



Model Curriculum

QP Name: Professional Cook (Household & Small Establishment)

QP Code: DWC/Q1701

QP Version: 2.0

NSQF Level: 4

Model Curriculum Version: 1.0

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Training Parameters

Sector	Domestic Workers
Sub-Sector	Household Services/ Housekeeping and Services
Occupation	Cooking
Country	India
NSQF Level	4
Aligned to NCO/ISCO/ISIC Code	NCO-2022/5120.0300
Minimum Educational Qualification and Experience	<p>8th Class Pass + ITI (2years after class 8th) with 2 Years of relevant experience</p> <p>OR</p> <p>10th Class pass with two 2 Years of relevant experience</p> <p>OR</p> <p>10th Class pass + ITI (1 year after Class 10th) with 1 year of relevant experience</p> <p>OR</p> <p>NSQF Level 3 (Housekeeper cum Cook) with 2 Years of relevant experience</p>
Pre-Requisite License or Training	N/A
Minimum Job Entry Age	18 years
Last Reviewed On	29/09/2022
Next Review Date	29/03/2023
NSQC Approval Date	29/09/2022
QP Version	2.0
Model Curriculum Creation Date	29/09/2022
Model Curriculum Valid Up to Date	29/03/2023
Model Curriculum Version	1.0
Minimum Duration of the Course	480 Hours, 0 Minutes
Maximum Duration of the Course	600 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:

- Apply proper methods to perform basic cooking and serving activities
- Employ appropriate practices to maintain service standards and communicate effectively
- Apply proper methods to maintain health, hygiene and safety standards
- Show how to prepare Chinese, Italian and Indian Cuisine
- Apply proper process to international migration for a cook

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
DWC/N1701: Perform Basic Cooking and Serving Activities NOS Version No. 2.0 NSQF Level 4	80:00	100:00	00:00	40:00	180:00
Module 1: Introduction to Domestic Workers and Role of Professional Cook (Household & Small Establishment)	06:00	00:00	00:00	00:00	06:00
Module 2: Perform Pre-cooking Activities and Prepare Food, and Beverages	42:00	60:00	00:00	20:00	102:00
Module 3: Serve the Food and Beverages and Perform Post-cooking Activities	32:00	40:00	00:00	20:00	72:00
DWC/N1702: Prepare Chinese, Italian and Indian Cuisine NOS Version No. 2.0 NSQF Level 4	54:00	66:00	00:00	40:00	120:00
Module 4: Prepare Chinese Food	24:00	30:00	00:00	20:00	54:00
Module 5: Prepare Italian and Indian Food	30:00	36:00	00:00	20:00	66:00

DWC/N1710: Process of International Migration NOS Version No. 1.0 NSQF Level 4	30:00	30:00	00:00	20:00	60:00
Module 6: Process of International Migration	30:00	30:00	00:00	20:00	60:00
DWC/N9902: Maintain Service Standards and Communicate Effectively NOS Version No. 3.0 NSQF Level 4	12:00	18:00	00:00	10:00	30:00
Module 7: Maintain Service Standards and Communicate Effectively	12:00	18:00	00:00	10:00	30:00
DWC/N9903: Maintain Health, Hygiene and Safety Standards NOS Version No. 3.0 NSQF Level 4	14:00	16:00	00:00	10:00	30:00
Module 8: Maintain Health, Hygiene and Safety Standards	14:00	16:00	00:00	10:00	30:00
DGT/VSQ/N0102: Employability Skills (60 Hours) NOS Version No. 1.0 NSQF Level 4	20:00	40:00	00:00	00:00	60:00
Module 9: Employability Skills	20:00	40:00	00:00	00:00	60:00
Total Duration	210:00	270:00	00:00	120:00	480:00

Module Details

Module 1: Introduction to Domestic Workers and Role of Professional Cook (Household & Small Establishment)

Terminal Outcomes:

- Outline the overview of Skill India Mission
- Describe the scope of the Domestic Workers Sector
- Define the role and responsibilities of a Professional Cook (Household & Small Establishment)

