



# Model Curriculum

**QP Name: Walk Tour Facilitator**

**QP Code: THC/Q4408**

**QP Version: 1.0**

**NSQF Level: 4**

**Model Curriculum Version: 1.0**

**Tourism & Hospitality Skill Council || #1216-1220, 12th Floor, Naurang House**

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## Training Parameters

<b>Sector</b>	Tourism & Hospitality
<b>Sub-Sector</b>	Tours and Travel
<b>Occupation</b>	Tour Packaging
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/ 5113.0200
<b>Minimum Educational Qualification and Experience</b>	12th grade pass OR Completed 1st year of 3-year diploma (after 10th) and pursuing regular diploma OR 10th grade pass and pursuing continuous schooling OR 10th grade pass with 2 Years of relevant experience
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	5 <sup>th</sup> January 2023
<b>Next Review Date</b>	4 <sup>th</sup> January 2026
<b>NSQC Approval Date</b>	5 <sup>th</sup> January 2023
<b>QP Version</b>	1.0
<b>Model Curriculum Creation Date</b>	5 <sup>th</sup> January 2023
<b>Model Curriculum Valid Up to Date</b>	4 <sup>th</sup> January 2026
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	450 Hours, 0 Minutes
<b>Maximum Duration of the Course</b>	450 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 should have acquired the listed knowledge and skills.

- Explain the procedures to prepare for the tour operations
- Prepare for walking tours
- Design, Conduct and organize heritage and food walks
- Guide activity at historical locations and markets
- Assess risks and handle emergencies
- Communicate with customers and colleagues
- Follow Gender and Age Sensitive Practices
- Maintain safe, healthy, and hygienic practices
- Follow and maintain green practices

### Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>THC/N4422 – Prepare for Guiding Activity for Walking Tours</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 4</b>	<b>42:00</b>	<b>78:00</b>	<b>00:00</b>	<b>00:00</b>	<b>120:00</b>
Module 1. Introduction to Walks, Walking Tours, Food Tours	04:00	00:00	00:00	00:00	04:00
Module 2. Characteristics of Built legacy, historic attraction, local cuisines	12:00	22:00	00:00	00:00	34:00
Module 3. Prepare for Heritage Walk & Food Walk Guiding	26:00	56:00	00:00	00:00	82:00
<b>THC/N4423 – Conduct walking tours, keep authenticity, accessibility and time management</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 4</b>	<b>50:00</b>	<b>70:00</b>	<b>00:00</b>	<b>00:00</b>	<b>120:00</b>
Module 4. Design, Conduct and organize heritage and food walks	24:00	35:00	00:00	00:00	59:00
Module 5. Providing and collecting after-trip information from	26:00	35:00	00:00	00:00	61:00

customers and colleagues					
<b>THC/N4424- Assessing Risk and Handling Emergencies NOS Version No. 1.0 NSQF Level 4</b>	<b>10:00</b>	<b>20:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 6. Risk and Handling Emergencies	10:00	20:00	00:00	00:00	30:00
<b>THC/N9913 Communicate with Customers and Colleagues NOS Version No. 1.0 NSQF Level 4</b>	<b>12:00</b>	<b>18:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 7. Effective Communication	12:00	18:00	00:00	00:00	30:00
<b>THC/N9914 Follow Gender and Age Sensitive Practices NOS Version No. 1.0 NSQF Level 4</b>	<b>12:00</b>	<b>18:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 8. Gender and Age Sensitivity	12:00	18:00	00:00	00:00	30:00
<b>THC/N9915 Maintain Safe, Healthy and Hygienic Practices NOS Version No. 1.0 NSQF Level 4</b>	<b>12:00</b>	<b>18:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 9. Health and Hygiene	12:00	18:00	00:00	00:00	30:00
<b>THC/N9916 Follow and Maintain Green Practices NOS Version No. 1.0 NSQF Level 4</b>	<b>12:00</b>	<b>18:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 10. Green Practices	12:00	18:00	00:00	00:00	30:00
<b>DGT/VSQ/N0102: Employability Skills (60 Hours)</b>	<b>24:00</b>	<b>36:00</b>	<b>00:00</b>	<b>00:00</b>	<b>60:00</b>
Module 11. Introduction to Employability Skills	0:30	01:00	00:00	00:00	01.30
Module 12. Constitutional values - Citizenship	0:30	01:00	00:00	00:00	01.30
Module 13. Becoming a Professional in the 21st Century	01:00	01:30	00:00	00:00	02.30
Module 14. Basic	04:00	06:00	00:00	00:00	10:00

