



Model Curriculum

QP Name: Tiffin Service Provider

QP Code: DWC/Q1702

QP Version: 1.0

NSQF Level: 4

Model Curriculum Version: 1.0

Domestic Workers Sector Skill Council
A-15, FIEE Complex, Okhla Industrial Area, Phase-II, New Delhi-110020

Table of Contents

| | |
|---|----|
| Training Parameters | 2 |
| Program Overview | 3 |
| Training Outcomes..... | 3 |
| Compulsory Modules | 3 |
| Module Details | 5 |
| Bridge Module: Introduction | 5 |
| Terminal Outcomes: | 5 |
| Module 1: Setting Up and Managing Business Operations..... | 7 |
| Module 2: Managing Orders | 9 |
| Module 3: Managing the Kitchen..... | 10 |
| Module 4: Managing Preparation and Delivery | 12 |
| Module 5: Perform Pre and Post Cooking Activities and Prepare Food, and Beverages | 14 |
| Module 6: Soft Skills and Work Ethics | 16 |
| Module 7: Basic Health and Safety Practices..... | 18 |
| Module 8: Employability Skills..... | 20 |
| Module 9: On-the-Job Training | 22 |
| Annexure | 24 |
| Trainer Requirements | 24 |
| Assessor Requirements..... | 25 |
| Assessment Strategy | 26 |

Training Parameters

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| Sector | Domestic Workers Sector Skill Council |
| Sub-Sector | Household Services/Housekeeping and Other Services |
| Occupation | Cooking |
| Country | India |
| NSQF Level | 4 |
| Aligned to NCO/ISCO/ISIC Code | NCO-2015/5120.0300 |
| Minimum Educational Qualification & Experience | <p>10th grade pass and pursuing continuous schooling, No Experience Required OR</p> <p>10th Grade Pass with 2 year relevant of experience OR</p> <p>Certificate-NSQF Level 3 (Housekeeper Cum Cook-DWC/Q0101) with three years of relevant Experience</p> |
| Pre-Requisite License or Training | Digital Literacy |
| Minimum Job Entry Age | 18 Years |
| Last Reviewed On | 05/01/2023 |
| Next Review Date | 05/01/2026 |
| NSQC Approval Date | 05/01/2023 |
| Version | 1.0 |
| Model Curriculum Creation Date | 05/01/2023 |
| Model Curriculum Valid Up to Date | 05/01/2026 |
| Model Curriculum Version | 1.0 |
| Minimum Duration of the Course | 450 Hours |
| Maximum Duration of the Course | 570 Hours |

Program Overview

This section summarises 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:

- Identify the role and responsibilities of a Tiffin Service Provider
- Illustrate setting up business operations
- Manage business operations
- Illustrate collecting and managing orders
- Manage the kitchen
- Demonstrate supervising preparation and delivery of tiffin
- Supervise the staff
- Demonstrate working effectively in a team while maintaining personal hygiene
- Follow the safety procedures to ensure the work area is clean and safe

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 |
|--|-----------------|--------------------|--|--|----------------|
| DWC/N1706 Set up and oversee business operations NOS Version No. 1.0 NSQF Level 4 | 28:00 | 92:00 | 00:00 | 30:00 | 120:00 |
| Bridge Module: Introduction | 06:00 | 06:00 | 00:00 | 00:00 | 12:00 |
| Module 1: Setting Up and Managing Business Operations | 22:00 | 86:00 | 00:00 | 30:00 | 108:00 |
| DWC/N1707 Collect and manage orders NOS Version No. 1.0 NSQF Level 4 | 22:00 | 38:00 | 00:00 | 20:00 | 60:00 |
| Module 2: Managing Orders | 22:00 | 38:00 | 00:00 | 20:00 | 60:00 |
| DWC/N1708 Management of the kitchen NOS Version No. 1.0 NSQF Level 4 | 22:00 | 38:00 | 00:00 | 20:00 | 60:00 |
| Module 3: Managing the Kitchen | 22:00 | 38:00 | 00:00 | 20:00 | 60:00 |

