# Model Curriculum

**QP Name: Food styling Photographer**
**QP Code: THC/Q0417**
**QP Version: 1.0**
**NSQF Level: 4**
**Model Curriculum Version: 1.0**

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# Training Parameters

| | |
|---|---|
| **Sector** | Tourism & Hospitality |
| **Sub-Sector** | Hotel/Restaurant |
| **Occupation** | Food Production and Kitchen |
| **Country** | India |
| **NSQF Level** | 4 |
| **Aligned to NCO/ISCO/ISIC Code** | NCO- 3431.9900 |
| **Minimum Educational Qualification andExperience** | 12th grade pass<br>OR<br>Completed 2nd year of 3-year diploma (after 10th) and pursuing regular diploma<br>OR<br>10th grade pass and pursuing continuous schooling<br>OR<br>10th Grade Pass with 2-year relevant experience<br>OR<br>NSQF Level 3.0 (Assistant Chef) with minimum education as 8th Grade pass with 3 years relevant experience |
| **Pre-Requisite License or Training** | NA |
| **Minimum Job Entry Age** | 18 Years |
| **Last Reviewed On** | 29/03/2023 |
| **Next Review Date** | 29/03/2026 |
| **NSQC Approval Date** | 29/03/2023 |
| **QP Version** | 1.0 |
| **Model Curriculum Creation Date** | 29/03/2023 |
| **Model Curriculum Valid Up to Date** | 29/03/2026 |
| **Model Curriculum Version** | 1.0 |
| **Minimum Duration of the Course** | 480 Hours, 0 Minutes |
| **Maximum Duration of the Course** | 480 Hours, 0 Minutes |

# Program Overview

This section summarizes the end objectives of the program along with its duration.

## Training Outcomes

At the end of the program, the learner will be able to:

- Demonstrate the fundamentals of Food Photography & Styling.
- Effectively use contemporary Food Photography & Styling tools.
- Demonstrate Food styling for Camera.
- Effectively use photography media and to accomplish professional goals.
- Apply effective professional communication skills.
- Work with the Food stylist & Food photographer
- Develop a lifelong learning pattern.

## Compulsory Modules

The table lists the modules, their duration and mode of delivery.

| NOS and Module Details | Theory Duration | Practical Duration | On-the-Job Training Duration (Mandatory) | On-the-Job Training Duration (Recommended) | Total Duration |
|---|---|---|---|---|---|
| **THC/ N15440: Prepare for Food Photography Setup and Perform Food Photography**<br>**NOS Version No. 1.0**<br>**NSQF Level 4** | **20.00** | **40.00** | **0.00** | **0.00** | **60.00** |
| Module 1: Introduction to Food Photography | 6.00 | 0.00 | 0.00 | 0.00 | 6.00 |
| Module 2: Camera Setting, Modes & Photography Composition. | 14.00 | 40.00 | 0.00 | 0.00 | 54.00 |
| **THC/ N15439: Prepare for Food Presentation And Style Food For Photography**<br>**NOS Version No. 1.0**<br>**NSQF Level 4** | **40.00** | **80.00** | **0.00** | **0.00** | **120.00** |
| Module 3: Basic Props & Set Ups Used in Food Photography. | 20.00 | 40.00 | 0.00 | 0.00 | 60.00 |
| Module 4: Food Presentation, Styling Techniques & Latest Trends | 20.00 | 40.00 | 0.00 | 0.00 | 60.00 |
| **THC/ N15438: Understand and apply the principles, techniques** | **54.00** | **96.00** | **0.00** | **0.00** | **150.00** |

