



# Model Curriculum

**QP Name: Cleaner-Roadside Eatery**

**QP Code: THC/Q3002**

**QP Version: 3.0**

**NSQF Level: 1**

**Model Curriculum Version: 3.0**

Tourism & Hospitality Skill Council || #1216-1220, 12th Floor, Naurang House, Kasturba Gandhi Marg,  
Connaught Place , New Delhi – 110001, Landline # 011-41608056/8057 Ext.1102

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# Training Parameters

<b>Sector</b>	Tourism & Hospitality
<b>Sub-Sector</b>	Restaurant
<b>Occupation</b>	Roadside Eateries
<b>Country</b>	India
<b>NSQF Level</b>	1
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/9112.9900
<b>Minimum Educational Qualification and Experience</b>	No formal education prescribed
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	14 Years
<b>Last Reviewed On</b>	30/04/2024
<b>Next Review Date</b>	30/04/2027
<b>NSQC Approval Date</b>	30/04/2024
<b>QP Version</b>	3.0
<b>Model Curriculum Creation Date</b>	30/04/2024
<b>Model Curriculum Valid Up to Date</b>	30/04/2027
<b>Model Curriculum Version</b>	3.0
<b>Minimum Duration of the Course</b>	180 Hours, 0 Minutes (Including ES and OJT)
<b>Maximum Duration of the Course</b>	180 Hours, 0 Minutes (Including ES and OJT)

## 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:

- Perform the tasks to clean the floor, kitchen area, dining area, washroom, furniture, fittings, etc. in the roadside eateries
- Describe the waste management procedures
- Communicate effectively with guests, colleagues, and superiors to achieve a smooth workflow
- Apply gender and age-sensitive service practices
- Describe the protocols related to confidentiality of the organizational information and guests' privacy
- Apply health, hygiene, and safety practices at the workplace

### 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
<b>THC/N3002 – Clean the Roadside Eateries NOS Version No. 3.0 NSQF Level 1</b>	<b>15:00</b>	<b>15:00</b>	<b>30:00</b>	<b>00:00</b>	<b>60:00</b>
Module 1: Introduction to the Roadside Eateries and Cleaner- Roadside Eateries	03:00	00:00	00:00	00:00	03:00
Module 2: Clean the Dining Area of the Roadside Eatery	03:00	03:00	10:00	00:00	16:00
Module 3: Clean Furniture and Fittings of the Roadside Eateries	03:00	04:00	10:00	00:00	17:00
Module 4: Maintain Cleanliness in the Kitchen Area and Kitchenware	03:00	04:00	05:00	00:00	12:00
Module 5: Maintain Cleanliness in the Washrooms	03:00	04:00	05:00	00:00	12:00
<b>THC/N9901 – Communicate Effectively and Maintain Service Standards NOS Version No. 2.0 NSQF Level 1</b>	<b>15:00</b>	<b>15:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 6: Maintain	15:00	15:00	00:00	00:00	30:00

Effective Communication and Service Standard					
<b>THC/N9903- Maintain Organisational Confidentiality and Respect Customers' Privacy NOS Version No. 2.0 NSQF Level 1</b>	<b>15:00</b>	<b>15:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 7: Organizational Confidentiality and Customer Privacy	15:00	15:00	00:00	00:00	30:00
<b>THC/N9906 – Follow Health, Hygiene and Safety practices NOS Version No. 2.0 NSQF Level 1</b>	<b>15:00</b>	<b>15:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 8: Basic Health and Safety Standards	15:00	15:00	00:00	00:00	30:00
<b>DGT/VSQ/N0101: Employability Skills (30 Hours)</b>	<b>12:00</b>	<b>18:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 9: Introduction to Employability Skills	00:30	00:30	00:00	00:00	01:00
Module 10: Constitutional values – Citizenship	00:30	00:30	00:00	00:00	01:00
Module 11: Becoming a Professional in the 21st Century	00:30	00:30	00:00	00:00	01:00
Module 12: Basic English Skills	01:00	01:00	00:00	00:00	02:00
Module 13: Communication Skills	01:30	02:30	00:00	00:00	04:00
Module 14: Diversity & Inclusion	00:30	00:30	00:00	00:00	01:00
Module 15: Financial and Legal Literacy	01:30	02:30	00:00	00:00	04:00
Module 16: Essential Digital Skills	01:00	02:00	00:00	00:00	03:00
Module 17: Entrepreneurship	02:30	04:30	00:00	00:00	07:00
Module 18: Customer Service	01:30	02:30	00:00	00:00	04:00
Module 19: Getting ready for apprenticeship	01:00	01:00	00:00	00:00	02:00



