



Model Curriculum

QP Name: Cleaner-Roadside Eatery

QP Code: THC/Q3002

QP Version: 2.0

NSQF Level: 2

Model Curriculum Version: 2.0

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Training Parameters

Sector	Tourism & Hospitality
Sub-Sector	Restaurant
Occupation	Roadside Eateries
Country	India
NSQF Level	2
Aligned to NCO/ISCO/ISIC Code	NCO-2015/9112.9900
Minimum Educational Qualification and Experience	No formal education prescribed
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	28/02/2023
Next Review Date	28/02/2024
NSQC Approval Date	28/02/2023
QP Version	2.0
Model Curriculum Creation Date	28/02/2023
Model Curriculum Valid Up to Date	28/02/2024
Model Curriculum Version	1.0
Minimum Duration of the Course	510 Hours, 0 Minutes
Maximum Duration of the Course	510 Hours, 0 Minutes

Module 5: Maintain Cleanliness in the Washrooms	15:00	20:00	20:00	00:00	55:00
THC/N9901 Communicate Effectively and Maintain Service Standards NOS Version No. 2.0 NSQF Level 2	15:00	15:00	00:00	00:00	30:00
Module 6: Maintain Effective Communication and Service Standard	15:00	15:00	00:00	00:00	30:00
THC/N9903- Maintain Organisational Confidentiality and Respect Customers' Privacy NOS Version No. 2.0 NSQF Level 2	18:00	12:00	00:00	00:00	30:00
Module 7: Organizational Confidentiality and Customer Privacy	18:00	12:00	00:00	00:00	30:00
THC/N9906 – Follow Health, Hygiene and Safety practices NOS Version No. 2.0 NSQF Level 2	15:00	15:00	00:00	00:00	30:00
Module 8: Basic Health and Safety Standards	15:00	15:00	00:00	00:00	30:00
DGT/VSQ/N0101: Employability Skills (30 Hours)	12:00	18:00	00:00	00:00	30:00
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 & Jobs	01:00	01:00	00:00	00:00	02:00
Total Duration	160:00	200:00	150:00	00:00	510:00

Module Details

Bridge Module

Introduction to the Roadside Eateries and Cleaner-Roadside Eatery

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: 04:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the objectives and benefits of the Skill India Mission • Describe the Tourism and Hospitality Industry and its sub-sectors • Discuss various types of Roadside Eateries • Elaborate the job role and job opportunities as a Cleaner- Roadside Eatery in the Tourism and Hospitality Industry • Explain basic terminologies used in Roadside Eatery 	NA
Classroom Aids	
Whiteboard, Marker, Duster, Projector, Laptop, PowerPoint Presentation	
Tools, Equipment and Other Requirements	
NA	

Module 4: Maintain Cleanliness in the Washrooms

Mapped to THC/N3002 v 2.0

Terminal Outcomes:

- Perform the tasks to maintain the cleanliness of the washroom

Duration: 15:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss various types of consumables required in toilets • State the significance of cleaning various stains and dirt from basins and taps • Explain the ways to clean the washroom fixtures, fittings, mirror, and door • Discuss the method to clean bathroom walls • Describe the methods of cleaning washroom and toilets • State the importance of checking the plug holes, waste outlet, and drains of the washroom for any blockage • Discuss the importance of using disinfectant to clean the bathroom floor • KU8. methods to clean washroom and toilets 	<ul style="list-style-type: none"> • Apply appropriate practices to scrub and clean the WC using a toilet brush • Show how to clean various stains and dirt from basins and taps • Employ appropriate practices to wipe and clean washroom fixtures, fittings, mirror, and door • Demonstrate how to clean bathroom walls with a wet mop • Apply appropriate practices to check if plug holes, waste outlet, and drains of the washrooms are free from blockages • Demonstrate how to sweep and mop the bathroom floor with appropriate disinfectant • Apply appropriate practices to replenish soap, or liquid handwash in the dispenser
Classroom Aids	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Participant Handbook	
Tools, Equipment and Other Requirements	
Toilet brush, Pictures of washroom fixtures, fittings, wash basin, etc. Cleaning materials (like soap, liquid handwash, dispensers, 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"> • Discuss the importance of professionalism, etiquette and ethical behaviour at the workplace • Discuss the importance of effective communication • Explain the importance of customer satisfaction and customer feedback • Outline the procedure of receiving feedback and complaints constructively • Describe various ways to handle customer complaints • Discuss different ways to improve the customer experience • Explain the importance of gender and age sensitivity • Discuss gender and age-specific requirements of the customers • Discuss the specific needs of People with Disabilities • Discuss the importance of reporting Sexual harassment at workplace • Discuss ways of escalating problems, reporting workplace issues, and receiving feedback from the superiors 	<ul style="list-style-type: none"> • Demonstrate the standard procedure to welcome and greet the customers • Dramatize appropriate communication skills and etiquette while interacting with customers, colleagues, and superiors • Role play a situation on how to handle customer complaints effectively • Role play appropriate behavioural etiquette towards all ages, genders and differently abled people as per specification
Classroom Aids	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Participant Handbook	
Tools, Equipment and Other Requirements	
Sample of escalation matrix, Organisation structure	