| of Food Photography & Food Styling<br>NOS Version No. 1.0<br>NSQF Level 4 | | | | | |
|---|---|---|---|---|---|
| Module 5: Food Photography & Styling for Camera | 27.00 | 48.00 | 0.00 | 0.00 | 75.00 |
| Module 6: Food Photography & Styling – for different types of food media. | 27.00 | 48.00 | 0.00 | 0.00 | 75.00 |
| **THC/N9901 –<br>Communicate Effectively and Maintain Service Standards<br>NOS Version No. 2.0<br>NSQF Level 3** | **12.00** | **18.00** | **0.00** | **0.00** | **30.00** |
| Module 7: Maintain Effective Communication and Service Standard | 12.00 | 18.00 | 0.00 | 0.00 | 30.00 |
| **THC/N9903- Maintain Organizational Confidentiality and<br>Respect Guests' Privacy<br>NOS Version No. 2.0<br>NSQF Level 3** | **12.00** | **18.00** | **0.00** | **0.00** | **30.00** |
| Module 8: Organizational Confidentiality and Guest Privacy | 12.00 | 18.00 | 0.00 | 0.00 | 30.00 |
| **THC/N9906 – Follow Health, Hygiene and Safety practices<br>NOS Version No. 2.0<br>NSQF Level 3** | **12.00** | **18.00** | **0.00** | **0.00** | **30.00** |
| Module 9: Basic Health and Safety Standards | 12.00 | 18.00 | 0.00 | 0.00 | 30.00 |
| **DGT/VSQ/N0102: Employability Skills (60 Hours)<br>NOS Version No. 1.0** | **24:00** | **36:00** | **00:00** | **00:00** | **60:00** |
| Module 10. Introduction to Employability Skills | 0:30 | 01:00 | 00:00 | 00:00 | 01.30 |
| Module 11. Constitutional values - Citizenship | 0:30 | 01:00 | 00:00 | 00:00 | 01.30 |
| Module 12. Becoming a Professional in the 21st Century | 01:00 | 01:30 | 00:00 | 00:00 | 02.30 |
| Module 13. Basic English Skills | 04:00 | 06:00 | 00:00 | 00:00 | 10:00 |
| Module 14. Career Development & Goal Setting | 01:00 | 01:00 | 00:00 | 00:00 | 02:00 |
| Module 15. Communication Skills | 02:00 | 03:00 | 00:00 | 00:00 | 05:00 |
| Module 16. Diversity & Inclusion | 01:00 | 01:30 | 00:00 | 00:00 | 02.30 |

| | | | | | |
|---|---|---|---|---|---|
| Module 17. Financial and Legal Literacy | 02:00 | 03:00 | 00:00 | 00:00 | 05:00 |
| Module 18. Essential Digital Skills | 04:00 | 06:00 | 00:00 | 00:00 | 10:00 |
| Module 19. Entrepreneurship | 03:00 | 04:00 | 00:00 | 00:00 | 07:00 |
| Module 20. Customer Service | 02:00 | 03:00 | 00:00 | 00:00 | 05:00 |
| Module 21. Getting Ready for Apprenticeship & Jobs | 03:00 | 05:00 | 00:00 | 00:00 | 08:00 |
| **TOTAL** | **174:00** | **306:00** | **00:00** | **00:00** | **480:00** |

# MODULE DETAILS

## Module 1: Introduction to Food Photography
### Mapped to: THC/ N15440

**Terminal Outcomes:**

- Outline the overview of Skill India Mission
- Describe the Hospitality & Tourism Industry
- Describe the Food Photography & Styling Industry
- Define the roles and responsibilities of the Food Photography & Styling Industry
- Explain the scope of work as a Food Stylist / Food Photographer.
- Apply appropriate knowledge and basic skill in Food Photography
- Understand, plan & perform the role of a Food photographer / Food stylist / Prop stylist / their assistants

| Duration: *06:00* | Duration: *00:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Discuss the objectives and benefits of the Skill India Mission</li><li>Describe the Tourism and Hospitality Industry and its sub-sectors</li><li>Describe the Food Photography & Styling Industry</li><li>Describe the attributes required</li><li>Elaborate the scope for a Food Stylist / Food Photographer in the Tourism and Hospitality Industry</li><li>Explain different types of cuisines available in the country and across the world</li><li>Elaborate on the basic terms used in the kitchen department</li><li>A brief look at Food photography and History</li><li>Understand the role of Food photographer, Food stylist, Prop stylist & their assistants</li><li>Elements of Food photography & presentation</li><li>Discuss the essential equipment used by the Food photographer</li><li>Basics of the food photography setup</li></ul> | |
| **Classroom Aids** | |