<b>&amp; Jobs</b>					
<b>Total Duration</b>	<b>72:00</b>	<b>78:00</b>	<b>30:00</b>	<b>00:00</b>	<b>180:00</b>

# Module Details

## Module 1: Introduction to the Roadside Eateries and Cleaner-Roadside Eatery

### Bridge Module

#### Terminal Outcomes:

- Outline the overview of Skill India Mission
- Describe the scope of Roadside Eatery
- Define the roles and responsibilities of a Cleaner- Roadside Eatery
- Explain the scope of work for a Cleaner- Roadside Eatery

Duration: 03:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss the objectives and benefits of the Skill India Mission</li> <li>• Describe the Tourism and Hospitality Industry and its sub-sectors</li> <li>• Discuss various types of Roadside Eateries</li> <li>• Elaborate the job role and job opportunities as a Cleaner- Roadside Eatery in the Tourism and Hospitality Industry</li> <li>• Explain basic terminologies used in Roadside Eatery</li> </ul>	NA
Classroom Aids	
Whiteboard, Marker, Duster, Projector, Laptop, PowerPoint Presentation	
Tools, Equipment and Other Requirements	
NA	

## Module 2: Clean the Dining Area of the Roadside eateries

Mapped to THC/N3002 v 3.0

### Terminal Outcomes:

- Describe the preparation procedure for the cleaning activities
- Perform the cleaning activities in the dining area
- Apply appropriate practices to report regarding the shortages of cleaning supplies to the proprietor

<b>Duration: 03:00</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 various types and usage of cleaning agents and tools required for cleaning operations</li> <li>• Explain the procedure to clean the dining area</li> <li>• Discuss the procedure to clean the floor</li> <li>• Explain the procedure to sanitize various surfaces of the work area</li> <li>• State the importance of discarding the dirty water after floor cleaning</li> <li>• Discuss various types of waste and their characteristics</li> <li>• Describe the methods of waste segregation and disposal</li> <li>• Discuss the significance of disposing of the waste in garbage and debris container at the designated area</li> </ul>	<ul style="list-style-type: none"> <li>• Apply appropriate practices to arrange cleaning equipment and agents required for cleaning operations</li> <li>• Employ proper practices to remove and re-arrange the tables, chairs as per job requirement</li> <li>• Show how to report regarding the shortage of cleaning supplies to the proprietor</li> <li>• Dramatize a situation on how to collect used kitchenware like utensils, cooking tools, etc. to be washed</li> <li>• Demonstrate how to sweep the floor for removing the dirt and debris and sprinkle water over the open ground meant for customer sitting</li> <li>• Show how to mop the floor using water and appropriate disinfectant</li> <li>• Demonstrate how to clear any spillage or stubborn stains from the floor</li> <li>• Apply appropriate practices to re-line the empty bins with garbage bags</li> </ul>
<b>Classroom Aids</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Participant Handbook	
<b>Tools, Equipment and Other Requirements</b>	
Cleaning supplies and equipment (like scrubber, brush, cleaning liquid, sanitizers, liquid soap, stain remover, etc.), Kitchenware (utensils and cooking ware), etc.	