| | | | | | |
|--|---------------|---------------|--------------|---------------|---------------|
| DWC/N1709 Oversee preparation and delivery of tiffin NOS Version No. 1.0 NSQF Level 4 | 22:00 | 38:00 | 00:00 | 15:00 | 60:00 |
| Module 4: Managing Preparation and Delivery | 22:00 | 38:00 | 00:00 | 15:00 | 60:00 |
| DWC/N1711 Perform basic cooking, pre-cooking and post-cooking activities NOS Version No. 1.0 NSQF Level 4 | 12:00 | 18:00 | 00:00 | 15:00 | 30:00 |
| Module 5: Perform Pre and Post Cooking Activities and Prepare Food, and Beverages | 12:00 | 18:00 | 00:00 | 15:00 | 30:00 |
| DWC/N9902 Maintain Service Standards and Communicate Effectively NOS Version No. 3.0 NSQF Level 4 | 12:00 | 18:00 | 00:00 | 15:00 | 30:00 |
| Module 6: Maintain Service Standards and Communicate Effectively | 12:00 | 18:00 | 00:00 | 00:00 | 30:00 |
| DWC/N9903 Maintain Health, Hygiene and Safety Standards NOS Version No. 3.0 NSQF Level 4 | 12:00 | 18:00 | 00:00 | 00:00 | 30:00 |
| Module 7: Maintain Health, Hygiene and Safety Standards | 12:00 | 18:00 | 00:00 | 00:00 | 30:00 |
| DGT/VSQ/N0102: Employability Skills NOS Version No. 1.0 NSQF Level 4 | 20:00 | 40:00 | 00:00 | 00:00 | 60:00 |
| Module 8: Employability Skills | 20:00 | 40:00 | 00:00 | 00:00 | 60:00 |
| Total Duration | 150:00 | 300:00 | 00:00 | 120:00 | 450:00 |

Module Details

Bridge Module: Introduction Mapped to DWC/N1706, V1.0

Terminal Outcomes:

- Identify the role and responsibilities of a Tiffin Service Provider

| Duration: 06:00 | Duration: 06:00 |
|--|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> Identify the role and responsibilities of a Tiffin Service Provider List the characteristics of an entrepreneur Identify the staff requirements, their reporting structure and inter-communication Discuss organizational hierarchy and escalation matrix Identify the roles and responsibilities of staff members Identify the workflow involved in the business operations of tiffin service, including sales and marketing Identify the requirements of the business in terms of staff and equipment Categorise the different types of meal preferences, diet plans such as vegan diet, ultra-low-fat diet, balanced diet, low carb diet, etc. Identify various documents, qualifications and procedures required to be prepared and maintained related to in-house activities Identify the potential customers for the service and their requirements such as pick and drop facility, payment options, etc. Describe the key highlights of organisation policies on dress code, workplace timings, workplace behaviour, performance management, etc. Summarise relevant legislation, standards, policies, and procedures followed in the company Discuss procedures for handling documents, hard copies and electronic means | <ul style="list-style-type: none"> Demonstrate how to actively manage marketing as per latest trends and seasons to increase customer base Demonstrate the use of telemarketing for increasing customer base Illustrate how to create offers and membership packages for different types of customers to help increase sales Illustrate conducting surveys and research Demonstrate how to draft offers, membership cards, etc. for customers |

- Explain organisation policies on safety, health and environment

Classroom Aids:

White board/ black board marker / chalk, duster, computer or laptop attached to LCD projector

Tools, Equipment and Other Requirements

Organisation chart, presentations showing roles and responsibilities, escalation matrix, registers, stationary for practice exercises

Module 1: Setting Up and Managing Business Operations Mapped to DWC/N1706, V1.0

Terminal Outcomes:

- Illustrate setting up business operations
- Manage business operations

| Duration: 22:00 | Duration: 86:00 |
|---|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Identify the goal and vision for the business • Discuss the various methods and strategies of analysing market • List the various services provided by the organisation • Discuss the various legal documents, licenses and certificates to be procured • Summarise the sales and marketing processes • Describe the functions of appliances and equipment required for the business operations • Identify the competitors present in the market vis-à-vis the services • Segregate the services and workflow under different departments such as kitchen, marketing, cleaning, delivery of tiffin etc • Identify appropriate space/area for business operations • Identify the standard operating procedures (SOPs) for different processes/operations • Identify materials required for set-up • Discuss the requisites of effective business process, including accounting etc. • Maintain records of issuance, expiry and renewal dates of certificates • Outline the procedures of creating bills, invoices, and receipts • Maintain company compliance/ statutory documents • List different types of waste and their segregation • Identify proper disposal of waste as per their segregation • Discuss the required documentation for sales, marketing and operations. | <ul style="list-style-type: none"> • Demonstrate how to analyse the market • Role play a scenario to demonstrate how to identify and assess needs of potential customers • Create a financial plan for the expenses and budget of the business along with initial investment required • Illustrate obtaining registration for business and taking care of other relevant statutory needs such as labour laws, TIN, PAN, GST, etc., as advised by the CA • Procure necessary materials, equipment, storage boxes, etc. for the business • Demonstrate recruiting relevant and qualified staff as per the department, e.g. sales representative to handle marketing and sales, cleaner for washing clothes, ironing man, supervisor/admin and accountant • Illustrate arranging for appropriate training of staff if required • Demonstrate using desktop/laptop, tablet and smartphone to manage business operations • Illustrate using basic software and applications such as MS Word, Tally, etc. to record orders and instructions • Demonstrate how to work while ensuring optimal utilisation of renewable and non-renewable resources such as water • Prepare a sample budget utilising the elements properly • Demonstrate receiving orders and preparation of packed food as per orders • Perform the steps to pack the order properly and arrange for delivery |

| | |
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| <ul style="list-style-type: none"> • Describe the role of HR in the organisation, including recruitment, training, etc. • Explain the importance of preparing daily/periodic plans and their timely implementation • Summarise ways of store and inventory control • | |
| Classroom Aids: | |
| White board/ black board marker / chalk, duster, computer or laptop attached to LCD projector | |
| Tools, Equipment and Other Requirements | |
| <p>Different types of packing material for clothes, different types of detergents (washing powder and liquid wash), different types of fabrics</p> <p>Washing machine (different models commonly used—top loading and front loading), ironing board, iron (steam or electric and coal)</p> <p>Magic seal bags (plastic), packing paper, calculator, permanent markers, labels (label marker)</p> | |

Module 2: Managing Orders

Mapped to DW/N1707,V1.0

Terminal Outcomes:

- Illustrate collecting and managing orders

| Duration: 22:00 | Duration: 38:00 |
|--|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Identify a mechanism for collecting orders from customers • Discuss the template to record details about orders, order status, customers, and instructions such as preferences, diet, allergies, etc. to ensure appropriate preparation of order • Identify the ingredients, grocery items, vegetables and fruits, spices, utensils, equipment, etc. needed to prepare orders received • List the various types of material and tools used for packaging • Discuss the factors involved in planning and scheduling the orders • Describe the procedure of creating bills, invoices and receipts | <ul style="list-style-type: none"> • Demonstrate how to ensure that the pantry and refrigerator are stocked appropriately as per identified items required to prepare orders • Illustrate informing the cook and other kitchen staff about the order and preferences/other specific requirements of the customers while preparing food • Illustrate instructing kitchen staff about the precautions to taken for maintaining hygiene and cleanliness while preparing food • Perform steps to check the records and availability of data as well as recover the data when required • Demonstrate how to inspect the pantry /kitchen for any requirements |
| Classroom Aids: | |
| White board/ black board marker / chalk, duster, computer or laptop attached to LCD projector | |
| Tools, Equipment and Other Requirements | |
| <p>Different types of packing material for food items such as aluminium foil or paper, different types of spices (dry and wet), groceries, vegetables and fruits, different types of detergents (washing liquid), different types of utensils and storage containers, knives and other cooking cutlery</p> <p>Cooking top or gas stove, microwave, oven or oven-toaster-griller (OTG), mixer, blender, refrigerator (deep freezer)</p> <p>Magic seal bags (plastic), packing paper, calculator, permanent markers, labels (label marker)</p> | |

Module 3: Managing the Kitchen

Mapped to DWC/N1708, V1.0

Terminal Outcomes:

- Manage the kitchen

| Duration: 22:00 | Duration: 38:00 |
|--|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • List necessary kitchen items such as electrical appliances, utensils, storage jars/boxes, napkins etc. • Identify the shops/places to buy the necessary kitchen items at best price • Discuss potential technical problems, common faults and immediate basic repairs and their resolutions • Explain the ways to ensure proper functioning of electrical appliances • Outline the plan to monitor and control any pest activity • Describe the various methods for proper distribution and disposal of leftover food such as smart storage, volunteering at near-by shelters or NGO or other methods of using leftover food • Instruct the kitchen staff about reporting hierarchy and inter-departmental functions to ensure smooth operations in the kitchen • List the health and safety requirements needed to maintain the kitchen, ensuring optimal cleanliness and hygiene • Discuss the factors involved in management of the kitchen and the equipment and appliances therein • Summarise the processes of accounting and management of store/ inventory • Explain the significance of deep cleaning of the kitchen • List the requirement of the utensils and other allied items to facilitate the preparation of the food for the tiffin • Explain the process of backward linkages with the farmers, farmer producer organizations, self-help groups, farmer's groups etc. to receive the food supplies | <ul style="list-style-type: none"> • Employ suitable methods to record information about the items available in the pantry so as to maintain inventory • Demonstrate labelling food items and tiffins properly • Perform steps to stock the pantry with fresh items of good quality and remove expired as well as unnecessary items • Demonstrate identification and fixing of any potential technical problem • Perform steps to supervise the cleaning of the pantry shelves and columns with suitable products for disinfection • Employ appropriate techniques to organize the pantry and store the items in groups of the same categories to make them accessible • Demonstrate utilizing different spaces to store small items • Implement quality standards by removing clutter and stale food items • Demonstrate how to operate appliances and equipment available in the kitchen/pantry • Prepare a schedule for daily and periodic cleanliness, maintenance of the appliances and equipment, and matters pertaining to AMC |

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|--|--|
| <ul style="list-style-type: none"> • Explain the process of the forward linkages with wholesalers, retailers, exporters etc. to sell the processed food • List the importance of backward and forward linkage in food processing industry • List the government schemes for creation of Backward and Forward Linkages such as Pradhan Mantri Kisan Sampada Yojana (PMKSY) • Explain briefly concept of home kitchen based food business • Explain the process of create linkages with Home Kitchen for home-cooked food | |
| Classroom Aids: | |
| White board/ black board marker / chalk, duster, computer or laptop attached to LCD projector | |
| Tools, Equipment and Other Requirements | |
| <p>Different types of packing material for food items such as aluminium foil or paper, different types of spices (dry and wet), groceries, vegetables and fruits, different types of detergents (washing liquid), different types of utensils and storage containers, knives and other cooking cutlery</p> <p>Cooking top or gas stove, microwave, oven or oven-toaster-griller (OTG), mixer, blender, refrigerator (deep freezer)</p> <p>Magic seal bags (plastic), packing paper, calculator, permanent markers, labels (label marker)</p> | |

Module 4: Managing Preparation and Delivery

Mapped to DWC/N1709, V1.0

Terminal Outcomes:

- Demonstrate supervising preparation and delivery of tiffins
- Supervise the staff

| Duration: 22:00 | Duration: 38:00 |
|---|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Discuss the importance of giving accurate briefing to the delivery staff • Explain the process to prepare correct route plan for timely delivery • Outline the process of receiving delivery confirmation and customer feedback • Summarise the procedures and practices pertaining to workarea inspection • Discuss the processes of collecting and recording the orders • List the edible and expendable materials • Identify the best places for procurement of edible and expendable materials • Describe store and inventory control with reference to MSL and EOQ • Explain planning and conduct of STB and addressing the recommendations of the Board/Committee • List the types of packing materials required • Discuss methods of briefing and debriefing the delivery staff and verifying their delivery routes • Explain the method of inspecting food/tiffin for hygiene, quality and packing • Elaborate the methods of waste disposal and disposal of the leftover food • Emphasise the importance of conservation of water, electricity, energy and renewable energy • Explain the food supplier registration process of swiggy /Zomato • Explain the online food ordering system (receiving orders, payments, handling customer grievances, etc.) | <ul style="list-style-type: none"> • Perform steps to maintain records of clients, orders, delivery options, delivery services/executives, using electronic means • Implement the method to prioritize orders as required • Role play a scenario to convey the overall requirement to the kitchen/cooking team • Demonstrate coordinating with delivery executives regarding scheduled deliveries • Demonstrate how to oversee the food preparation as per orders • Determine the readiness of the cooking, packing and delivery teams • Perform steps to coordinate with the packaging staff for appropriate packing of tiffins as per the process and timely delivery • Illustrate inspecting the prepared food for quality, hygiene, taste and adherence to any special instruction from the client • Demonstrate the usage of food delivery partners such as swiggy/zomato to manage online deliveries received through food delivery partners |

