



# Model Curriculum

**QP Name: Kitchen Helper**

**QP Code: THC/Q3303**

**QP Version: 4.0**

**NSQF Level: 2**

**Model Curriculum Version: 4.0**

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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>	2
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/9412.0100
<b>Minimum Educational Qualification and Experience</b>	Ability to read and write
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 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>	4.0
<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>	4.0
<b>Minimum Duration of the Course</b>	240 Hours, 0 Minutes (Including ES and OJT)
<b>Maximum Duration of the Course</b>	240 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:

- Apply appropriate practices to unload food and verify their quantity against the invoice
- Describe the sorting, stocking and storing procedures of food items and other kitchen supplies
- Perform the tasks to assist the cook in cooking activities
- Apply appropriate practices to maintain the cleanliness of the kitchen area as well as the tools and equipment
- 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/N3007 – Assist in Kitchen Operations</b> <b>NOS Version No. 4.0</b> <b>NSQF Level 2</b>	<b>35:00</b>	<b>25:00</b>	<b>60:00</b>	<b>00:00</b>	<b>120:00</b>
Module 1: Introduction to the Restaurant and Kitchen Helper	08:00	00:00	00:00	00:00	08:00
Module 2: Perform Stocking and Storing Activities for Kitchen Supplies and Material	09:00	08:00	20:00	00:00	37:00
Module 3: Assist the Cook in Cooking Activities	09:00	08:00	20:00	00:00	37:00
Module 4: Maintain Cleanliness in the Kitchen	09:00	09:00	20:00	00:00	38:00
<b>THC/N9901 – Communicate</b>	<b>15:00</b>	<b>15:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>

<b>Effectively and Maintain Service Standards</b> <b>NOS Version No. 2.0</b> <b>NSQF Level 2</b>					
Module 5: Maintain Effective Communication and Service Standard	15:00	15:00	00:00	00:00	30:00
<b>THC/N9903- Maintain Organisational Confidentiality and Respect Customers' Privacy</b> <b>NOS Version No. 2.0</b> <b>NSQF Level 2</b>	<b>15:00</b>	<b>15:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 6: Organizational Confidentiality and Customer Privacy	15:00	15:00	00:00	00:00	30:00
<b>THC/N9906 – Follow Health, Hygiene and Safety practices</b> <b>NOS Version No. 2.0</b> <b>NSQF Level 2</b>	<b>15:00</b>	<b>15:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 7: 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 8: Introduction to Employability Skills	00:30	00:30	00:00	00:00	01:00
Module 9: Constitutional values - Citizenship	00:30	00:30	00:00	00:00	01:00
Module 10: Becoming a Professional in the 21st Century	00:30	00:30	00:00	00:00	01:00
Module 11: Basic English Skills	01:00	01:00	00:00	00:00	02:00
Module 12: Communication Skills	01:30	02:30	00:00	00:00	04:00
Module 13: Diversity & Inclusion	00:30	00:30	00:00	00:00	01:00
Module 14: Financial and Legal Literacy	01:30	02:30	00:00	00:00	04:00
Module 15: Essential Digital Skills	01:00	02:00	00:00	00:00	03:00

Module 16: Entrepreneurship	02:30	04:30	00:00	00:00	07:00
Module 17: Customer Service	01:30	02:30	00:00	00:00	04:00
Module 18: Getting ready for apprenticeship & Jobs	01:00	01:00	00:00	00:00	02:00
<b>Total Duration</b>	<b>92:00</b>	<b>88:00</b>	<b>60:00</b>	<b>000:00</b>	<b>240:00</b>

# Module Details

## Module 1: Introduction to the Restaurant and Kitchen Helper

### Bridge Module

#### Terminal Outcomes:

- Outline the overview of Skill India Mission
- Describe the scope of Hospitality Industry
- Define the roles and responsibilities of a Kitchen Helper
- Explain the scope of work for a Kitchen Helper

<b>Duration:</b> 08:00	<b>Duration:</b> 00:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<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>• Elaborate the hierarchy of Restaurant of small, medium and large establishments</li> <li>• Explain some basic terminology used in the Hospitality and Restaurant Sector</li> <li>• Elaborate the job role and job opportunity for Kitchen Helper in the Tourism and Hospitality Industry</li> </ul>	NA
<b>Classroom Aids</b>	
Whiteboard, Marker, Duster, Projector, Laptop, PowerPoint Presentation	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Module 2: Sorting and Storage of Kitchen Supplies and Material

Mapped to THC/N3007 v 4.0

### Terminal Outcomes:

- Apply appropriate practices to unload food items and verify their quantity against the invoice
- Describe the sorting and storing procedures of food items and other kitchen supplies
- Perform the distribution activities of the supplies to the kitchen staff