## Module 3: Clean Furniture and Fitments of the Roadside Eateries

Mapped to THC/N3002 v 3.0

### Terminal Outcomes:

- Perform various cleaning and sanitizing activities for the furniture and fitments

<b>Duration: 03:00</b>	<b>Duration: 04:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the furniture cleaning and maintenance procedures</li> <li>• State the importance of removing any food stains from the dining tables and chairs</li> <li>• Discuss the significance of making sure the tables and chairs are clean, sanitized, and free from any unpleasant smell</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to remove food stains from the dining tables and chairs using appropriate cleaning agent</li> <li>• Apply appropriate practices to dust and wipe the tables and chairs in the dining area</li> <li>• Demonstrate how to clean tables after each meal service before seating the next customer</li> <li>• Apply appropriate procedure to sanitize the points frequent contact before and after each use</li> <li>• Show how to report the damage or maintenance requirement to the proprietor</li> </ul>
<b>Classroom Aids</b>	
Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Participant Handbook	
<b>Tools, Equipment and Other Requirements</b>	
Stain remover, Cleaning solution, Wiping cloth, Furnitures and fitments (Chair, Tables, mirror) etc.	

## Module 4: Maintain Cleanliness in the Kitchen Area and Kitchenware

Mapped to THC/N3002 v 3.0

### Terminal Outcomes:

- Perform the tasks to maintain the cleanliness of the kitchen area as well as tools and equipment
- Employ appropriate practices to store kitchen equipment after cleaning

Duration: 03:00	Duration: 04:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss the procedure to clean the kitchen area</li> <li>• Explain the method to clean various utensils or kitchenware</li> <li>• Explain the storage procedure for cleaned kitchenware and cleaning equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Apply appropriate practices to remove the food waste from utensils and dispose of in the designated bin</li> <li>• Demonstrate how to remove any grease from the sink or washing area by scrubbing and washing thoroughly with a cleanser</li> <li>• Show how to clean kitchen appliances and equipment such as mixer, juicer, meat slicer, stoves, fridge, etc.</li> <li>• Employ appropriate practices to dry all kitchen tools and equipment before storing</li> <li>• Show how to store the dried kitchen tools and equipment in the designated location</li> <li>• Demonstrate how to wash and sanitize the kitchen surfaces</li> </ul>
Classroom Aids	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Participant Handbook and Related Standard Operating Procedures	
Tools, Equipment and Other Requirements	
Different cleaning equipment and agents, Kitchen utensils, Kitchen equipment and tools (such as, Refrigerator, Freezer, Knife, Microwave, Grinder, Mixer, etc.), Waste bins, Scrubbers, etc.	

## Module 5: Maintain Cleanliness in the Washrooms

Mapped to THC/N3002 v 3.0

### Terminal Outcomes:

- Perform the tasks to maintain the cleanliness of the washroom

Duration: 03:00	Duration: 04:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss various types of consumables required in toilets</li> <li>• State the significance of cleaning various stains and dirt from basins and taps</li> <li>• Explain the ways to clean the washroom fixtures, fittings, mirror, and door</li> <li>• Discuss the method to clean bathroom walls</li> <li>• Describe the methods of cleaning washroom and toilets</li> <li>• State the importance of checking the plug holes, waste outlet, and drains of the washroom for any blockage</li> <li>• Discuss the importance of using disinfectant to clean the bathroom floor</li> <li>• <b>KU8.</b> methods to clean washroom and toilets</li> </ul>	<ul style="list-style-type: none"> <li>• Apply appropriate practices to scrub and clean the WC using a toilet brush</li> <li>• Show how to clean various stains and dirt from basins and taps</li> <li>• Employ appropriate practices to wipe and clean washroom fixtures, fittings, mirror, and door</li> <li>• Demonstrate how to clean bathroom walls with a wet mop</li> <li>• Apply appropriate practices to check if plug holes, waste outlet, and drains of the washrooms are free from blockages</li> <li>• Demonstrate how to sweep and mop the bathroom floor with appropriate disinfectant</li> <li>• Apply appropriate practices to replenish soap, or liquid handwash in the dispenser</li> </ul>
<b>Classroom Aids</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Participant Handbook	
<b>Tools, Equipment and Other Requirements</b>	
Toilet brush, Pictures of washroom fixtures, fittings, wash basin, etc. Cleaning materials (like soap, liquid handwash, dispensers, etc.)	