English Skills					
Module 15. Career Development & Goal Setting	01:00	01:00	00:00	00:00	02:00
Module 16. Communication Skills	02:00	03:00	00:00	00:00	05:00
Module 17. Diversity & Inclusion	01:00	01:30	00:00	00:00	02.30
Module 18. Financial and Legal Literacy	02:00	03:00	00:00	00:00	05:00
Module 19. Essential Digital Skills	04:00	06:00	00:00	00:00	10:00
Module 20. Entrepreneurship	03:00	04:00	00:00	00:00	07:00
Module 21. Customer Service	02:00	03:00	00:00	00:00	05:00
Module 22. Getting Ready for Apprenticeship & Jobs	03:00	05:00	00:00	00:00	08:00
<b>Total Duration</b>	<b>174.00</b>	<b>276.00</b>	<b>00.00</b>	<b>00:00</b>	<b>450.00</b>

## Module Details

### Module 1: Introduction to Walks, Walking Tours, Food Tours

Mapped to: THC/N4422

#### Terminal Outcomes:

- Explain the importance of walking tours, heritage, and food walks
- List the industry SOPs in tourism (sightseeing)
- Identify the hierarchy in tourism (sightseeing)

<b>Duration: 04:00</b>	<b>Duration: 00:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain different types of tourism offerings</li> <li>• Collect information on the type of walking tour to be conducted on food, culture, heritage, etc.</li> <li>• Ensure that the format, content, and style of presentations are engaging and appropriate</li> <li>• Engage with visitors</li> <li>• Select the walking route and sequence of the tour to meet walking tour objectives</li> <li>• Understand the roles and responsibilities of the walk facilitator</li> <li>• Prepare the narratives and script for commentary for the walking tour sites</li> </ul>	NA
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
NA	



## Module 2 : Characteristics of Built legacy, historic attraction, local cuisines Mapped to: THC/N4422

### Terminal Outcomes:

- Sharing Stories on Built legacy, historic attractions, local cuisines and create heritage / food walk tour

Duration: 12:00	Duration: 22:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>Explain the history of India, culture and heritage of major attractions and city of operation</li> <li>Describe significant heritage/food sites</li> <li>Outline important cuisines of India</li> <li>Explain necessary permissions required if any from the appropriate authority to access places</li> </ul>	<ul style="list-style-type: none"> <li>Design and conduct walking tours for all kinds of customers</li> <li>Interpret the heritage stories in an engaging manner</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
Camera, GPS, Map, Walking Tour Script, and Emergency Numbers and Dress appropriately for the weather and wear comfortable walking shoes.	

## Module 3: Prepare for Heritage Walk & Food Walk Guiding

Mapped to: THC/N4422

### Terminal Outcomes:

- Prepare for a relevant walking tour activity (heritage, food walk)
- Provide and collect pre-trip information from customers and colleagues
- Follow permissions, take license to operate walking tours from local tourism office and payments