<b>Duration: 09:00</b>	<b>Duration: 08:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe various types of supplies, materials used in the kitchen</li> <li>• State the importance of verifying the number of received food items against invoice</li> <li>• Discuss the sorting and storing procedures of different types of kitchen supplies and items used in the restaurant industry</li> <li>• Explain the procedure of storing the crockery, cutlery and other equipment</li> <li>• Describe the appropriate temperatures and procedures for storing different raw and cooked items which are not for immediate use</li> <li>• State the importance of re-filling the kitchen condiment bottles and shakers</li> <li>• Discuss various tracking methods for consumption of supplies and perishable items</li> </ul>	<ul style="list-style-type: none"> <li>• Apply appropriate practices to unload the food items and other kitchen supplies from the vehicle</li> <li>• Employ appropriate skills to verify the number of received food items against the invoice</li> <li>• Show how to properly sort and stock various kitchen supplies and daily consumables</li> <li>• Demonstrate how to store food items, semi-cooked food, non-distributed provisions and other kitchen supplies in designated areas following standard wrapping, dating, food safety and rotation procedures</li> <li>• Apply appropriate practices to distribute supplies and daily consumables to the kitchen staff of the restaurant</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>	
Various kitchen supplies (such as Chicken, Meat, Ice-cream, Fish, Sea-food, Fruits, Vegetables, etc.), and Sample formats (such as Invoice, etc.).	



## Module 3: Assist the Cook in the Cooking Activities

Mapped to THC/N3007 v 4.0

### Terminal Outcomes:

- Discuss various cooking and kitchen equipment
- Perform various food preparation activities like washing, peeling, grinding, cutting, etc.
- Perform basic cooking tasks, like boiling, steaming, frying, etc.
- Apply suitable practices to assemble and wrap the food items for the guests

Duration: 09:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Describe the FSSAI (Food Safety and Standards Authority of India) guidelines and other quality standards for food safety</li> <li>• Explain various types and operating procedures of different cooking and other kitchen tools and equipment used in the restaurant industry</li> <li>• Discuss the handling procedure of sharp objects in the kitchen such as knives and safe storage</li> <li>• Discuss various food preparation techniques like marinating, chopping, slicing, sifting, kneading, resting, aerating, etc.</li> <li>• Elaborate basic cooking methods like boiling, frying, grilling, steaming, etc.</li> <li>• List appropriate temperatures for cooking different dishes</li> <li>• State the significance and ways to ensure minimum wastage in food preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatize a situation on how to carry food supplies, equipment, and utensils to and from storage and work areas</li> <li>• Employ suitable practices to gather, weigh or measure necessary cooking supplies and ingredients (such as sugar, oil, flour, etc.) for meal preparation</li> <li>• Demonstrate the procedure of washing, peeling, cutting and deseeding fruits and vegetables prior to cooking</li> <li>• Show the procedure of grinding and storing spices and herbs</li> <li>• Show how to prepare for cooking using appropriate methods, such as dough preparation, mixing the ingredients for salad and desserts, etc.</li> <li>• Demonstrate how to prepare basic food items and cold plate combinations</li> <li>• Demonstrate how to perform the basic cooking tasks like boiling, pressure-cooking etc.</li> <li>• Employ appropriate practices to portion or wrap excess food items or dishes as well as store the food in containers and the fridge or freezer for later use</li> <li>• Display the procedure to assemble food or place it directly on plates for service</li> <li>• Apply proper techniques to wrap food items and create different packets as per the requirements of the guests</li> <li>• Demonstrate how to maintain kitchen mise-en-place</li> </ul>
<b>Classroom Aids</b>	
Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Participant Handbook and Related Standard Operating Procedures	
<b>Tools, Equipment and Other Requirements</b>	

Various cooking ingredients (such as, Sugar, Oil, Flour, etc.), Kitchen equipment and tools (such as, Refrigerator, Freezer, Knife, Microwave, Grinder, Mixer, etc.)

## Module 4: Maintain Cleanliness in the Kitchen

Mapped to THC/N3007 v 4.0

### 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

<b>Duration:</b> 09:00	<b>Duration:</b> 09:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain various cleaning equipment and agents required for cleaning and dishwashing</li> <li>• Discuss the procedure to clean and sanitize production equipment, work surfaces and kitchen before and after the cooking activities</li> <li>• Describe the steps to wash dishes, pots, pans, etc. manually or using a dishwasher</li> <li>• Elaborate appropriate methods to store combustible items</li> </ul>	<ul style="list-style-type: none"> <li>• Apply appropriate practices how to arrange cleaning equipment and agents which are required to clean and sanitized for kitchen, production equipment and work surface after cooking activities are over.</li> <li>• Show how to wash dishes, pots, pans, etc. manually or using a dishwasher, as applicable</li> <li>• Demonstrate how to place clean dishes, utensils, or cooking equipment in storage areas</li> <li>• Show how to clean bins, cupboards, and other storage areas in the kitchen</li> <li>• Demonstrate the activities of mopping or sweeping the kitchen floor, and collect dirt and debris after kitchen operations</li> <li>• Apply appropriate techniques to empty the dustpan in the garbage bin or squeeze out the mop into a bucket and also dump trash and garbage at designated areas</li> <li>• Show how to collect and launder all soiled kitchen linen-like dishcloths, tea towels, etc.</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>	
Various soiled kitchen linen-like dishcloths, tea towels, etc. Different cleaning equipment and agents, Kitchen equipment and tools (such as Refrigerator, Freezer, Knife, Microwave, Grinder, Mixer, etc.), Waste bins, etc.	