## Module 6: Maintain Effective Communication and Service Standard

### Mapped to THC/N9901 v 2.0

#### Terminal Outcomes:

- Communicate effectively with customers, colleagues, and superiors
- Maintain professional etiquette
- Describe the ways to show sensitization towards different age groups, gender and persons with disabilities

<b>Duration: 15:00</b>	<b>Duration: 15:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of professionalism, etiquette and ethical behaviour at the workplace</li> <li>• Discuss the importance of effective communication</li> <li>• Explain the importance of customer satisfaction and customer feedback</li> <li>• Outline the procedure of receiving feedback and complaints constructively</li> <li>• Describe various ways to handle customer complaints</li> <li>• Discuss different ways to improve the customer experience</li> <li>• Explain the importance of gender and age sensitivity</li> <li>• Discuss gender and age-specific requirements of the customers</li> <li>• Discuss the specific needs of People with Disabilities</li> <li>• Discuss the importance of reporting Sexual harassment at workplace</li> <li>• Discuss ways of escalating problems, reporting workplace issues, and receiving feedback from the superiors</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the standard procedure to welcome and greet the customers</li> <li>• Dramatize appropriate communication skills and etiquette while interacting with customers, colleagues, and superiors</li> <li>• Role play a situation on how to handle customer complaints effectively</li> <li>• Role play appropriate behavioural etiquette towards all ages, genders and differently abled people as per specification</li> </ul>
<b>Classroom Aids</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Participant Handbook	
<b>Tools, Equipment and Other Requirements</b>	
Sample of escalation matrix, Organisation structure	

## Module 7: Organizational Confidentiality and Customer's Privacy

Mapped to THC/N9903 v 2.0

### Terminal Outcomes:

- Explain how to maintain the confidentiality of the organization
- Describe the protocols related to the privacy of customer information

Duration: 15:00	Duration: 15:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the significance of maintaining organizational confidentiality and customer privacy in the hospitality industry</li> <li>• Discuss the Intellectual Property issues and policies affecting the organization and customer privacy</li> <li>• Explain the procedures to report the infringement of IPR to the concerned person</li> <li>• Discuss the usage, storage and disposal procedures of confidential information as per specification</li> </ul>	<ul style="list-style-type: none"> <li>• Employ appropriate ways to use, store and dispose of the organizational and customer information</li> </ul>
<b>Classroom Aids</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Participant Handbook	
<b>Tools, Equipment and Other Requirements</b>	
Handouts of IPR guidelines and regulations	

## Module 8: Basic Health and Safety Standard

Mapped to THC/N9906 v 2.0

### Terminal Outcomes:

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

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss the concept and importance of personal and workplace hygiene</li> <li>• Discuss best practices to maintain personal hygiene</li> <li>• Explain the ways to clean and sanitize the workplace and related equipment</li> <li>• Describe standard safety procedures to be followed while handling tools, material, and equipment</li> <li>• Outline the purpose and usage of various Personal Protective Equipment (PPE) required at the workplace</li> <li>• Explain the importance of preventive health check-up organized by the company</li> <li>• Describe the causes of risks and potential hazards in the workplace and ways to prevent them</li> <li>• Identify different safety warning signs and labels at workplace</li> <li>• Discuss ways to identify hazards at the workplace</li> <li>• List the components of the first-aid kit Explain the procedure to report accident and other health related issues as per SOP</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the procedure of routine cleaning and sanitization of tools, equipment, and other articles</li> <li>• Employ different ways to keep work area clean, hygienic and hazard free</li> <li>• Demonstrate how to use and dispose of relevant protective equipment as per tasks and work conditions</li> <li>• Perform basic first-aid procedures</li> <li>• Participate in mock safety drills for emergency situations</li> <li>• Perform waste disposal procedures at the workplace depending on the types of waste</li> <li>• Role play a situation on reporting safety and security breaches to the supervisor Prepare a sample incident report</li> </ul>
Classroom Aids	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Participant Handbook	
Tools, Equipment and Other Requirements	
Personal Protection Equipment: Safety glasses, Head protection, Rubber gloves, Safety footwear, Warning signs and tapes, Fire extinguisher, First aid kit, Relevant Standard Operating Procedures and Sample reports	

