



# Model Curriculum

**QP Name: Commis Chef**

**QP Code: THC/Q0406**

**QP Version: 2.0**

**NSQF Level: 4**

**Model Curriculum Version: 2.0**

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# Training Parameters

<b>Sector</b>	Tourism & Hospitality
<b>Sub-Sector</b>	Hotel/Restaurant
<b>Occupation</b>	Food Production and Kitchen
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/5120.0200
<b>Minimum Educational Qualification and Experience</b>	<p>12th grade pass OR Completed 2nd year of 3-year diploma (after 10th) and pursuing regular diploma OR 10th grade pass and pursuing continuous schooling OR 10th Grade Pass with 2 years relevant experience OR Previous relevant Qualification of NSQF Level 3.0 – Assistant Chef with minimum education as 8th Grade pass with 3-year relevant experience</p>
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	29/01/2021
<b>Next Review Date</b>	29/01/2024
<b>NSQC Approval Date</b>	29/01/2021
<b>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	29/01/2021
<b>Model Curriculum Valid Up to Date</b>	29/01/2024
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	480 Hours, 0 Minutes (including 60 Hrs ES and OJT)
<b>Maximum Duration of the Course</b>	480Hours, 0 Minutes (including 60 Hrs 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 assist in preparation of the kitchen for the food operations
- Prepare various meal items and tandoor food products
- Employ appropriate skills and knowledge of assisting in inventory and stock level management
- Perform the operations of closing the kitchen at the end of the day
- Employ appropriate practices to 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/N0415 – Assist in Kitchen Operations and Food Preparation</b> <b>NOS Version No. 2.0</b> <b>NSQF Level 4</b>	<b>100:00</b>	<b>125:00</b>	<b>15:00</b>	<b>00:00</b>	<b>240:00</b>
Module 1: Introduction to Hotel Industry and Commis Chef	6.00	0.00	0.00	0.00	6.00
Module 2: Introduction to Kitchen Equipment and Appliances	24.00	30.00	5.00	0.00	59.00
Module 3: Perform Food Preparation Activities	36.00	65.00	5.00	0.00	106.00
Module 4: Provide Assistance in Inventory Management and Close the Kitchen	34.00	30.00	5.00	0.00	69.00
<b>THC/N0428 – Use Tandoor for Preparing Food</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 4</b>	<b>35:00</b>	<b>40:00</b>	<b>15:00</b>	<b>00:00</b>	<b>90:00</b>

Module 5: Prepare the Food Items in Tandoor	35:00	40:00	15:00	00:00	90:00
<b>THC/N9901 – Communicate Effectively and Maintain Service Standards NOS Version No. 2.0 NSQF Level 3</b>	<b>15:00</b>	<b>15:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 6: Maintain Effective Communication and Service Standard	15:00	15:00	00:00	00:00	30:00
<b>THC/N9903- Maintain Organizational Confidentiality and Respect Guests' Privacy NOS Version No. 2.0 NSQF Level 3</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 Guest 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 3</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/N0102: Employability Skills (60 Hours)</b>	<b>24:00</b>	<b>36:00</b>	<b>00:00</b>	<b>00:00</b>	<b>60:00</b>
Module 09. Introduction to Employability Skills	0:30	01:00	00:00	00:00	01.30
Module 10. Constitutional values - Citizenship	0:30	01:00	00:00	00:00	01.30
Module 11. Becoming a Professional in the 21st Century	01:00	01:30	00:00	00:00	02.30
Module 12. Basic English Skills	04:00	06:00	00:00	00:00	10:00

Module 13. Career Development & Goal Setting	01:00	01:00	00:00	00:00	02:00
Module 14. Communication Skills	02:00	03:00	00:00	00:00	05:00
Module 15. Diversity & Inclusion	01:00	01:30	00:00	00:00	02.30
Module 16. Financial and Legal Literacy	02:00	03:00	00:00	00:00	05:00
Module 17. Essential Digital Skills	04:00	06:00	00:00	00:00	10:00
Module 18. Entrepreneurship	03:00	04:00	00:00	00:00	07:00
Module 19. Customer Service	02:00	03:00	00:00	00:00	05:00
Module 20. Getting Ready for Apprenticeship & Jobs	03:00	05:00	00:00	00:00	08:00
<b>Total Duration</b>	<b>204.00</b>	<b>246.00</b>	<b>30.00</b>	<b>0.00</b>	<b>480.00</b>