Duration: 06:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the objectives and benefits of the Skill India Mission • Describe the scope of the Domestic Worker Sector and its sub-sectors • Discuss about the emerging trends and reasons for growth of the domestic workers sector in India • Discuss job role and opportunities for Professional Cook (Household & Small Establishment) in Household Services/ Housekeeping and Services sub sector • Elaborate the basic terminology used in Domestic Workers sector 	NA
Classroom Aids	
Whiteboard, Flip Chart, Markers, Duster, Projector, Laptop with charger, Projector screen, Power Point Presentation, 2.1 Laptop External Speakers.	
Tools, Equipment and Other Requirements	
NA	

Module 2: Perform Pre-cooking Activities and Prepare Food, and Beverages

Mapped to DWC/N1701 v 2.0

Terminal Outcomes:

- Role play on how to interact daily with residents/employers for diet and menu requirements and shop or order groceries and supplies, as applicable
- Employ appropriate methods to measure, clean and organize ingredients for the food to be prepared
- Apply proper process to cook food and the breads, chapatis, etc. as per the employer's instruction and taste
- Show how to prepare different kinds of beverages like tea, coffee, juice, shakes, smoothies, etc. using appropriate instruments and equipment

Duration: 42:00	Duration: 60:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss various types of vegetarian/non-vegetarian foods, types of fruits, vegetables, lentils, herbs, spices, dairy and their uses • Explain the food preparation techniques such as chopping, marinating, slicing dicing, shredding, portioning, washing, rinsing, etc. and cooking techniques such as grilling, roasting, sautéing, frying, simmering, boiling, etc. • Show how to operate the latest different kitchen appliances such as microwave, dishwasher, hand blender, pressure cooker, mixer grinder, electric kettle, rice cooker, etc. • Describe the importance and ways to clean the food preparation areas, cooking surfaces, and wash dishes and utensils • State the significance of maintaining a clean and organised atmosphere in the kitchen • Discuss various techniques to check the freshness and quality of ingredients, vegetables, fruits, dough, etc. • Explain the measurement procedures and measuring equipment for food ingredients • Discuss different kinds of doughs and process to make them as per the recipe for various dishes/breads • Explain different types of tools and kitchen equipment like multi-burner stove with electric plate, versatile 	<ul style="list-style-type: none"> • Role play on how to interact daily with residents/employers for diet and menu requirements and shop or order groceries and supplies, as applicable • Employ appropriate process to measure, clean and organize ingredients for the food to be prepared and wash, cut and prepare foods designated for cooking like chopping and peeling vegetables, etc. • Demonstrate how to perform basic preparatory work like mixing or grinding spices/ingredients, wrapping food items, etc. • Show how to prepare basic items like sauce, salads, and cold starters, etc. and specialized fancy dishes or food for special diets, as required • Apply proper process to cook food and the breads, chapatis, etc. as per the employer's instruction and taste • Show how to garnish or decorate the food item as per the requirement and check the dish to ensure flavour, colour, taste, and quality consistency • Show how to prepare different kinds of beverages like tea, coffee, juice, shakes, smoothies, etc. using appropriate instruments and equipment

<p>refrigerator, food processor, water purifier, air fryer, multi-cooker, etc. and their working procedure</p> <ul style="list-style-type: none"> Discuss the importance of monitoring and ensure appropriate temperature of the appliances to be used 	
Classroom Aids	
Training kit (Trainer guide, Presentations), White board, Marker, Projector screen, Power Point Presentation, Laptop with charger, Participant Handbook and Related Standard Operating Procedures, 2.1 Laptop External Speakers	
Tools, Equipment and Other Requirements	
Fruits, vegetables, different ingredients to make food and beverages, Kitchen equipment like multi-burner stove with electric plate, versatile refrigerator, food processor, water purifier, air fryer, multi-cooker, etc.,	

Module 3: Serve the Food and Beverages and Perform Post-cooking Activities

Mapped to DWC/N1701 v 2.0

Terminal Outcomes:

- Apply proper methods to set up table mats, coasters, napkins, and other decorative items as needed, including candles and flower vases
- Demonstrate how to serve the food in appropriate crockery
- Employ appropriate methods to store any cooked or remaining uncooked ingredients, vegetables or dough not for immediate use adequately
- Describe the cleaning methods to clean the food storage and kitchen area, equipment such as refrigerator, oven, freezer, etc. frequently

