines for interacting with wildlife in a safe and respectful manner.
- **Interviews with Staff:** Speak with park rangers, botanists, and wildlife experts to understand their daily responsibilities, conservation strategies, and visitor management approaches.

Field Visit 2: Conservation Practices and Sustainable Tourism

- **Objective:** To understand the principles of sustainable tourism and conservation efforts that protect natural habitats.
- **Location:** A conservation area, eco-park, or wildlife sanctuary known for its sustainability and conservation practices.
- **Key Observations:**
 1. Overview of conservation strategies and practices used to protect the ecosystem.
 2. Sustainable tourism practices and how they minimize environmental impact.
 3. Methods for educating visitors on conservation, including "Leave No Trace" principles.
 4. Visitor flow management to reduce habitat disruption.
 5. Observation of wildlife rehabilitation efforts, if applicable.
 6. Study of invasive species management and habitat restoration projects.
 7. Understanding of ecotourism policies and their role in preserving biodiversity.
 8. Waste management practices, such as recycling, composting, and minimizing plastic use.
 9. Revenue generation from tourism and how funds are reinvested in conservation.

- **Interviews with Staff:** Speak with conservation officers, ecotourism managers, and environmental educators to learn about their conservation efforts, the challenges they face, and how they balance tourism with environmental protection.

Field Visit 3: Guiding Skills, Safety Protocols, and Guest Interaction

- **Objective:** To provide students with hands-on experience in guiding techniques, guest management, and safety protocols in outdoor settings.
- **Location:** A nature park, adventure camp, or eco-tourism facility that offers guided tours and guest interactions.
- **Key Observations:**
 1. Techniques for engaging guests and interpreting natural landscapes.
 2. Basic safety measures and protocols followed during guided tours.
 3. Guest orientation practices, including briefings on safety, route information, and environmental guidelines.
 4. Observation of emergency preparedness strategies, such as first aid stations and communication systems.
 5. Tracking guest satisfaction and responding to feedback.
 6. Use of outdoor guiding equipment, including compasses, GPS, and wildlife observation tools.
 7. Techniques for guiding diverse groups, including children, elderly, and guests with special needs.
 8. Protocols for handling guest issues, such as lost items, injuries, or conflicts.
 9. Importance of educating guests on respecting wildlife and minimizing noise and litter.
- **Interviews with Staff:** Speak with nature guides, safety officers, and guest service coordinators to gain insight into their roles, challenges, and methods for enhancing the guest experience in natural settings.

Information to Collect During Each Visit:

1. **Ecosystem Overview:** Document the types of ecosystems present and their unique features.
2. **Species Identification:** Observe key species of flora and fauna, noting characteristics, habitats, and behaviors.
3. **Conservation Efforts:** Record practices used to protect wildlife and maintain ecosystem balance.
4. **Sustainable Tourism Practices:** Note any eco-friendly practices that reduce visitor impact on the environment.
5. **Guiding Techniques:** Document techniques used for engaging and educating guests.
6. **Safety Protocols:** Record safety measures, including first aid stations, emergency plans, and guest briefings.
7. **Guest Interactions:** Observe the types of guest interactions, including inquiries, special requests, and feedback.
8. **Equipment and Technology:** Note the use of any equipment or technology for guiding and safety, such as radios or GPS devices.
9. **Staff Roles and Responsibilities:** List the roles within the facility and their specific duties.
10. **Guest Feedback and Monitoring:** Observe how feedback is gathered and used to improve guest experience.
11. **Revenue and Conservation Funding:** If available, record how tourism revenue supports conservation efforts.
12. **Additional Insights:** Capture any unique guiding practices, environmental education methods, and career pathways for Nature Guides.

7. LIST OF EQUIPMENT AND MATERIALS

For the Nature Guide course, here's a suggested list of equipment and materials to support practical learning and help students gain hands-on experience in guiding, conservation, and visitor management in natural settings.

The list given below is suggestive, and the vocational teacher should prepare a comprehensive list based on specific training needs and the local environment. Only essential tools, equipment, and materials should be procured by the institution to ensure that routine fieldwork and guiding tasks can be practiced by students regularly for acquiring practical experience.

A. Training Material Inside Lab

1. Charts and Visual Aids

- Diagrams of local ecosystems (e.g., forests, wetlands, grasslands) and common flora and fauna.
- Flowcharts for trail planning, safety protocols, and emergency response procedures.
- Identification charts for native plants, animals, and tracks.
- Illustrations of "Leave No Trace" principles and sustainable tourism practices.

2. Sample Documents

- Sample guest briefing notes, safety checklists, and trail maps.
- Templates for wildlife sightings logs, field notes, and guest feedback forms.
- Incident report forms for documenting emergencies or unexpected events.
- Sample conservation pamphlets and eco-awareness materials for guest education.