# Module Details

## Module 1: Introduction to Hotel Industry and Commis Chef

### Bridge Module

#### Terminal Outcomes:

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

<b>Duration: 06:00</b>	<b>Duration: 00:00</b>
<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 Hotel/ Restaurant of small, medium and large establishments</li> <li>• Discuss the roles and responsibilities of a Commis Chef</li> <li>• Describe the attributes required for a Commis Chef</li> <li>• Elaborate the scope for a Commis Chef in the Tourism and Hospitality Industry</li> <li>• Explain different types of cuisines available in the country and across the world</li> <li>• Elaborate the basic terms used in the kitchen department</li> </ul>	NA
<b>Classroom Aids</b>	
Whiteboard, Marker, Duster, Projector, Laptop, PowerPoint Presentation	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Module 2: Introduction to Kitchen Equipment and Appliances

### Mapped to THC/N0415 v 2.0

#### Terminal Outcomes:

- Apply appropriate knowledge and skills of using different equipment
- Prepare a damage report of the kitchen equipment

Duration: 24:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss food hygiene, quality, and safety standards as per organizational policy and FSSAI guidelines along with occupational health and safety requirements as per HACCP</li> <li>• Elaborate various appliances, tools and equipment required for preparation for and cooking of different dishes</li> <li>• Describe the operational and storage procedures of various appliances, tools, equipment and other sharp objects required for cooking</li> <li>• Explain the importance of organising the assigned work station</li> <li>• Discuss the importance of updating the Senior Chef about any damage of the kitchen tools/appliances</li> </ul>	<ul style="list-style-type: none"> <li>• Apply proper practice to arrange the correct tools and equipment required to cook the dishes and confirm the cleanliness and proper functioning of the tools and equipment</li> <li>• Apply appropriate method to monitor and ensure appropriate temperature of the appliances to be used</li> <li>• Employ proper process to distribute the supplies to different workstations in the kitchen</li> <li>• Apply proper methods to replenish service lines as needed and restock and prepare the workstation for the next shift</li> </ul>
<b>Classroom Aids</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
<b>Tools, Equipment and Other Requirements</b>	
Kitchen appliances like juicer, mixer, grinder, toaster, griller, food processor, microwave, etc. Different types of basic knives like a peeler, chef’s knife, filleting knife, bread knife etc. Basic kitchen equipment like grater, weighing scale, measuring spoons/cups, Bowls, Scales, Whisker, Rolling-pin, Spoons (metal/wooded/plastic), Oven gloves, Measuring spoons and jugs, Sieves, and Other relevant tools and equipment	

## Module 3: Perform Food Preparation Activities

### Mapped to THC/N0415 v 2.0

#### Terminal Outcomes:

- Describe the ingredients used in different recipes
- Perform the activities of preparing and presenting various meals

<b>Duration: 36:00</b>	<b>Duration: 65:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss various essential ingredients required for different dishes, their characteristics and functions</li> <li>• Discuss the units of measurements and culinary terms used for various food products</li> <li>• Explain recipes of various food items</li> <li>• Elaborate various methods of mixing and preparing the ingredients (like washing, peeling, etc.) for cooking along with their recipes</li> <li>• Describe various food preparation techniques (like marinating, chopping, etc.) and cooking methods (like boiling, frying, etc.)</li> <li>• Explain different temperatures required for cooking and serving various dishes</li> <li>• Elaborate different types of plating, decoration and presentation methods for cooked meals</li> </ul>	<ul style="list-style-type: none"> <li>• Employ appropriate practices to check quality of different types of ingredients used in recipes</li> <li>• Demonstrate how to perform basic tasks like mixing ingredients, grinding spices, preparing dough, seasoning, preparing basic sauces, etc.</li> <li>• Demonstrate various cooking and presentation methods</li> </ul>
<b>Classroom Aids</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
<b>Tools, Equipment and Other Requirements</b>	
Kitchen appliances like juicer, mixer, grinder, toaster, griller, food processor, microwave, etc. Different types of basic knives like a peeler, chef's knife, filleting knife, bread knife etc. Basic kitchen equipment like grater, weighing scale, measuring spoons/cups, Bowls, Scales, Whisker, Rolling-pin, Spoons (metal/wooded/plastic), Oven gloves, Measuring spoons and jugs, Sieves, and Other relevant tools and equipment	