Classroom Aids:

White board/ black board marker / chalk, duster, computer or laptop attached to LCD projector

Tools, Equipment and Other Requirements

In and Out registers, Dispatch register, Notepads, Pens, Pencils, Blank sheets, Policy documents, Schedule charts, Time logs, Invoices, Receipts

Different types of packing material for food items such as aluminium foil or paper, different types of spices (dry and wet), different types of utensils and storage containers, knives and other cooking cutlery, cooking top or gas stove, microwave, oven or oven-toaster-griller (OTG), mixer, blender, refrigerator (deep freezer)

Magic seal bags (plastic), packing paper, napkins, calculator, permanent markers, labels (label marker)

Online food delivery apps

Module 5: Perform Pre and Post Cooking Activities and Prepare Food, and Beverages Mapped to DWC/N1711, V1.0

Terminal Outcomes:

- 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: 12:00 | Duration: 18:00 |
|---|---|
| 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 a multi-burner stove with electric plate, versatile refrigerator, food processor, water purifier, air fryer, multi-cooker, etc. and their working procedure | <ul style="list-style-type: none"> • Role play on how to interact daily with customers 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 |

- 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 6: 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 the 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 on gender, disability, caste, religion, colour, sexual orientation, and culture |

| | |
|--|--|
| | <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 7: 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: 12:00 | Duration: 18:00 |
|--|--|
| 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 | <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" |

| | |
|--|--|
| <ul style="list-style-type: none"> • Explain the methods of managing wastages like food, water, etc., as directed as well as disposing of sanitary and other hazardous wastes appropriately • Describe the conservation methods for materials, natural resources, and energy at work | <ul style="list-style-type: none"> • Apply proper eco-friendly methods at work to reduce pollution of the air, water, and earth |
| 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 8: 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 POSH 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 POSH 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 of use 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 9: On-the-Job Training

Mapped to Laundry Service Provider

| | |
|---|------------------------------|
| Mandatory Duration: 000:00 | Recommended Duration: 120:00 |
| Location: On-Site | |
| Terminal Outcomes | |
| <ol style="list-style-type: none"> 1. Demonstrate how to actively manage marketing as per latest trends and seasons to increase customer base 2. Demonstrate the use of telemarketing for increasing customer base 3. Illustrate how to create offers and membership packages for different types of customers to help increase sales 4. Illustrate conducting surveys and research 5. Demonstrate how to draft offers, membership cards, etc. for customers 6. Demonstrate how to analyse the market 7. Roleplay a scenario to demonstrate how to identify and assess needs of potential customers 8. Create a financial plan for the expenses and budget of the business along with initial investment required 9. Illustrate obtaining registration for business and taking care of other relevant statutory needs such as labour laws, TIN, PAN, GST, etc., as advised by the CA 10. Procure necessary materials, equipment, storage boxes, etc. for the business 11. Demonstrate recruiting relevant and qualified staff as per the department, e.g. sales representative to handle marketing and sales, cleaner for washing clothes, ironing man, supervisor/admin and accountant 12. Illustrate arranging for appropriate training of staff if required 13. Demonstrate using desktop/laptop, tablet and smartphone to manage business operations 14. Illustrate using basic software and applications such as MS Word, Tally, etc. to record orders and instructions 15. Demonstrate how to work while ensuring optimal utilisation of renewable and non-renewable resources such as water 16. Prepare a sample budget utilising the elements properly 17. Demonstrate receiving orders and preparation of packed food as per orders 18. Perform the steps to pack the order properly and arrange for delivery 19. Demonstrate how to ensure that the pantry and refrigerator are stocked appropriately as per identified items required to prepare orders 20. Illustrate informing the cook and other kitchen staff about the order and preferences/other specific requirements of the customers while preparing food 21. Illustrate instructing kitchen staff about the precautions to taken for maintaining hygiene and cleanliness while preparing food 22. Perform steps to check the records and availability of data as well as recover the data when required | |