Duration: 26:00	Duration: 56:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Determine various types of walking tours and guided tour itineraries like heritage, food, culture, etc.</li> <li>• List pre-activity details to be shared with the customers</li> <li>• Create a plan for the walking guide activity</li> <li>• Explain the basis to select locations and pit stops that are relevant to include in the walking tour</li> <li>• Decide theme (heritage or food) and write walk description and highlights of your tour itinerary</li> <li>• Design a food/heritage walk as per the target audience and create a standard procedure to deliver the walk</li> <li>• Determine factors to be kept in mind in designing walking route selection to access places, and food joints in a safe manner</li> <li>• Explain different details to be taken from the customers before planning a trip</li> <li>• Determine the difficulties experienced by the customers during the walking tour and the type of help that can be provided</li> <li>• Estimate the tour cost</li> </ul>	<ul style="list-style-type: none"> <li>• Create a checklist for pre-walk information to be collected from customers</li> <li>• Write a script for narration that is easy to understand</li> <li>• Prepare an itinerary for the walking tour by identifying the theme- Heritage or Food</li> <li>• Communicate to customers - point of assembly, number of people in each walking tour, walking tour intervals, guidelines etc.</li> <li>• Learn about policies, permissions, entry restrictions, dress code, prohibitions (e. g. photography, video shoot, mobile, etc.) closure at heritage sites, food joints</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
Dress appropriately for the weather and wear comfortable walking shoes, Customer Information form	

## Module 4: Design, Conduct and organize heritage and food walks

Mapped to: THC/N4423

### Terminal Outcomes:

- Brief customers about activity
- Achieve customer satisfaction

Duration: 24:00	Duration: 35:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Coordinate with customers for a trip</li> <li>• Explain how to plan interesting walks with unique stories</li> <li>• Brief the customers about the local rules and regulations, customs, etiquette, body language, appropriate dress code and weather conditions of the destination</li> <li>• Provide information on basic fitness levels and medical conditions required from customers for the walking tour activity</li> <li>• Focus on getting the facts right and engage with customers. Give them time to ask questions</li> <li>• Inform the customers regarding emergency procedures</li> <li>• Warn customers of pickpockets, snatching, theft, or any other criminal activities at a tour spot e. g. in crowded historical sites, religious places, local markets, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Role play on a walking tour including logistical requirements and planned routes</li> <li>• Create a walking tour itinerary with pit-stops</li> <li>• List essentials to be carried by the customers before starting the trip e.g., water, medicine and other essentials required for a specific trip (e.g. sunscreen, mosquito repellent cream, covered shoes, hat, sunglasses, jackets, etc.)</li> </ul>
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	
Dress appropriately for the weather and wear comfortable walking shoes	

## Module 5: Providing and collecting after-trip information from customers and colleagues

Mapped to: THC/N4423

### Terminal Outcomes:

- Brief customers about activity
- Achieve customer satisfaction

Duration: 26:00	Duration: 35:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Take customer feedback</li> <li>• Take feedback from colleagues if they have supported you on a walk, then and sync the same with customer feedback to capture improvement areas</li> <li>• Encourage people to take part in the walks by offering them a calendar for future walks</li> <li>• Deal with grievances and customer complaints effectively and on time</li> <li>• Identify a key theme for the walk and hold meetings with experts (historians) to further research after taking in consideration customer feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Create a walking tour itinerary with pit-stops</li> <li>• Know essentials to be carried by the customers before starting the trip e.g., water, medicine and other essentials required for a specific trip (e.g. sunscreen, mosquito repellent cream, covered shoes, hat, sunglasses, jackets, etc.)</li> <li>• Provide invoice/bill for the walk and take payment</li> </ul>
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	
Dress appropriately for the weather and wear comfortable walking shoes.	

## Module 6: Risk and Handling Emergencies

Mapped to: THC/N4424

### Terminal Outcomes:

- Assess Risks and handle emergencies

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>Explain safety measures to be followed while walking on narrow lanes or rough terrain or in a dark place or in the scorching sun.</li> <li>Describe safety emergency evacuation plans and protocols during walking tours and natural calamities such as landslides, earthquakes or building collapses, etc.</li> <li>Explain emergency evacuation plans and protocols during health-related emergencies.</li> <li>Explain how to conduct risk assessment during walking tours</li> <li>Explain important things to be kept in mind while going on a trip such as appropriate clothing, drinking plenty of fluids, wearing a face mask, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Practice how to behave during emergencies and handle crises with calmness</li> <li>Demonstrate different situation handling such as participants getting lost from the group, or getting mugged during food walk in the market or try share history, stories in a very accessible fashion which could create a conflict of opinion with customer</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
First aid kits, Emergency Numbers, Water Bottles	