## Module 4: Provide Assistance in Inventory Management and Close the Kitchen

Mapped to THC/N0415 v 2.0

### Terminal Outcomes:

- Explain the methods to manage the stock level
- Describe the activities to close the day's operation
- Perform the activities to maintain the inventory status report

<b>Duration: 34:00</b>	<b>Duration: 30:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the parameters to check the quality of ingredients, goods received from vendors</li> <li>• Discuss the importance of labelling ingredients and finished products</li> <li>• Explain stock rotation methods</li> <li>• Discuss suitable environment to stored unused ingredients/ finished products</li> <li>• State the correct storage procedure of raw/ finished products</li> <li>• Discuss the importance of regular cleaning and sanitizing of workstation and other equipment</li> <li>• Elaborate the methods of safe disposal of waste</li> <li>• Explain different types of reports to be prepared by the Commis Chef</li> </ul>	<ul style="list-style-type: none"> <li>• Employ appropriate techniques to check for the quality and quantity of the goods/raw material</li> <li>• Demonstrate how to label the ingredients and finished items</li> <li>• Demonstrate how to assist in stock management of ingredients and other kitchen items</li> <li>• Role play a situation to show the ways of storing unused supplies/consumables at correct location and in controlled environment</li> <li>• Demonstrate how to clean and sanitize workstation and other equipment after completion of work</li> <li>• Apply appropriate practices to recycle and dispose-off waste</li> <li>• Employ appropriate practices to prepare a sample inventory report</li> </ul>
<b>Classroom Aids</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
<b>Tools, Equipment and Other Requirements</b>	
Computer, Stock register, Ingredients, Freezer, Refrigerator, Packing material for the storage, Sample reports, and Different relevant tools and equipment	

## Module 5: Prepare the Food Items in Tandoor

### Mapped to THC/N0428 v 2.0

#### Terminal Outcomes:

- Prepare and clean the tandoor
- Explain the methods to prepare various food items in tandoor
- Perform the activities of maintaining the tandoor when not in use

<b>Duration: 35:00</b>	<b>Duration: 40:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the characteristics and types of tandoor</li> <li>• Explain different types of fuel used in tandoor</li> <li>• Explain the different working temperatures for tandoor products</li> <li>• Describe the techniques of controlling temperature of tandoor</li> <li>• Describe different recipes to prepare in tandoor</li> <li>• Explain dough mixing and making methods</li> <li>• Elaborate precautions to be taken while lighting up the fire inside the tandoor</li> <li>• Discuss various methods of Indian bread making</li> <li>• Explain the use and types of marinade used in roasted food products</li> <li>• Describe hazards associated with smoke resulting from the burning of charcoal inside tandoor</li> <li>• Discuss the importance of proper cleaning and maintenance of tandoor</li> </ul>	<ul style="list-style-type: none"> <li>• Employ appropriate techniques to prepare tandoor</li> <li>• Prepare the dough for Indian breads</li> <li>• Demonstrate how to prepare various kinds of Indian breads</li> <li>• Show how to marinate vegetables/cheese/paneer/meats to roast in the tandoor</li> <li>• Demonstrate the techniques to use skewers in tandoor</li> <li>• Demonstrate how to prepare roasted vegetables/meats in tandoor</li> <li>• Role play a situation to show the ways of cleaning, sanitizing, maintaining the tandoor and disposing-off the fuel residue</li> </ul>
<b>Classroom Aids</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
<b>Tools, Equipment and Other Requirements</b>	
Tandoor, Skewers, Measuring-cups, Various ingredients and marinades, Cleaning solutions and equipment, Fuel to be used in Tandoor	