3. Navigation and Orientation Tools

- Compasses, basic GPS devices, and topographic maps of local trails or parks.
- Map-reading guides and sample orienteering exercises.
- Flags, markers, and trail signs for navigation practice.

4. Role-Playing Materials

- Name badges and role identifiers (e.g., "Guide," "Visitor").
- Mock guest kits with items like binoculars, magnifying glasses, and small field guides.
- Props for simulating guest interactions, such as "visitor" hats or stickers.

5. Training Materials on Environmental Education and Conservation

- Conservation and eco-ethics guides, "Leave No Trace" checklists, and sustainable tourism protocols.
- Examples of interpretive storytelling techniques for guest engagement.
- Sample scripts for wildlife education, plant identification, and ecosystem explanations.

6. Safety and First Aid Training Supplies

- Basic first aid kits and instructional guides on wilderness first aid.
- Emergency response guides and role-play materials for mock scenarios.
- Personal protective equipment (PPE) like gloves, face masks, and hand sanitizers.

7. Field Equipment for Flora and Fauna Observation

- Binoculars, magnifying glasses, and field microscopes for plant and animal observation.
- Small specimen jars and sample collection tools (where permitted).
- Identification books and digital field guides for flora and fauna.

8. Weather and Environmental Monitoring Tools

- Thermometers, barometers, and anemometers for recording weather conditions.
- Rain gauges and soil sampling kits for environmental assessments.
- UV protection and hydration tools for outdoor safety during different weather conditions.

B. Equipment to be Seen During Field Visits

1. **Guiding and Interpretation Tools**
 - Larger binoculars or spotting scopes for wildlife viewing.
 - Portable field guides and electronic tablets with species identification apps.
 - Eco-friendly guest kits with reusable water bottles, biodegradable utensils, and trash bags.
2. **Navigation and Communication Technology**
 - Advanced GPS devices and trail mapping tools.
 - Two-way radios and emergency communication devices.
 - Satellite phones for areas with limited cell service.
3. **Conservation and Research Equipment**
 - Tracking devices and tags for wildlife monitoring (if applicable).
 - Camera traps for observing wildlife without human interference.
 - Equipment for sample collection and environmental monitoring (e.g., soil testers, water quality kits).
4. **Safety and Emergency Equipment**
 - First aid stations and rescue kits equipped for wilderness settings.
 - Emergency shelters, survival kits, and portable stretchers.
 - Safety signage, including emergency exit markers and restricted area signs.
5. **Personal Protective Equipment (PPE)**
 - Sturdy hiking boots, hats, and gloves suitable for fieldwork.
 - High-visibility vests, mosquito nets, and sun protection gear.
 - Additional protective equipment, such as knee pads and gaiters for rugged terrain.
6. **Sustainable and Eco-Friendly Materials**
 - Recycling stations and composting bins for waste management in natural areas.
 - Biodegradable trash bags and reusable containers for guest use.
 - Environmentally friendly insect repellents, sunblock, and sanitizing supplies.
7. **Camping and Outdoor Comfort Supplies**
 - Camping tents, portable seating, and eco-friendly ground covers.
 - Outdoor cooking equipment, such as stoves, pots, and reusable utensils.
 - Light and heat sources (solar lanterns, fire starters) for extended field visits.
8. **Visitor Management and Feedback Tools**
 - Feedback collection materials like digital surveys or feedback cards.
 - Guest activity logs and attendance records for group management.
 - Survey tools for guest satisfaction, wildlife impact, and conservation awareness.

C. Teaching/Training Aids

1. Computer
2. LCD Projector
3. Projection Screen
4. White/Black Boards
5. Flip Charts

8. TEACHER'S/TRAINER'S QUALIFICATION

Qualification and other requirements for appointment of vocational teachers/trainers on contractual basis should be decided by the State/UT. The suggestive qualifications and minimum competencies for the vocational teacher should be as follows:

Sl. No.	Qualification	Minimum Competencies	Age Limit
1.	Post Graduate in Tourism with one of the subject as Ecotourism/Sustainable Tourism/Nature Based Tourism with at least 55% marks and 2 year of relevant industry experience.	<ul style="list-style-type: none"> • Effective communication skills (oral and written) • Basic outdoor navigation skills • Physical fitness and stamina, • Environmental awareness • And basic first aid knowledge. 	22-40 years (as on January 01 of the year of recruitment) Age relaxation to be provided as per Govt. rules.

Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of *SamagraShiksha* (SS). They are directly involved in teaching of vocational subjects and also serve as a link between the industry and the schools for arranging industry visits, On-the-Job Training (OJT) and placement.