Duration: 32:00	Duration: 40:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss different types of crockery, cutlery and glasses along with their appropriate usage • Discuss techniques of plating the food • Explain the procedure to clean the table during meal • State the importance of removing all dishes used in a particular course appropriately without causing any disturbance • Describe the methods to store any cooked or remaining uncooked ingredients, vegetables, dough not for immediate use adequately or the leftovers in appropriate containers, seal the ingredients properly in the containers after use to avoid contamination or spillage and dispose of the leftovers that can't be stored • Explain waste management and effective ways to avoid wastage of vegetables, ingredients, cooking oil, gas, etc. • Describe the cleaning methods to clean the food storage and kitchen area, equipment such as refrigerator, oven, freezer, etc. frequently • State the significance of draining dirty water and not dirty water properly after dishwashing and cleaning appliance 	<ul style="list-style-type: none"> • Demonstrate how to setup a table, clean and sanitize the dining table, arrange the cutlery and table mats, coasters, napkins, and other decorative items as needed, including candles and flower vases • Show how to place the items on the table like plate ware and silverware or cutlery and crockery, water glass as per the food course • Demonstrate how to serve the food in appropriate crockery and refill the serving plate ware and silverware or cutlery and crockery, water glass with drinks, as required • Apply proper process to use the proper cleaning product and enough amount of water to wash, rinse, and dry dishes, glasses, cooking ware, etc.
Classroom Aids	
Training kit (Trainer guide, Presentations), White board, Marker, Projector screen, Power Point Presentation Laptop with charger, Participant Handbook and Related Standard Operating Procedures, 2.1 Laptop External Speakers.	

Tools, Equipment and Other Requirements
Required dining table, sanitizer, crockery, cutlery and glasses, storage containers, cleaning product, Equipment such as refrigerator, oven, freezer, etc.

Module 4: Prepare Chinese Food

Mapped to DWC/N1702, v 2.0

Terminal Outcomes:

- Discuss Chinese food preparation techniques like stir frying, deep fry, shallow frying, boiling, steaming, roasting, etc.
- Apply appropriate methods to wash green leafy vegetables ahead of time
- Demonstrate how to marinate fresh meat and cut the meat against the grain and into uniform pieces so that it will cook more evenly
- Show how to prepare sauce and seasoning for cooking Chinese food

Duration: 24:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss various types of Chinese dishes, such as rice, noodles, soup, vegetables, meat, etc. • Describe the ingredients used for preparing Chinese food such as soy sauce, Oyster sauce, Dried mushrooms, Sichuan peppercorns, Chinese five spice, Chilli bean sauce, etc. • Explain the procedure to prepare vegetables and meat for cooking • Explain the methods of arranging all the prepared vegetables on a baking sheet or pan • State the significance of ensuring that wok is at the correct temperature before adding the food • State the significance of following the recipe to prepare a range of Chinese dishes, such as rice, noodles, soup, vegetables, meat, etc. 	<ul style="list-style-type: none"> • Demonstrate how to perform Chinese food preparation techniques like stir frying, deep fry, shallow frying, boiling, steaming, roasting, etc. • Apply proper methods to check the quality and quantity of the ingredients for preparing Chinese food • Apply appropriate methods to wash green, leafy vegetables • Demonstrate how to marinate fresh meat and cut the meat against the grain and into uniform pieces so that it will cook more evenly • Employ proper practices how to add oil for stir-frying and pour it down the wok's sides and check the oil before cooking • Show how to prepare sauce and seasoning for cooking Chinese food • Demonstrate how to serve Chinese food with proper cutlery
Classroom Aids:	
White board and marker or blackboard and chalk, duster, laptop or desktop computer and projector, flipcharts, participant handbook	
Tools, Equipment and Other Requirements	
Green, leafy vegetables, Meat, Oil Ingredients to make Chinese food, cutlery etc.	