whiteboard, marker, duster, projector, laptop, powerpoint presentation

## Tools, Equipment and Other Requirements

N/A

## Module 2: Camera Setting, Modes & Photography Composition
### Mapped to THC/ N15440

**Terminal Outcomes:**

- Demonstrate the basic camera functions & Settings
- Understand the lighting & composition.

| Duration: *14:00* | Duration: *40:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Explain the basic camera functions</li><li>Understand the basic camera settings like - Exposure triangle - Aperture, shutter speed, ISO, Finding balance, Metering, white balance, Image size (Jpeg/Raw)</li><li>Explain different camera modes – auto & manual mode, aperture & shutter priority</li><li>Describe Lighting – natural & artificial lighting</li><li>Understand and demonstrate photography composition – subject placements, rule of thirds, focus, depth of field, angle, perspective</li></ul> | <ul><li>Demonstrate the role of food photographer, food stylist, prop stylist & their assistants</li><li>Elements of food photography & presentation</li><li>Identify the equipment used by food photographer</li><li>Demonstrates the basic setup of food photography</li></ul> |
| **Classroom Aids** ||
| training kit (trainer guide, presentations), white board, marker, projector, laptop, presentation, participant handbook and related standard operating procedures ||
| **Tools, Equipment and Other Requirements** ||
| white board, marker, camera, lens, tripod, studio lights, photography backgrounds, different types of basic knives like a peeler, chef's knife, filleting knife, bread knife etc , and other relevant tools and equipment ||

**Terminal Outcomes:**

- Explain props & prop setting.
- Describe different types of props used in food photography
- Perform the activities to understand the importance of prop & prop setting.

| Duration: *20:00* | Duration: *40:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Explain the role of props & prop styling</li><li>Explain the selection and how to use different types of props</li><li>Describe how the combing and styling the props are done for the shoot</li><li>Explain how to select, combine and use different types of props for the shoot</li><li>Do the prop setting for the food shoot</li></ul> | <ul><li>Practice as a prop stylist</li><li>Demonstrate the selection and how to use different types of props</li><li>Demonstrate how the combing and styling of the props are done for the shoot</li><li>Employ the best for the prop setting</li></ul> |

| **Classroom Aids** |
|---|
| training kit (trainer guide, presentations), white board, marker, projector, laptop, presentation, participant handbook and related standard operating procedures |

| **Tools, Equipment and Other Requirements** |
|---|
| white board, marker, camera, lens, tripod, studio lights, food photography props, photography backgrounds, different types of basic knives like a peeler, chef's knife, filleting knife, bread knife etc., ingredients and other relevanttools and equipment |

# Module 4: Food Presentation, Styling Techniques & Latest Trends
## Mapped to THC/ N15439

**Terminal Outcomes:**

- Demonstrate the basic technique of food styling/presentation
- To perform different types of sauce plating & food plating
- Demonstrate the food photography skills for the plated food

| **Duration:** *20:00* | **Duration:** *40:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Describe the characteristics and types of food presentation</li><li>Explain different types of food presentation ideas</li><li>Describe the techniques of food styling</li><li>Discuss different types of sauces & sauce-plating techniques</li><li>Describe different types of food plating</li><li>Explain different garnishes used in food photography</li></ul> | <ul><li>Employ appropriate techniques of food presentation</li><li>Prepare different food elements for food presentation</li><li>Demonstrate how to prepare various sauces for the sauce plating</li><li>Demonstrate the techniques of sauce plating</li><li>Demonstrate how to plate food for the camera</li><li>Practice a situation to show the ways of sauce plating, food plating & food photography</li><li>Apply the technique to make garnishes for food photography & styling</li></ul> |
| **Classroom Aids** | |
| training kit (trainer guide, presentations), whiteboard, marker, projector, laptop, presentation, participant handbook and related standard operating procedures | |
| **Tools, Equipment and Other Requirements** | |
| white board, marker, camera, lens, tripod, studio lights, food photography props, photography backgrounds, different types of basic knives like a peeler, chef's knife, filleting knife, bread knife etc. , ingredients and other relevant tools and equipment | |