## Module 5: 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

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<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 the 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>• Roleplay a situation on how to handle customer complaints effectively</li> <li>• Roleplay appropriate behavioural etiquette towards all ages, genders and differently-abled people as per specification</li> </ul>
Classroom Aids	
Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Participant Handbook	
Tools, Equipment and Other Requirements	
Sample of escalation matrix, Organisation structure	

## Module 6: 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

<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>• 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 7: Basic Health and Safety Standard

Mapped to THC/N9906 v 2.0

### Terminal Outcomes:

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

<b>Duration:</b> 15:00	<b>Duration:</b> 15:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<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-ups 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</li> <li>• Explain the procedure to report accidents 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 the 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 emergencies</li> <li>• Perform waste disposal procedures at the workplace depending on the types of waste</li> <li>• Role play a situation on reporting safety and security breaches to the supervisor</li> <li>• Prepare a sample incident report</li> </ul>
<b>Classroom Aids</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Participant Handbook	
<b>Tools, Equipment and Other Requirements</b>	
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 8: 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 9: Constitutional values - Citizenship

Mapped to: DGT/VSQ/N0101

### Terminal Outcomes:

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

<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>• 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 10: 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 11: 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 12: Communication Skills

*Mapped to: DGT/VSQ/N0101*

### Terminal Outcomes:

- Practice basic communication skills

<b>Duration: 01:30</b>	<b>Duration: 02:30</b>
<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 13: 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 14: 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>	<b>Practical – 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>	<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 15: 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 16: 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 17: Customer Service

*Mapped to: DGT/VSQ/N0101*

### Terminal Outcomes:

- Describe ways of maintaining customer

<b>Duration: 01:30</b>	<b>Duration: 02:30</b>
<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 18: 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 19: On-the-Job Training

### Mapped to Kitchen Helper

<b>Mandatory Duration: 60:00</b>	<b>Recommended Duration: 00:00</b>
<b>Location: On Site</b>	
Terminal Outcomes	
<ul style="list-style-type: none"> <li>• Apply appropriate practices to unload the food items and other kitchen supplies from the vehicle</li> <li>• Employ appropriate skills to verify the quantity of received food items against the invoice</li> <li>• Show how to sort and stock various kitchen supplies and daily consumables for proper storage in a restaurant's kitchen</li> <li>• Demonstrate how to store food items, semi-cooked food and other kitchen supplies in designated areas following standard wrapping, dating, food safety and rotation procedures</li> <li>• Demonstrate the procedure of storing various non-distributed provisions, supplies and daily consumables in cupboards, refrigerators, etc. in the restaurant industry</li> <li>• Apply appropriate practices to distribute supplies and daily consumables to the kitchen staff of the restaurant</li> <li>• Dramatize a situation on how to carry food supplies, equipment, and utensils to and from storage and work areas</li> <li>• Employ suitable practices to gather necessary cooking supplies and ingredients (such as, sugar, oil, flour, etc.) for meal preparation and weigh or measure them</li> <li>• Demonstrate the procedure of washing, peeling, cutting and seeding fruits and vegetables prior to cooking</li> <li>• Show the procedure of grinding and storing of spices and herbs</li> <li>• Show how to prepare the food items for cooking using appropriate methods, such as dough preparation, mixing the ingredients for salad and desserts, etc.</li> <li>• Apply appropriate practices to arrange for the ingredients to prepare cold plate combinations</li> <li>• Demonstrate how to perform the basic cooking tasks like boiling, pressure-cooking etc.</li> <li>• Display the procedure to assemble food or place it directly on plates for service</li> <li>• Apply proper techniques to wrap food items and create different packets as per requirements to carry the food items by the guests</li> <li>• Apply appropriate practices to arrange for the cleaning equipment and agents required for cleaning and dishwashing</li> <li>• Demonstrate the procedure to clean and sanitize production equipment, work dishes, [pots, pans, work surfaces and kitchen after the cooking activities</li> <li>• Demonstrate how to place clean dishes, utensils, or cooking equipment in storage areas</li> <li>• Show how to clean bins, cupboards, and other storage areas after cooking activities</li> <li>• Demonstrate the activities of mopping or sweeping the kitchen floor, and collect dirt and debris after kitchen operations</li> <li>• Apply appropriate techniques to empty out the dustpan in the garbage bin or squeeze out the mop into a bucket and also remove trash and garbage to designated areas</li> <li>• Show how to collect and launder all soiled kitchen linen like dishcloths, tea towels, etc.</li> </ul>	

- 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
"Kitchen Helper", "THC/Q3303, V4.0", 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		3 years	Kitchen	0		

Assessor Certification	
Domain Certification	Platform Certification
"Kitchen Helper", "THC/Q3303, V4.0", 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