Module 5: Prepare Italian and Indian Food

Mapped to DWC/N1702, v 2.0

Terminal Outcomes:

- Discuss various kinds of Italian and Indian ingredients and cooking methods
- Show how to prepare Italian and Indian recipes

Duration: 30:00	Duration: 36:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss various kinds of Italian ingredients like extra virgin olive oil, balsamic vinegar, garlic, pasta, oregano, capers, porcini mushrooms, etc. for cooking • Explain the methods of arranging Italian ingredients like extra virgin olive oil, balsamic vinegar, garlic, pasta, oregano, capers, porcini mushrooms, etc. for cooking • Discuss Italian Cooking Methods like Alla Bolognese, Al Dente, Risotto, Polenta, Al Forno, Alla Mattone, etc. • Describe popular Italian appetizers like Carbonara Arancini, Chopped Italian Salad, Bruschetta of Spring Vegetables, Autumn Fritto Misto, Bruschetta with Pickled Okra etc. and process to prepare them • Explain popular Italian drinks and beverages like Aperitivo, Negroni, Campari, Bellini, Spritz, etc. and process to prepare them • Describe the methods of arranging essential Ingredients for Indian cooking such as cloves, fenugreek coriander seeds, tamarind, garlic, onion, cardamom, curry leaves, chillies, etc. • Explain different types of South Indian, North Indian, East Indian and West Indian recipes • Discuss types of cutlery required to serve different kinds of food 	<ul style="list-style-type: none"> • Show how to prepare prep food like pasta sauce, vegetables, meat, etc. for cooking Italian food • Demonstrate how to prepare an Italian food range of Margherita Pizza, Classic Pasta Amatriciana, Lasagna, Caprese Salad with Pesto Sauce, Panzenella, Bruschetta, Focaccia Bread, Pasta Carbonara, etc. • Show how to prepare south Indian, north Indian, east Indian, west Indian food recipes for vegetarian and non-vegetarian dishes • Apply appropriate methods of using different Indian food making techniques like Chaunk/Tadka, Bhunao, Dhungar/Dhuanaar, Tandoori – Grilling, Talna – Frying, etc. • Demonstrate how to serve Indian food with proper cutlery
Classroom Aids:	
White board and marker or blackboard and chalk, duster, laptop or desktop computer and projector, flipcharts, participant handbook	
Tools, Equipment and Other Requirements	
Indian ingredients such as cloves, fenugreek coriander seeds, tamarind, garlic, onion, cardamom, curry leaves, chillies, etc. and Italian ingredients like extra virgin olive oil, balsamic vinegar, garlic, pasta, oregano, capers, porcini mushrooms, etc., various types of cutleries etc.	

Module 6: Process of International Migration

Mapped to DWC/N1710, v 1.0

Terminal Outcomes:

- Perform steps to collect information on the latest food preparation techniques and machines from various sources
- Apply proper techniques to prepare various cuisines like blanching, chopping, kneading, searing, frying, etc., as required
- Perform steps to collect information on the local laws, customs, traditions, etc. of the country of employment
- Draft a sample list of the items to be packed in check-in and hand luggage

Duration: 30:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss various types of foreign cuisines and their recipe • Explain the importance of experimenting with foreign different veg/non-veg cuisine and their ingredients • Discuss latest as well as foreign cooking techniques • State the importance of ensuring the cooking stove/induction stove and chimneys are working appropriately • Explain the modern techniques to store the left-over ingredients and food appropriately • Describe the methods of arranging the utensils in the dishwasher and operating the dishwasher as per the manufacturer's instructions • Discuss types of foreign recruiters, various employment terms and regulations and legal requirements to migrate for work • Explain the method to operate e-Migrate portal • Explain the importance of reading all the details of the employment contract carefully before signing. • Explain the methods of applying for the legalities like the medical test, visa, etc. • State the significance of ensuring all required documents like legal documents, passport, work visa, etc. are in place before 	<ul style="list-style-type: none"> • Perform steps to collect information on the latest food preparation techniques and machines from various sources • Show how to operate the latest kitchen appliances like air fryers, toasters, blenders, coffee makers, various cooking appliances, etc. to prepare food • Apply proper methods to prepare the ingredients of the main food beforehand • Apply proper techniques like blanching, chopping, kneading, searing, frying, etc., to prepare various cuisines as required • Show how to garnish the food appropriately • Show how to gather information about the Recruiting agents registered on e-Migrate and collect the details of the Foreign Employer • Perform steps to collect information on the local laws, customs, traditions, etc. of the country of employment • Draft a sample list of the items to be packed in check-in and hand luggage
Classroom Aids:	
White board and marker or blackboard and chalk, duster, laptop or desktop computer and projector, flipcharts, participant handbook	