## Module 5: Food Photography & Styling for Camera
### Mapped THC/ N15438

**Terminal Outcomes:**

- Explain the basic aspects of food photography & food styling for different courses of food
- Demonstrate the techniques of styling and photography for different courses of food

| Duration: *20:00* | Duration: *40:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Discuss the importance of Food photography & food styling for different courses of food</li><li>Discuss the importance of props, lights & other equipment used in the food shoot</li><li>Explain the importance of food styling during the food photography</li><li>Outline the procedure of food photography & styling for different courses</li><li>Describe various techniques used in food photography & styling</li><li>Explain the basic techniques for styling & photography for – soups, salads, starters, main courses with accompaniments, desserts, beverages & packed food</li></ul> | <ul><li>Demonstrate the basic techniques for styling & photography for – soups, salads, starters, main courses with accompaniments, desserts, beverages & packed food</li><li>Dramatize appropriate communication skills and basic techniques, as a food photographer/food stylist/prop stylist</li><li>Role-play a situation on how to handle food for photography</li></ul> |

| **Classroom Aids** |
|---|
| training kit (trainer guide, presentations), whiteboard, marker, projector, laptop, presentation, participant handbook, and related standard operating procedures |

| **Tools, Equipment and Other Requirements** |
|---|
| whiteboard, marker, camera, lens, tripod, studio lights, food photography props, photography backgrounds, different types of basic knives like a peeler, chef's knife, filleting knife, bread knife etc., ingredients and other relevant tools and equipment |

## Module 6: Food Photography & Styling – for different types of food media
### Mapped to THC/ N15438

**Terminal Outcomes:**

- Explain different media (magazines, articles, cookbooks, social media, etc.) for food photography & Styling
- Demonstrate food styling & photography skills for different food media like magazines, articles, cookbooks, social media, etc.

| Duration: *27:00* | Duration: *48:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Explain the significance of food photography & styling</li><li>Discuss commercial aspects of the significance of food photography & styling</li><li>Explain the work opportunities in food photography & styling</li><li>Discuss the trade techniques of food photography & styling for different types of commercial demands.</li><li>To explain the plan/idea of shooting food for magazines, articles, cookbooks social media, etc.</li></ul> | <ul><li>Employ basic style/technique to style & photograph the food for different food media.</li><li>Demonstrate food styling skills for different food media like magazines, articles, cookbooks, social media, etc.</li><li>Demonstrate photography skills for magazines, articles, cookbooks, social media etc.</li></ul> |

| **Classroom Aids** |
|---|
| training kit (trainer guide, presentations), whiteboard, marker, projector, laptop, presentation, participant handbook and related standard operating procedures |

| **Tools, Equipment and Other Requirements** |
|---|
| whiteboard, marker, camera, lens, tripod, studio lights, food photography props, photography backgrounds, different types of basic knives like a peeler, chef's knife, filleting knife, bread knife etc., ingredients and other relevant tools and equipment |