23. Demonstrate how to inspect the pantry /kitchen for any requirements
24. Employ suitable methods to record information about the items available in the pantry so as to maintain inventory
25. Demonstrate labelling food items and tiffins properly
26. Perform steps to stock the pantry with fresh items of good quality and remove expired as well as unnecessary items
27. Demonstrate identification and fixing of any potential technical problem
28. Perform steps to supervise the cleaning of the pantry shelves and columns with suitable products for disinfection
29. Employ appropriate techniques to organize the pantry and store the items in groups of the same categories to make them accessible
30. Demonstrate utilizing different spaces to store small items
31. Implement quality standards by removing clutter and stale food items
32. Demonstrate how to operate appliances and equipment available in the kitchen/pantry
33. Prepare a schedule for daily and periodic cleanliness, maintenance of the appliances and equipment, and matters pertaining to AMC

Annexure

Trainer Requirements

| Trainer Prerequisites | | | | | | |
|--|-------------------------|------------------------------|--|---------------------|---|---------|
| Minimum Educational Qualification | Specialization | Relevant Industry Experience | | Training Experience | | Remarks |
| | | Years | Specialization | Years | Specialization | |
| 12 th pass | Tiffin Services/ Hotels | 5 | Tiffin Services/ Hospitality/ Catering | 3 | Tiffin Services/ Hospitality/ Catering in Healthcare and entertainment industry | |
| Diploma in Hotel Management/ or Equivalent | | 4 | Tiffin Services/ Hospitality/ Catering/ Housekeeping | 2 | | |
| Graduate in Home Science/ Food Science and Nutrition or Equivalent | | 4 | Tiffin Services/ Hospitality/ Catering/ Housekeeping | 2 | | |
| BBA Sales/ Marketing | | 3 | Tiffin Services/ Hospitality/ Catering/ Housekeeping | 2 | | |
| BSc Home Science/ Catering | | 3 | Tiffin Services/ Hospitality/ Catering/ Housekeeping | 2 | | |

| Trainer Certification | |
|--|---|
| Domain Certification | Platform Certification |
| Certified ToT for Job Role: “Tiffin Service Provider” mapped to QP: “DWC/Q1702, v1.0”. Minimum accepted score is 80% | Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “MEP/Q2601” with scoring of minimum 80%. |

Assessor Requirements

| Assessor Prerequisites | | | | | | |
|--|----------------------------|------------------------------|---|---------------------|---|---------|
| Minimum Educational Qualification | Specialization | Relevant Industry Experience | | Training Experience | | Remarks |
| | | Years | Specialization | Years | Specialization | |
| 12 th pass | Tiffin Services/ Hotels | 7 | Tiffin Services/ Hospitality/ Catering | 5 | Tiffin Services/ Hospitality/ Catering in Healthcare and entertainment industry | NA |
| Diploma in Hotel Management/ or Equivalent | | 5 | Tiffin Services/ Hospitality/ Catering/ Housekeeping | 2 | | |
| Graduate in Home Science/ Food Science and Nutrition or Equivalent | | 3 | Tiffin Services/ Hospitality/ Catering/ Housekeeping | 3 | | |
| BBA Sales/ Marketing | | 5 | Tiffin Services/ Hospitality/ Catering/ Housekeeping | 2 | | |
| BSc Home Science/ Catering | | 5 | Tiffin Services/ Hospitality/ Catering/ Housekeeping | 2 | | |

| Assessor Certification | |
|---|---|
| Domain Certification | Platform Certification |
| Certified ToA for Job Role: “Tiffin Service Provider” mapped to QP: “DWC/Q1702, v1.0”. Minimum accepted score is 80% | Recommended that the Assessor is certified for the Job Role: “Assessor”, mapped to the Qualification Pack: “MEP/Q2701” with scoring of minimum 80%. |

Assessment Strategy

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

2. Testing Environment:

- 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.
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
- Check the mode of assessment—Online (Tablet/Computer) or Offline (OMR/PP).
- Confirm adequate number of Tablets available 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 verified by the other subject Matter Experts
- Questions are mapped with NOS and PC
- Question papers are prepared considering that level 1 to 3 are for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
- Assessor must be ToA certified & trainer must be ToT Certified
- Assessment agency must follow the assessment guidelines to conduct the assessment

4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geo-tagged 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 & geo-tagged 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

- Soft copies of the documents & photographs of the assessment are stored in the Hard Drives