Tools, Equipment and Other Requirements

Cooking stove, Induction stove, Ingredients to prepare food Sample list of the items to be packed in check-in and hand luggage, Kitchen appliances like air fryers, toasters, blenders, coffee makers, various cooking appliances, etc., Utensils, Dishwasher, Required e-Migrate portal etc.

Module 7: Maintain Service Standards and Communicate Effectively

Mapped to DWC/N9902, v 3.0

Terminal Outcomes:

- Apply proper methods to maintain behavioural etiquette during work
- Show how to maintain professional manner at work place
- Employ appropriate methods to identifies and reports workplace harassment and discrimination based on gender, disability, caste, religion, colour, sexual orientation, and culture

Duration: 12:00	Duration: 18:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss communication fundamentals and active listening and quality of service standards • Describe the procedure of positively giving and receiving feedback • Explain the importance of avoiding arguing with the residents • Describe the importance of following good manners in household/ workplace with a view to maintaining hygiene and sanitation, such as while coughing, not spitting, belching, etc. • State the importance of carrying out tasks in a timely and disciplined manner • Explain the importance of reporting to work on time • Describe the ways of behaving appropriately when communicating with coworkers and others and respect privacy of others at the workplace • Explain how to keep proper attire and a presentable demeanour and maintain personal hygiene • Discuss gender specific requirements and the specific needs of different age groups of residents along with age and gender specific etiquette • Explain how to behave with persons with specific needs • Describe the importance of following gender and age-sensitive service practices at all times and maintaining social distance in social situations/at work 	<ul style="list-style-type: none"> • Role play on how to greet the residents promptly and appropriately in accordance with the procedure as well as interact with all residents in a polite and professional manner • Apply proper methods to make requirements clear by asking appropriate questions • Dramatize how to respond effectively to residents' dissatisfactions and complaints and create and maintain an effective but impersonal relationship with residents • Employ appropriate methods to notify residents in advance of any issues or problems, as well as any developments that may affect them • Role play on how to seek feedback from the residents and incorporate them to improve their experience • Demonstrate how to report any workplace issues to the residents/employers immediately • Apply proper ways to ensure appropriate personal behaviour and conduct taking gender into consideration and recognise, acknowledge and overcome inherent biases regarding disabilities • Role play on how to provide services and maintain the quality of facilities to cater to specific needs of every individual, across all gender and age groups as per standards and assist people with disabilities when necessary • Apply appropriate methods to identifies and reports workplace harassment and discrimination based

	<p>on gender, disability, caste, religion, colour, sexual orientation, and culture</p> <ul style="list-style-type: none"> • Role play on how to inform the employer of any personal health issues related to injury or infectious diseases
Classroom Aids:	
White board and marker or blackboard and chalk, duster, laptop or desktop computer and projector, flipcharts, participant handbook	
Tools, Equipment and Other Requirements	
Sample feedback form, Sample report format to report health and other issues etc.	

Module 8: Maintain Health, Hygiene and Safety Standards

Mapped to DWC/N9903, v 3.0

Terminal Outcomes:

- Demonstrate ways to maintain a safe and secure environment at work.
- Demonstrate ways to handle emergency situations.
- Explain the ways of conservation of energy and material while performing daily activities.
- State the importance of practicing environment friendly methods of working.
- Explain the methods to manage the waste at workplace