## Module 7: Effective Communication

Mapped to: THC/N9913

### Terminal Outcomes:

- Interact with superiors and colleagues
- Communicate effectively with customers

Duration: 12:00	Duration: 18:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Identify the importance of trust, support, and respect to colleagues and superiors</li> <li>• Describe how to identify and resolve potential and existing conflicts with colleagues</li> <li>• Explain the methods for effective communication with various people</li> <li>• Describe the importance of effective listening, use of appropriate voice tone and pitch for communication</li> <li>• Explain the importance of customer satisfaction and customer feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate professional etiquette while greeting the office staff and customers</li> <li>• Role Play on how to converse with office staff and customers</li> <li>• Role plays how to handle customer concerns effectively</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Module 8: Gender and Age Sensitivity

Mapped to: THC/N9914

### Terminal Outcomes:

- Provide different age and gender-specific customer service

Duration: 12:00	Duration: 18:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain different needs and wants of each category of customer, e.g., for an infant, for a young woman, for an old person, for others</li> <li>• Describe behavioral etiquette while dealing with women</li> <li>• List the safety measures available for female colleagues and customers</li> <li>• Discuss the importance of being vigilant for potential breach of safety of women, children, or elderly people</li> </ul>	<ul style="list-style-type: none"> <li>• Role plays appropriate behavioral etiquettes towards all ages, genders and differently abled people as per specification</li> </ul>
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	
NA	

## Module 9: Health and Hygiene

Mapped to: THC/N9915

### Terminal Outcomes:

- Follow standard safety procedures to avoid work hazards
- Ensure cleanliness around the workplace
- Follow personal hygiene practices and take precautionary health measures

Duration: 12:00	Duration: 18:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Identify possible hazards in the work areas and take necessary steps to eliminate or minimize them</li> <li>• Discuss the need for personal and workplace hygiene and methods to maintain the same</li> <li>• Explain the importance of preventive health check-ups and vaccinations</li> <li>• Sensitize visitors on Swachh Bharat</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the procedure for routine cleaning, sanitization and storing of tools, equipment, and other articles</li> <li>• Keep work area clean, hygienic and hazard free</li> <li>• Demonstrate ergonomic lifting, bending or moving equipment and supplies</li> <li>• Demonstrate use of personal protective equipment</li> <li>• Perform emergency procedures using fire safety equipment, first aid equipment</li> <li>• Identify hazard symbols related to general warning, health hazard, biohazard, harmful irritant, poison/toxic material, carcinogen hazard, explosive hazard, electrical hazard, hot surface, low temperature warning symbol</li> <li>• Demonstrate the use of safety equipment for fire safety, physical safety, first aid equipment such as Automated External Defibrillator (AED)</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
Physical Safety Equipment, Personal Protective Equipment, Fire Safety Equipment, First Aid Equipment	



## Module 10: Green Practices

Mapped to: THC/N9916

### Terminal Outcomes:

- Follow material conservation and eco-friendly practices
- Ensure effective waste management/recycling practices

Duration: 12:00	Duration: 18:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain different types of wastewaters</li> <li>• Describe methods to manage non-recyclable waste</li> <li>• Explain the need for following eco-friendly practices</li> <li>• Explain common sources of pollution and ways to minimize them</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate material conservation practices like using dead, dry fallen sticks instead of big logs for bonfires etc.</li> <li>• Demonstrate methods to dispose-off non-recyclable waste appropriately</li> <li>• Employ appropriate methods to reuse and recycle waste</li> </ul>
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	
Physical Safety Equipment, Personal Protective Equipment, Fire Safety Equipment, First Aid Equipment	