# Module 7: Maintain Effective Communication and Service Standard
## Mapped to THC/N9901 v 2.0

**Terminal Outcomes:**

- Explain professional protocols and etiquette of effective communication with customers, colleagues, and superiors
- Describe the ways to show sensitization towards different age groups, gender and persons with disabilities

| Duration: *12:00* | Duration: *18:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Discuss the importance of professionalism, etiquette and ethical behaviour at the workplace</li><li>Discuss the importance of effective communication</li><li>Explain the importance of guest satisfaction and guest feedback</li><li>Outline the procedure of receiving feedback and complaints constructively</li><li>Describe various ways to handle guest complaints</li><li>Discuss different ways to improve the guest experience</li><li>Explain the importance of gender and age sensitivity</li><li>Discuss gender and age-specific requirements of the guests</li><li>Explain various specific needs of people with disabilities</li><li>Discuss the importance of reporting sexual harassment at workplace</li><li>Describe ways of escalating problems, reporting workplace issues, and receiving feedback from the superiors</li></ul> | <ul><li>Demonstrate the standard procedure to welcome and greet the guests</li><li>Dramatize appropriate communication skills and etiquette while interacting with guests, colleagues, and superiors</li><li>Role play a situation on how to handle guest complaints effectively</li><li>Role play appropriate behavioural etiquette towards all ages, genders and differently abled people as per specification</li></ul> |
| **Classroom Aids** ||
| Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures ||
| **Tools, Equipment and Other Requirements** ||
| Sample of escalation matrix, Organisation structure ||

## Module 8: Organizational Confidentiality and Guest's Privacy
### *Mapped to THC/N9903 v 2.0*

**Terminal Outcomes:**
- Explain how to maintain the confidentiality of the organization
- Describe the protocols related to the privacy of customer information

| Duration: *18:00* | Duration: *12:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Explain the significance of maintaining organizational confidentiality and guest privacy in the hospitality industry</li><li>Discuss the Intellectual Property issues and policies affecting the organization and guest privacy</li><li>Explain the procedures to report the infringement of IPR to the concerned person</li><li>Discuss the usage, storage and disposal procedures of confidential information as per specification</li></ul> | <ul><li>Employ appropriate ways to use, store and dispose of the organizational and guest information</li></ul> |
| **Classroom Aids** ||
| Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures ||
| **Tools, Equipment and Other Requirements** ||
| Handouts of IPR guidelines and regulations ||

# Module 9: Basic Health and Safety Standard
## Mapped to THC/N9906 v 2.0

**Terminal Outcomes:**
- Employ appropriate health, hygiene, and safety practices at workplace
- Apply precautionary health measures
- Employ effective waste management practices

| Duration: *15:00* | Duration: *15:00* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Discuss the concept and importance of personal and workplace hygiene</li><li>Discuss best practices to maintain personal hygiene</li><li>Explain the ways to clean and sanitize the workplace and related equipment</li><li>Describe standard safety procedures to be followed while handling tools, material, and equipment</li><li>Outline the purpose and usage of various Personal Protective Equipment (PPE)required at the workplace</li><li>Explain the importance of preventive health check-up organized by the company</li><li>Describe the causes of risks and potential hazards in the workplace and ways to prevent them</li><li>List different safety warning signs and labels at workplace</li><li>Discuss ways to identify hazards at the workplace</li><li>List the components of the first-aid kit</li><li>Explain the procedure to report accident and other health related issues as per SOP</li></ul> | <ul><li>Demonstrate the procedure of routine cleaning and sanitization of tools, equipment, and other articles</li><li>Employ different ways to keep work area clean, hygienic and hazard free</li><li>Demonstrate how to use and dispose off relevant protective equipment as per tasks and work conditions</li><li>Perform basic first-aid procedures</li><li>Dramatize a situation on mock safety drills for emergency situations</li><li>Perform waste disposal procedures at the workplace depending on the types of waste</li><li>Role play a situation on reporting safety and security breaches to the supervisor</li><li>Prepare a sample incident report</li></ul> |
| **Classroom Aids** ||
| Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures ||
| **Tools, Equipment and Other Requirements** ||
| Personal Protection Equipment: Safety glasses, Head protection, Rubber gloves, Safety footwear, Warning signs and tapes, Fire extinguisher, First aid kit, Relevant Standard Operating Procedures and Sample reports ||

**Terminal Outcomes:**

- Discuss about Employability Skills in meeting the job requirements

| Duration: 00:30 | Duration: 01:00 |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| • Discuss the Employability Skills required for jobs in various industries. | • List different learning and employability related GOI and private portals and their usage. |
| **Classroom Aids** | |
| LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker | |
| **Tools, Equipment and Other Requirements** | |
| | |