## Module 9: Introduction to Employability Skills

*Mapped to: DGT/VSQ/N0101*

### Terminal Outcomes:

- Discuss about Employability Skills in meeting the job requirements

<b>Duration:</b> 00:30	<b>Duration:</b> 00:30
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of Employability Skills in meeting the job requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate Employability Skills</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 10: Constitutional values - Citizenship

*Mapped to: DGT/VSQ/N0101*

### Terminal Outcomes:

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

<b>Duration: 00:30</b>	<b>Duration: 00:30</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed 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 11: Becoming a Professional in the 21st Century

*Mapped to: DGT/VSQ/N0101*

### Terminal Outcomes:

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

<b>Duration:</b> 00:30	<b>Duration:</b> 00:30
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss 21st century skills</li> </ul>	<ul style="list-style-type: none"> <li>• Display positive attitude, self -motivation, problem solving, time management skills and continuous learning mindset in different situations</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 12: Basic English Skills

*Mapped to: DGT/VSQ/N0101*

### Terminal Outcomes:

- Practice basic English speaking.

<b>Duration:</b> 01:00	<b>Duration:</b> 01:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss need of basic English skills</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate basic English sentences/phrases while speaking</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: Communication Skills

*Mapped to: DGT/VSQ/N0101*

### Terminal Outcomes:

- Practice basic communication skills

<b>Duration:</b> 01:30	<b>Duration:</b> 02:30
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss need of communication skills</li> <li>• Describe importance of team work</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to communicate in a well -mannered way with others.</li> <li>• Demonstrate working with others in a team</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: Diversity & Inclusion

*Mapped to: DGT/VSQ/N0101*

### Terminal Outcomes:

- Describe PwD and gender sensitization

<b>Duration:</b> 00:30	<b>Duration:</b> 00:30
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the significance of reporting sexual harassment issues in time</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to 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 15: Financial and Legal Literacy

*Mapped to: DGT/VSQ/N0101*

### Terminal Outcomes:

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

<b>Duration: 01:30</b>	<b>Duration: 02:30</b>
<b>Theory – Key Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Discuss the significance of using financial products and services safely and securely</li> <li>• Explain the importance of managing expenses, income, and savings</li> <li>• Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws</li> </ul>	<b>Practical – Key Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate ways of managing expenses, income, and savings</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: Essential Digital Skills

*Mapped to: DGT/VSQ/N0101*

### Terminal Outcomes:

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

<b>Duration: 01:00</b>	<b>Duration: 02:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to operate digital devices and use the associated applications and features, safely and securely</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: Entrepreneurship

Mapped to: DGT/VSQ/N0101

### Terminal Outcomes:

- Describe opportunities as an entrepreneur

<b>Duration:</b> 02:30	<b>Duration:</b> 04:30
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate ways for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges</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: Customer Service

*Mapped to: DGT/VSQ/N0101*

### Terminal Outcomes:

- Describe ways of maintaining customer

<b>Duration:</b> 01:30	<b>Duration:</b> 02:30
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Differentiate between types of customers</li> <li>• Explain the significance of identifying customer needs and addressing them</li> <li>• Discuss the significance of maintaining hygiene and dressing appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to maintain hygiene and dressing appropriately</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 19: Getting ready for Apprenticeship & jobs

**Mapped to: DGT/VSQ/N0101**

### Terminal Outcomes:

- Describe ways of preparing for apprenticeship & Jobs appropriately.