These guidelines have been prepared with an aim to help and guide the States in engaging quality Vocational Teachers/Trainers in the schools. Various parameters that need to be looked into while engaging the Vocational Teachers/Trainers are mode and procedure of selection of Vocational Teachers/Trainers, Educational Qualifications, Industry Experience, and Certification/Accreditation.

The State may engage Vocational Teachers/Trainers in schools approved under the component of Vocationalisation of Secondary and Higher Secondary Education under RMSA in the following ways:

- (i) directly as per the prescribed qualifications and industry experience suggested by the PSS Central Institute of Vocational Education (PSSCIVE), NCERT or the respective Sector Skill Council (SSC)

OR

- (ii) Through accredited Vocational Training Providers accredited under the National Quality Assurance Framework (NQAF*) approved by the National Skill Qualification Committee on 21.07.2016. If the State is engaging Vocational Teachers/Trainers through the Vocational Training Provider (VTP), it should ensure that VTP should have been accredited at NQAF Level 2 or higher.

* *The National Quality Assurance Framework (NQAF) provides the benchmarks or quality criteria which the different organisations involved in education and training must meet in order to be accredited by competent bodies to provide government-funded education and training/skills activities. This is applicable to all organizations offering NSQF-compliant qualifications.*

The educational qualifications required for being a Vocational Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF compliant job role. The State should ensure that teachers / trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. The Vocational Teachers/Trainers preferably should be certified by the concerned Sector Skill Council for the particular Qualification Pack/Job role which he will be teaching. Copies of relevant certificates and/or record of experience of the teacher/trainer in the industry should be kept as record.

To ensure the quality of the Vocational Teachers/Trainers, the State should ensure that a standardized procedure for selection of Vocational Teachers/Trainers is followed. The selection procedure should consist of the following:

- (i) Written test for the technical/domain specific knowledge related to the sector;
- (ii) Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and
- (iii) Practical test/mock test in classroom/workshop/laboratory.

In case of appointment through VTPs, the selection may be done based on the above procedure by a committee having representatives of both the State Government and the VTP.

The State should ensure that the Vocational Teachers/Trainers who are recruited should undergo induction training of 20 days for understanding the scheme, NSQF framework and Vocational Pedagogy before being deployed in the schools.

The State should ensure that the existing trainers undergo in-service training of 5 days every year to make them aware of the relevant and new techniques/approaches in their sector and understand the latest trends and policy reforms in vocational education.

The Head Master/Principal of the school where the scheme is being implemented should facilitate and ensure that the Vocational Teachers/Trainers:

- (i) Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;
- (ii) Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;
- (iii) Make effective use of learning aids and ICT tools during the classroom sessions;
- (iv) Engage students in learning activities, which include a mix of different methodologies, such as project-based work, team work, practical and simulation-based learning experiences;
- (v) Work with the institution's management to organise skill demonstrations, site visits, on-job trainings, and presentations for students in cooperation with industry, enterprises and other workplaces;
- (vi) Identify the weaknesses of students and assist them in up gradation of competency;
- (vii) Cater to different learning styles and level of ability of students;
- (viii) Assess the learning needs and abilities, when working with students with different abilities
- (ix) Identify any additional support the student may need and help to make special arrangements for that support;
- (x) Provide placement assistance

Assessment and evaluation of Vocational Teachers/Trainers is very critical for making them aware of their performance and for suggesting corrective actions. The States/UTs should ensure that the performance of the Vocational Teachers/Trainers is appraised annually. Performance based appraisal in relation to certain pre-established criteria and objectives should be done

periodically to ensure the quality of the Vocational Teachers/Trainers. Following parameters may be considered during the appraisal process:

1. Participation in guidance and counselling activities conducted at Institutional, District and State level;
2. Adoption of innovative teaching and training methods;
3. Improvement in result of vocational students of Class X or Class XII;
4. Continuous up gradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;
5. Membership of professional society at District, State, Regional, National and International level;
6. Development of teaching-learning materials in the subject area;
7. Efforts made in developing linkages with the Industry/Establishments;
8. Efforts made towards involving the local community in Vocational Education
9. Publication of papers in National and International Journals;
10. Organisation of activities for promotion of vocational subjects;
11. Involvement in placement of student's/student support services.

9. LIST OF CONTRIBUTORS

1. Dr. Prakash Chandra Rout

Assistant Professor (Hospitality, Travel and Tourism)
Department of Business & Commerce,
PSSCIVE, Bhopal
Email: p.rout@psscive.ac.in

2. Dr. Punnam Veeraiah

Professor and HOD
Department of Business & Commerce,
PSSCIVE, Bhopal
Email: yp672000@gmail.com

3. Dr. Breeze Tripathi

Assistant Professor (Contractual)
Department of Business & Commerce,
PSSCIVE, Bhopal
Email: breeze.tripathi@gmail.com