## Module 11: Introduction to Employability Skills

Mapped to: DGT/VSQ/N0102

### 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
<ul style="list-style-type: none"> <li>Discuss the Employability Skills required for jobs in various industries.</li> </ul>	<ul style="list-style-type: none"> <li>List different learning and employability related GOI and private portals and their usage.</li> </ul>
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

## Module 12: 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
<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to practice different environmentally sustainable practices.</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	

## Module 13: Becoming a Professional in the 21st Century

Mapped to: DGT/VSQ/N0102

### Terminal Outcomes:

- Demonstrate professional skills required in 21<sup>st</sup> century

<b>Duration: 01:00</b>	<b>Duration: 01:30</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss importance of relevant 21st century skills.</li> <li>• Describe the benefits of continuous learning.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	

## Module 14: 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
<ul style="list-style-type: none"> <li>Discuss need of basic English skills</li> </ul>	<ul style="list-style-type: none"> <li>Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone.</li> <li>Read and interpret text written in basic English.</li> <li>Write a short note/paragraph / letter/e - mail using basic English.</li> </ul>
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

## Module 15: Career Development & Goal Setting

Mapped to: DGT/VSQ/N0102

### Terminal Outcomes:

- Understand the importance of career development & goal setting

<b>Duration: 01:00</b>	<b>Duration: 01:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Explain the importance of career development &amp; goal setting</li> </ul>	<ul style="list-style-type: none"> <li>Create a career development plan with well-defined short- and long-term goals</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	

## Module 16: Communication Skills

Mapped to: DGT/VSQ/N0102

### Terminal Outcomes:

- Practice basic communication skills

<b>Duration: 02:00</b>	<b>Duration: 03:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	

## Module 17: Diversity & Inclusion

Mapped to: DGT/VSQ/N0102

### Terminal Outcomes:

- Describe PwD and gender sensitization

<b>Duration: 01:00</b>	<b>Duration: 01:30</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the significance of escalating sexual harassment issues as per POSH act.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	



## Module 18: Financial and Legal Literacy

Mapped to: DGT/VSQ/N0102

### 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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 19: 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 style="list-style-type: none"> <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 style="list-style-type: none"> <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	

## Module 20: Entrepreneurship

Mapped to: DGT/VSQ/N0102

### 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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 21: Customer Service

Mapped to: DGT/VSQ/N0102

### Terminal Outcomes:

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

<b>Duration: 02:00</b>	<b>Duration: 03:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• Demonstrate how to deal with different customers and their needs</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	

## Module 22: 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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	

## Trainer Requirements

## Annexure

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
12 <sup>th</sup> Class/I.T.I. OR Certificate/ Diploma/ Degree/PhD	Tours and Travel/Hospitalit y Management/ Hotel Management	5	Tours and Travel/Hospit ality Management / Hotel Management	1	Tours and Travel/Hospitality Management/ Hotel Management	

Trainer Certification	
Domain Certification	Platform Certification
“Walk Tour Facilitator”, “THC/Q4408, v1.0”, Minimum accepted score is 80%	“Trainer”, “MEP/Q2601” with scoring of minimum 80%

## 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/PhD	Tours and Travel/Hospitality Management/ Hotel Management	5	Tours and Travel/Hospitality Management / Hotel Management	1	Tours and Travel/Hospitality Management/ Hotel Management	

Assessor Certification	
Domain Certification	Platform Certification
“Walk Tour Facilitator”, “THC/Q4408, v1.0”, Minimum accepted score is 80%	“Assessor”, “MEP/Q2701” with the scoring of minimum 80%

## Assessment Strategy

This section includes the processes involved in identifying, gathering and interpreting information to evaluate 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 centre 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 & Practical Assessment 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 Assessment smoothly.
- 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 Matter Experts 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 the training 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
<b>Declarative Knowledge</b>	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.
<b>Key Learning Outcome</b>	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).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	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.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of the training</b> .
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module</b> . 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