<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>• Discuss the significance of dressing up neatly and maintaining hygiene for an interview</li> <li>• Discuss how to search and register for apprenticeship opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Create a biodata</li> <li>• Use various sources to search and apply for jobs</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 20: On-the-Job Training

### Mapped to Cleaner- Roadside Eatery

**Mandatory Duration: 30:00**

**Recommended Duration: 00:00**

**Location: On Site**

Terminal Outcomes

- Apply appropriate practices to arrange cleaning equipment and agents required for cleaning operations
- Dramatize a situation on how to collect used kitchenware like utensils, cooking tools, etc. to be washed
- Demonstrate how to clean, swipe, and mop the floor of the dining area, kitchen area and washrooms
- Apply appropriate practices to re-line the empty bins with garbage bags as required
- Show how to remove any food stains from the dining tables and chairs using an appropriate cleaning agent
- Apply appropriate practices to dust and wipe the tables and chairs in the dining area
- Demonstrate how to clean tables after each meal service prior to seating the next customer
- Apply appropriate sanitization procedure for the furniture in frequent contact before and after each use
- Show how to report the damage or maintenance requirement to the proprietor
- Apply appropriate practices to remove the food waste from utensils and dispose of in the designated bin
- Demonstrate how to remove any grease from the sink or washing area by scrubbing and washing thoroughly with cleanser
- Show how to clean kitchen appliances and equipment such as mixer, juicer, meat slicer, stoves, fridge etc.
- Show how to dry and store the dried kitchen tools and equipment in the designated location
- Demonstrate how to wash and sanitize all kitchen surfaces
- Apply appropriate practices to clean the WC, basin, taps, fixtures and fitting of the washroom
- Apply appropriate practices to check plug holes, waste outlet and drains of the washrooms are free from blockages
- Apply appropriate practices to replenish soap, liquid handwash in the dispenser
- Demonstrate strong Communication skills and workplace etiquette to achieve a smooth workflow
- Demonstrate sensitization towards different age groups, gender, and persons with disabilities
- Demonstrate the process of maintaining confidentiality of the organizational information and guests' privacy
- Apply appropriate practices to maintain personal hygiene at workplace
- Role play on identifying hazards at workplace and reporting to the supervisor
- Demonstrate strong Communication skills and workplace etiquette to achieve a smooth workflow

- Perform basic activities to apply gender and age-sensitive service practices
- Demonstrate the process of maintaining confidentiality of the organizational information and guests' privacy

# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Certificate / Diploma / Degree / Post Graduate	Hotel/QSR	5 years	F&B Service/Kitchen	1 year	F&B Service/Kitchen	

Trainer Certification	
Domain Certification	Platform Certification
“Cleaner- Roadside Eatery”, “THC/Q3002, V3.0”, Minimum accepted score is 80%	Recommended that the trainer is certified for the job role “Trainer (VET and skills)”, mapped to the qualification pack “MEP/Q2601, V2.0”. The minimum accepted score is 80%.

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Diploma / Degree / Post Graduate		2 years	F&B Service	0		

Assessor Certification	
Domain Certification	Platform Certification
“Cleaner- Roadside Eatery”, “THC/Q3002, V3.0”, Minimum accepted score is 80%	Recommended that the assessor is certified for the job role “Assessor (VET and skills)”, mapped to the qualification pack “MEP/Q2701, V2.0”. The minimum accepted score is 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
TVET	Technical and Vocational Education and Training
SOP	Technical and Vocational Education and Training
OH&S	Occupational Health and Safety
PPE	Personal Protective Equipment
HACCP	Hazard Analysis and Critical Control Points
FSSAI	Food Safety and Standards Authority of India
ISO	International Standards Organization
IPR	Intellectual Property Rights