Duration: 14:00	Duration: 16:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the reporting and handling safety-related issues and process for maintaining hygienic standards at work • State the significance of housekeeping in maintaining a secure and safe workplace • Explain the purpose and usage of wearing appropriate PPE like hair net, protective aprons, footwear, respirators, masks, etc. at work place • Describe the importance of maintaining personal hygiene by brushing teeth frequently, bathing daily, dressing well, eating healthfully, etc. and avoiding consumption of tobacco, paan, alcohol, smoking cigarettes, etc. at the workplace • Explain the importance of following guidelines and safety protocol while using and handling electrical household gadgets and following basic first aid procedure appropriately • Describe the methods of recognizing workplace risks and promptly inform anybody who should know about them • Discuss various emergency circumstances and methods to handle them • Explain the importance of placing medicines and hazardous chemicals away and keeping sharp objects out of reach of child • State the importance of preventive regular health check-up and healthy living • Explain the methods of managing wastages like food, water, etc., as directed as well as disposing of sanitary 	<ul style="list-style-type: none"> • Show how to wash and sanitize hands at regular intervals with hand soap and alcohol-based sanitizers and dishes and other items in accordance with the set requirements • Demonstrate how to sanitize all tools, equipment, and appliances with touch points on a regular basis and use proper environmentally friendly solutions or cleaning chemicals to keep the home or workplace free of germs, insects, and bugs • Apply proper methods to ensure that the garbage cans are frequently cleared in accordance with the timetable for cleanliness and maintenance and place trash in designated bins or the proper trash container • Employ appropriate ways to adhere to safety protocols when using materials, tools, and equipment • Role play on how to report to various emergency circumstances and health issues with prompt response and reporting • Apply appropriate methods to identify and separate hazardous, recyclable, and non-recyclable waste at the workplace • Show how to recycle waste wherever applicable and discard PPEs in plastic bags that are sealed and labeled "infectious waste" • Apply proper eco-friendly methods at work to reduce pollution of the air, water, and earth

<p>and other hazardous wastes appropriately</p> <ul style="list-style-type: none"> Describe the conservation methods for materials, natural resources, and energy at work 	
Classroom Aids:	
White board and marker or blackboard and chalk, duster, laptop or desktop computer and projector, flipcharts, participant handbook	
Tools, Equipment and Other Requirements	
Cleaners, Broom, Wiper, PPE, Ladder, Different Colour Dustbins As Per Waste Categorisation, Different Types Of Waste, Water, Household gadgets and appliances, Coal, Wood, Matchstick, First Aid Kit, Garbage Bags, Etc.	

Module 9: Employability Skills

Mapped to DGT/VSQ/N0102, V1.0

Terminal Outcomes:

- Introduction to employability skills
- Constitutional values - citizenship
- Becoming a professional in the 21st century
- Basic English skills
- Career development & goal setting
- Communication skills
- Diversity & inclusion
- Financial and legal literacy
- Essential digital skills
- Entrepreneurship
- Customer service
- Getting ready for apprenticeship & jobs

Duration: 20:00	Duration: 40:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss employability skills required for jobs in various industries • Explain ways to explore learning and employability portals • Discuss the significance of legal values, including civic rights and duties, citizenship, responsibility towards society etc. And personal values and ethics such as honesty, integrity, caring and respecting others, etc. • Explain the significance of 21st century skills for employment • Describe the benefits of the continuous learning • Explain how to read and understand routine information, notes, instructions, mails, letters etc. Written in english • List the difference between job and career • Communicate and behave appropriately with all genders and pwd • Discuss how to escalate any issues related to sexual harassment at workplace according to poish act • List common components of salary and compute income, expenses, taxes, investments etc 	<ul style="list-style-type: none"> • Demonstrate how to follow environmentally sustainable practices • Role play the 21st century skills such as self-awareness, behaviour skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. In personal and professional life • Practice the use basic english for everyday conversation in different contexts, in person and over the telephone • Write short messages, notes, letters, e-mails etc. In english • Prepare a sample career development plan with short- and long-term goals, based on aptitude • Practice following verbal and non-verbal communication etiquette and active listening techniques in various settings • Roleplay how to work collaboratively with others in a team • Roleplay how to escalate any issues related to sexual harassment at workplace according to poish act