# Module 11: Constitutional values - Citizenship
## Mapped to: DGT/VSQ/N0102

**Terminal Outcomes:**

- Discuss about constitutional values to be followed to become a responsible citizen

| Duration: 00:30 | Duration: 01:00 |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| • Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen | • Show how to practice different environmentally sustainable practices. |
| **Classroom Aids** | |
| LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker | |
| **Tools, Equipment and Other Requirements** | |
| | |

## Module 12: Becoming a Professional in the 21st Century
### Mapped to: DGT/VSQ/N0102

**Terminal Outcomes:**

- Demonstrate professional skills required in 21st century

| Duration: 01:00 | Duration: 01:30 |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| • Discuss importance of relevant 21st century skills. <br> • Describe the benefits of continuous learning. | • Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life. |
| **Classroom Aids** | |
| LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker | |
| **Tools, Equipment and Other Requirements** | |
| | |

# Module 13: Basic English Skills
## Mapped to: DGT/VSQ/N0102

**Terminal Outcomes:**

- Practice basic English speaking.

| Duration: 04:00 | Duration: 06:00 |
| --- | --- |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| • Discuss need of basic English skills | • Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone.<br>• Read and interpret text written in basic English.<br>• Write a short note/paragraph / letter/e - mail using basic English. |
| **Classroom Aids** | |
| LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker | |
| **Tools, Equipment and Other Requirements** | |
| | |

# Module 14: Career Development & Goal Setting
## Mapped to: DGT/VSQ/N0102

**Terminal Outcomes:**

- Understand the importance of career development & goal setting

| Duration: 01:00 | Duration: 01:00 |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| • Explain the importance of career development & goal setting | • Create a career development plan with well-defined short- and long-term goals |
| **Classroom Aids** | |
| LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker | |
| **Tools, Equipment and Other Requirements** | |
| | |

## Module 15: Communication Skills
### Mapped to: DGT/VSQ/N0102

**Terminal Outcomes:**

- Practice basic communication skills

| Duration: 02:00 | Duration: 03:00 |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Explain the importance of active listening for effective communication</li><li>Discuss the significance of working collaboratively with others in a team</li></ul> | <ul><li>Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.</li></ul> |
| **Classroom Aids** ||
| LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker ||
| **Tools, Equipment and Other Requirements** ||
|  ||

# Module 16: Diversity & Inclusion
## Mapped to: DGT/VSQ/N0102

**Terminal Outcomes:**

- Describe PwD and gender sensitization

| Duration: 01:00 | Duration: 01:30 |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| • Discuss the significance of escalating sexual harassment issues as per POSH act. | • Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD |
| **Classroom Aids** | |
| LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker | |
| **Tools, Equipment and Other Requirements** | |
| | |

**Terminal Outcomes:**

- Describe ways of managing expenses, income, and savings.

| Duration: 02:00 | Duration: 03:00 |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>List the common components of salary and compute income, expenditure, taxes, investments etc.</li><li>Discuss the legal rights, laws, and aids.</li></ul> | <ul><li>Outline the importance of selecting the right financial institution, product, and service.</li><li>Demonstrate how to carry out offline and online financial transactions, safely and securely.</li></ul> |
| **Classroom Aids** | |
| LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker | |
| **Tools, Equipment and Other Requirements** | |
| | |

## Module 18: Essential Digital Skills
### Mapped to: DGT/VSQ/N0102

**Terminal Outcomes:**

- Demonstrate procedure of operating digital devices and associated applications safely.