Module 7: 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"> • Discuss the concept and importance of personal and workplace hygiene • Discuss best practices to maintain personal hygiene • Explain the ways to clean and sanitize the workplace and related equipment • Describe standard safety procedures to be followed while handling tools, material, and equipment • Outline the purpose and usage of various Personal Protective Equipment (PPE) required at the workplace • Explain the importance of preventive health check-up organized by the company • Describe the causes of risks and potential hazards in the workplace and ways to prevent them • Identify different safety warning signs and labels at workplace • Discuss ways to identify hazards at the workplace • List the components of the first-aid kit • Explain the procedure to report accident and other health related issues as per SOP 	<ul style="list-style-type: none"> • Demonstrate the procedure of routine cleaning and sanitization of tools, equipment, and other articles • Employ different ways to keep work area clean, hygienic and hazard free • Demonstrate how to use and dispose of relevant protective equipment as per tasks and work conditions • Perform basic first-aid procedures • Participate in mock safety drills for emergency situations • Perform waste disposal procedures at the workplace depending on the types of waste • Role play a situation on reporting safety and security breaches to the supervisor • Prepare a sample incident report
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: Constitutional values - Citizenship

Mapped to: DGT/VSQ/N0102

Terminal Outcomes:

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

Duration: 00:30	Duration: 01:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen 	<ul style="list-style-type: none"> • Show how to practice different environmentally sustainable practices.
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 11: Basic English Skills

Mapped to: DGT/VSQ/N0102

Terminal Outcomes:

- Practice basic English speaking.

Duration: 04:00	Duration: 06:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss need of basic English skills 	<ul style="list-style-type: none"> • Show how to use appropriate basic English sentences/phrases while speaking
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 12: Communication Skills

Mapped to: DGT/VSQ/N0102

Terminal Outcomes:

- Practice basic communication skills

Duration: 02:00	Duration: 03:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the importance of active listening for effective communication 	<ul style="list-style-type: none"> • Demonstrate how to communicate in a well -mannered way with others. • Demonstrate working with others in a team
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 13: Diversity & Inclusion

Mapped to: DGT/VSQ/N0102

Terminal Outcomes:

- Describe PwD and gender sensitization

Duration: 01:00	Duration: 01:30
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the significance of reporting sexual harassment issues in time 	<ul style="list-style-type: none"> • Show how to conduct oneself appropriately with all genders and PwD
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 15: Essential Digital Skills

Mapped to: DGT/VSQ/N0102

Terminal Outcomes:

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

Duration: 04:00	Duration: 06:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely 	<ul style="list-style-type: none"> • Show how to operate digital devices and use the associated applications and features, safely and securely
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 19: On-the-Job Training

Mapped to Cleaner- Roadside Eatery

Mandatory Duration: 00:00

Recommended Duration: 240:00

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

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
Declarative Knowledge	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Procedural Knowledge	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training .
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module . A set of terminal outcomes help to achieve the training outcome.

Acronyms and Abbreviations

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