<ul style="list-style-type: none"> • Discuss relevant rights and laws and use legal aids to fight against legal exploitation • Identify and list different types of entrepreneurship and enterprises and assess opportunities for potential business through research • Identify and list sources of funding, anticipate, and mitigate any financial/legal hurdles for the potential business opportunity • Explain how to identify different types of customers • Identify and list apprenticeship opportunities and register for it as per guidelines and requirements 	<ul style="list-style-type: none"> • Show how to select financial institutions, products and services as per requirement • Practice how to carry out offline and online financial transactions, safely and securely • Operate digital devices and carry out basic internet operations securely and safely • Demonstrate the use of e- mail and social media platforms and virtual collaboration tools to work effectively • Practice the use of basic features of word processor, spreadsheets, and presentations • Develop a sample business plan and a work model, considering the 4ps of marketing product, price, place and promotion • Role play how to respond to customer requests and needs in a professional manner • Show how to follow appropriate hygiene and grooming standards • Create a sample professional curriculum vitae (résumé) • Practice how to search for suitable jobs using reliable offline and online sources such as employment exchange, recruitment agencies, newspapers etc. And job portals, respectively • Show how to apply to identified job openings using offline /online methods as per requirement • Demonstrate how to answer questions politely, with clarity and confidence, during recruitment and selection
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
PPE, Basic Stationary, digital devices as per the requirement.	

Module 10: On-the-Job Training

Mapped to Professional Cook (Household & Small Establishment)

Mandatory Duration: 00:00	Recommended Duration: 120:00
Location: On Site	
<ul style="list-style-type: none"> • Role play on how to interact daily with residents/employers for diet and menu requirements and shop or order groceries and supplies, as applicable • Employ appropriate process to measure, clean and organize ingredients for the food to be prepared and wash, cut and prepare foods designated for cooking like chopping and peeling vegetables, etc. • Demonstrate how to perform basic preparatory work like mixing or grinding spices/ingredients, wrapping food items, etc. • Show how to prepare basic items like sauce, salads, and cold starters, etc. and specialized fancy dishes or food for special diets, as required • Apply proper process to cook food and the breads, chapatis, etc. as per the employer's instruction and taste • Show how to garnish or decorate the food item as per the requirement and check the dish to ensure flavour, colour, taste, and quality consistency • Show how to prepare different kinds of beverages like tea, coffee, juice, shakes, smoothies, etc. using appropriate instruments and equipment • Demonstrate how to setup a table, clean and sanitize the dining table, arrange the cutlery and table mats, coasters, napkins, and other decorative items as needed, including candles and flower vases • Show how to place the items on the table like plate ware and silverware or cutlery and crockery, water glass as per the food course • Demonstrate how to serve the food in appropriate crockery and refill the serving plate ware and silverware or cutlery and crockery, water glass with drinks, as required • Apply proper process to use the proper cleaning product and enough amount of water to wash, rinse, and dry dishes, glasses, cooking ware, etc. • Demonstrate how to perform Chinese food preparation techniques like stir frying, deep fry, shallow frying, boiling, steaming, roasting, etc. • Apply proper methods to check the quality and quantity of the ingredients for preparing Chinese food • Apply appropriate methods to wash green, leafy vegetables • Demonstrate how to marinate fresh meat and cut the meat against the grain and into uniform pieces so that it will cook more evenly • Employ proper practices how to add oil for stir-frying and pour it down the wok's sides and check the oil before cooking • Show how to prepare sauce and seasoning for cooking Chinese food • Demonstrate how to serve Chinese food with proper cutlery • Show how to prepare prep food like pasta sauce, vegetables, meat, etc. for cooking Italian food • Demonstrate how to prepare an Italian food range of Margherita Pizza, Classic Pasta Amatriciana, Lasagna, Caprese Salad with Pesto Sauce, Panzenella, Bruschetta, Focaccia Bread, Pasta Carbonara, etc. • Show how to prepare south Indian, north Indian, east Indian, west Indian food recipes • Apply appropriate methods of using different Indian food making techniques like Chaunk/Tadka, Bhunao, Dhungar/Dhuanaar, Tandoori – Grilling, Talna – Frying, etc. • Demonstrate how to serve Indian food with proper cutlery 	