| Duration: 04:00 | Duration: 06:00 |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Describe the role of digital technology in today's life</li><li>Demonstrate how to operate digital devices and use the associated applications and features, safely and securely.</li><li>Discuss the significance of displaying responsible online behavior while browsing, using various social media platforms, e-mails, etc., safely and securely.</li></ul> | <ul><li>Create sample word documents, excel sheets and presentations using basic features.</li><li>Utilize virtual collaboration tools to work effectively.</li></ul> |
| **Classroom Aids** ||
| LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker ||
| **Tools, Equipment and Other Requirements** ||
|  ||

**Terminal Outcomes:**

- Demonstrate procedure of operating digital devices and associated applications safely.

| Duration: 03:00 | Duration: 04:00 |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Explain the types of entrepreneurships and enterprises</li><li>Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan.</li><li>Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement.</li></ul> | <ul><li>Create a sample business plan, for the selected business opportunity.</li></ul> |
| **Classroom Aids** | |
| LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker | |
| **Tools, Equipment and Other Requirements** | |
| | |

## Module 20: Customer Service
### Mapped to: DGT/VSQ/N0102

**Terminal Outcomes:**

- Demonstrate procedure of operating digital devices and associated applications safely.

| Duration: 02:00 | Duration: 03:00 |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Describe the significance of analyzing different types and needs of customers</li><li>Explain the significance of identifying customer needs and responding to them in a professional manner.</li><li>Discuss the significance of maintaining hygiene and dressing appropriately</li></ul> | <ul><li>Demonstrate how to deal with different customers and their needs</li></ul> |
| **Classroom Aids** | |
| LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker | |
| **Tools, Equipment and Other Requirements** | |
| | |

# Module 21: Getting ready for Apprenticeship & jobs
## Mapped to: DGT/VSQ/N0102

**Terminal Outcomes:**

- Describe ways of preparing for apprenticeship & Jobs appropriately.

| Duration: 03:00 | Duration: 05:00 |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Discuss the significance of maintaining hygiene and confidence during an interview.</li><li>List the steps for searching and registering for apprenticeship opportunities.</li></ul> | <ul><li>Create a professional Curriculum Vitae (CV)</li><li>Perform a mock interview</li><li>Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively</li></ul> |
| **Classroom Aids** ||
| LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker ||
| **Tools, Equipment and Other Requirements** ||
|  ||

# Annexure

## Trainer Requirements

<table>
<tr><td colspan="7" align="center"><strong>Trainer<br>Prerequisites</strong></td></tr>
<tr>
<td rowspan="2"><strong>Minimum Educational Qualification</strong></td>
<td rowspan="2"><strong>Specialization</strong></td>
<td colspan="2"><strong>Relevant Industry Experience</strong></td>
<td colspan="2"><strong>Training Experience</strong></td>
<td rowspan="2"><strong>Remarks</strong></td>
</tr>
<tr>
<td><em>Years</em></td>
<td><em>Specialization</em></td>
<td><em>Years</em></td>
<td><em>Specialization</em></td>
</tr>
<tr>
<td>12<sup>th</sup> Class/I.T.I OR Certificate/ Diploma/ Degree/PhD</td>
<td>Food Production/ Hospitality Management/ Hotel Management</td>
<td>5</td>
<td>Food Production/ Hospitality Management/ Hotel Management</td>
<td>1</td>
<td>Food Production/ Hospitality Management/ Hotel Management</td>
<td></td>
</tr>
</table>

<table>
<tr><td colspan="2" align="center"><strong>Trainer<br>Certification</strong></td></tr>
<tr><td align="center"><strong>Domain Certification</strong></td><td align="center"><strong>Platform Certification</strong></td></tr>
<tr>
<td>"Food Photographer", "THC/Qxxxx, V1.0", Minimum accepted score is 80%</td>
<td>"Trainer", "MEP/Q2601," V1.0, with scoring of minimum 80%</td>
</tr>
</table>