- Perform steps to collect information on the latest food preparation techniques and machines from various sources
- Show how to operate the latest kitchen appliances like air fryers, toasters, blenders, coffee makers, various cooking appliances, etc. to prepare food
- Apply proper methods to prepare the ingredients of the main food beforehand
- Apply proper techniques like blanching, chopping, kneading, searing, frying, etc., to prepare various cuisines as required
- Show how to garnish the food appropriately
- Show how to gather information about the Recruiting agents registered on e-Migrate and collect the details of the Foreign Employer
- Perform steps to collect information on the local laws, customs, traditions, etc. of the country of employment
- Draft a sample list of the items to be packed in check-in and hand luggage
- Role play on how to greet the residents promptly and appropriately in accordance with the procedure as well as interact with all residents in a polite and professional manner
- Apply proper methods to make requirements clear by asking appropriate questions
- Dramatize how to respond effectively to residents' dissatisfactions and complaints and create and maintain an effective but impersonal relationship with residents
- Employ appropriate methods to notify residents in advance of any issues or problems, as well as any developments that may affect them
- Role play on how to seek feedback from the residents and incorporate them to improve their experience
- Demonstrate how to report any workplace issues to the residents/employers immediately
- Apply proper ways to ensure appropriate personal behaviour and conduct taking gender into consideration and recognise, acknowledge and overcome inherent biases regarding disabilities
- Role play on how to provide services and maintain the quality of facilities to cater to specific needs of every individual, across all gender and age groups as per standards and assist people with disabilities when necessary
- Apply appropriate methods to identify and report workplace harassment and discrimination based on gender, disability, caste, religion, colour, sexual orientation, and culture
- Role play on how to inform the employer of any personal health issues related to injury or infectious diseases
- Show how to wash and sanitize hands at regular intervals with hand soap and alcohol-based sanitizers and dishes and other items in accordance with the set requirements
- Demonstrate how to sanitize all tools, equipment, and appliances with touch points on a regular basis and use proper environmentally friendly solutions or cleaning chemicals to keep the home or workplace free of germs, insects, and bugs
- Apply proper methods to ensure that the garbage cans are frequently cleared in accordance with the timetable for cleanliness and maintenance and place trash in designated bins or the proper trash container
- Employ appropriate ways to adhere to safety protocols when using materials, tools, and equipment
- Role play on how to report to various emergency circumstances and health issues with prompt response and reporting
- Apply appropriate methods to identify and separate hazardous, recyclable, and non-recyclable waste at the workplace
- Show how to recycle waste wherever applicable and discard PPEs in plastic bags that are sealed and labeled "infectious waste"
- Apply proper eco-friendly methods at work to reduce pollution of the air, water, and earth

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Diploma	Home Science/ Hotel Management or Equivalent or Relevant Education	7		4 or 5	Minimum 4 years of work experience as head cook/teaching/ training in home science or hotel management Or Minimum 5 years working experience as home cook/teaching/ training home science or hotel management	
Graduate		5		2 or 3	Minimum 2 years of work experience as head cook/teaching/ training in home science or hotel management Or Minimum 3 years working experience as home cook/teaching/ training home science or hotel management	
Post Graduate		2		1 or 2	Minimum 1 year of work experience as head cook/teaching/ training in home science or hotel management Or Minimum 2 years working experience as home cook/teaching/ training home science or hotel management	

Trainer Certification	
Domain Certification	Platform Certification
“Professional Cook (Household & Small Establishment)”, “DWC/Q1701, v2.0”, Minimum accepted score is 80%	“Trainer”, “MEP/Q2601, v1” with a scoring of minimum 80%

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Special ization	Years	Specialization	
Diploma	Home Science/ Hotel Management or Equivalent or Relevant Education	7		4 or 5	Minimum 4 years of work experience as head cook/teaching/ training in home science or hotel management Or Minimum 5 years working experience as home cook/teaching/ training home science or hotel management	
Graduate		5		2 or 3	Minimum 2 years of work experience as head cook/teaching/ training in home science or hotel management Or Minimum 3 years working experience as home cook/teaching/ training home science or hotel management	
Post Graduate		2		1 or 2	Minimum 1 year of work experience as head cook/teaching/ training in home science or hotel management Or Minimum 2 years working experience as home cook/teaching/ training home science or hotel management	

Trainer Certification	
Domain Certification	Platform Certification
“Professional Cook (Household & Small Establishment)”, “DWC/Q1701”, Minimum accepted score is 80%	“Trainer”, “MEP/Q2601, v1” with a 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 SSC
- 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
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

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