## Assessor Requirements

| Assessor Prerequisites | | | | | | |
|---|---|---|---|---|---|---|
| **Minimum Educational Qualification** | **Specialization** | **Relevant Industry Experience** | | **Training/Assessment Experience** | | **Remarks** |
| | | **Years** | **Specialization** | **Years** | **Specialization** | |
| 12<sup>th</sup> Class/I.T.I OR Certificate/ Diploma/ Degree | Food and Beverage Production/ Hospitality Management/ Hotel Management | 5 | Food and Beverage Production/ Hospitality Management / Hotel Management | 1 | Food and Beverage Production/ Hospitality Management/ Hotel Management | |

| Assessor Certification | |
|---|---|
| **Domain Certification** | **Platform Certification** |
| "Food Photographer", "THC/Qxxxx, V2.0", Minimum accepted score is 80% | "Assessor", "MEP/Q2701, V1.0," with the scoring of minimum 80% |

## Assessment Strategy

This section includes the processes involved in identifying, gathering and interpreting information toevaluate the learner on the required competencies of the program.

1. Assessment System Overview:
   - Batches assigned to the assessment agencies for conducting the assessment on SDSM/SIP or email
   - Assessment agencies send the assessment confirmation to VTP/TC looping SSC
   - Assessment agency deploys the ToA certified Assessor for executing the assessment
   - SSC monitors the assessment process & records
   - If the batch size is more than 30, then there should be 2 Assessors.

2. Testing Environment: Assessor must:
   - Confirm that the center is available at the same address as mentioned on SDMS or SIP
   - Check the duration of the training.
   - Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
   - Check that the allotted time to the candidates to complete Theory & PracticalAssessment is correct.
   - Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
   - Confirm the number of TABs on the ground are correct to execute the Assessmentsmoothly.
   - Check the availability of the Lab Equipment for the particular Job Role.

3. Assessment Quality Assurance levels / Framework:
   - Question papers created by the Subject Matter Experts (SME)
   - Question papers created by the SME should be verified by the other subject MatterExperts along with the approval required from THSC
   - Questions are mapped with NOS and PC
   - Question papers are prepared considering that level 1 to 3 is for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
   - Assessor must be ToA certified
   - Assessment agency must follow the assessment guidelines to conduct the assessment

4. Types of evidence or evidence-gathering protocol:
   - Time-stamped & geotagged reporting of the assessor from assessment location
   - Centre photographs with signboards and scheme specific branding
   - Biometric or manual attendance sheet (stamped by TP) of the trainees during thetraining period
   - Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs &videos

5. Method of verification or validation:
- Surprise visit to the assessment location
- Random audit of the batch
- Random audit of any candidate

6. Method for assessment documentation, archiving, and access
- Hard copies of the documents are stored
- Soft copies of the documents & photographs of the assessment are uploaded /accessed from Cloud Storage and are stored in the Hard Drives

## References

## Glossary

| Term | Description |
|---|---|
| Declarative Knowledge | Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem. |
| Key Learning Outcome | Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application). |
| OJT (M) | On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site |
| OJT (R) | On-the-job training (Recommended); trainees are recommended the specified hours of training on site |
| Procedural Knowledge | Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills. |
| Training Outcome | Training outcome is a statement of what a learner will know, understand and be able to do **upon the completion of the training**. |
| Terminal Outcome | Terminal outcome is a statement of what a learner will know, understand and be able to do **upon the completion of a module.** A set of terminal outcomes help to achieve the training outcome. |

## Acronyms and Abbreviations

| Term | Description |
|------|-------------|
| QP | Qualification Pack |
| NSQF | National Skills Qualification Framework |
| NSQC | National Skills Qualification Committee |
| NOS | National Occupational Standards |
| TVET | Technical and Vocational Education and Training |
| SOP | Technical and Vocational Education and Training |
| OH&S | Occupational Health and Safety |
| PPE | Personal Protective Equipment |
| HACCP | Hazard Analysis and Critical Control Points |
| FSSAI | Food Safety and Standards Authority of India |
| ISO | International Standards Organization |
| IPR | Intellectual Property Rights |
| IATA | International Air Transport Association |
| WHO | World Health Organization |
| ICAO | International Civil Aviation Organization |
| IRDA | Insurance Regulatory and Development Authority of India |