## Module 6: Maintain Effective Communication and Service Standard

Mapped to THC/N9901 v 2.0

### Terminal Outcomes:

- Explain professional protocols and etiquette of effective communication with customers, colleagues, and superiors
- 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 guest satisfaction and guest feedback</li> <li>• Outline the procedure of receiving feedback and complaints constructively</li> <li>• Describe various ways to handle guest complaints</li> <li>• Discuss different ways to improve the guest experience</li> <li>• Explain the importance of gender and age sensitivity</li> <li>• Discuss gender and age-specific requirements of the guests</li> <li>• Explain various specific needs of People with Disabilities</li> <li>• Discuss the importance of reporting Sexual harassment at workplace</li> <li>• Describe 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 guests</li> <li>• Dramatize appropriate communication skills and etiquette while interacting with guests, colleagues, and superiors</li> <li>• Role play a situation on how to handle guest 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, Presentation, Participant Handbook and Related Standard Operating Procedures	
<b>Tools, Equipment and Other Requirements</b>	
Sample of escalation matrix, Organisation structure	

## Module 7: Organizational Confidentiality and Guest'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 guest privacy in the hospitality industry</li> <li>• Discuss the Intellectual Property issues and policies affecting the organization and guest 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 organisational and guest information</li> </ul>
<b>Classroom Aids</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
<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 practices

<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 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>• List 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 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 off relevant protective equipment as per tasks and work conditions</li> <li>• Perform basic first-aid procedures</li> <li>• Dramatize a situation on 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</li> <li>• Prepare a sample incident report</li> </ul>
<b>Classroom Aids</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
<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 09: Introduction to Employability Skills

*Mapped to: DGT/VSQ/N0102*

### Terminal Outcomes:

- Discuss about Employability Skills in meeting the job requirements

<b>Duration: 00:30</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 Employability Skills required for jobs in various industries.</li> </ul>	<ul style="list-style-type: none"> <li>• List different learning and employability related GOI and private portals and their usage.</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/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"> <li>• 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</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/N0102*

### Terminal Outcomes:

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

<b>Duration: 01:00</b>	<b>Duration: 01:30</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss importance of relevant 21st century skills.</li> <li>• Describe the benefits of continuous learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life.</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/N0102*

### Terminal Outcomes:

- Practice basic English speaking.

<b>Duration: 04:00</b>	<b>Duration: 06:00</b>
<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>• Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone.</li> <li>• Read and interpret text written in basic English.</li> <li>• Write a short note/paragraph / letter/e - mail using basic English.</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: Career Development & Goal Setting

Mapped to: DGT/VSQ/N0102

### Terminal Outcomes:

- Understand the importance of career development & goal setting

<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>• Explain the importance of career development &amp; goal setting</li> </ul>	<ul style="list-style-type: none"> <li>• Create a career development plan with well-defined short- and long-term goals</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: Communication Skills

### Mapped to: DGT/VSQ/N0102

#### Terminal Outcomes:

- Practice basic communication skills

<b>Duration: 02:00</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>• Explain the importance of active listening for effective communication</li> <li>• Discuss the significance of working collaboratively with others in a team</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.</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: Diversity & Inclusion

*Mapped to: DGT/VSQ/N0102*

### Terminal Outcomes:

- Describe PwD and gender sensitization

<b>Duration: 01:00</b>	<b>Duration: 01:30</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the significance of escalating sexual harassment issues as per POSH act.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to behave, communicate, and 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 16: Financial and Legal Literacy

*Mapped to: DGT/VSQ/N0102*

### Terminal Outcomes:

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

<b>Duration: 02:00</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>List the common components of salary and compute income, expenditure, taxes, investments etc.</li> <li>Discuss the legal rights, laws, and aids.</li> </ul>	<ul style="list-style-type: none"> <li>Outline the importance of selecting the right financial institution, product, and service.</li> <li>Demonstrate how to carry out offline and online financial transactions, 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: Essential Digital Skills

*Mapped to: DGT/VSQ/N0102*

### Terminal Outcomes:

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

<b>Duration: 04:00</b>	<b>Duration: 06:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the role of digital technology in today's life</li> <li>• Demonstrate how to operate digital devices and use the associated applications and features, safely and securely.</li> <li>• Discuss the significance of displaying responsible online behavior while browsing, using various social media platforms, e-mails, etc., safely and securely.</li> </ul>	<ul style="list-style-type: none"> <li>• Create sample word documents, excel sheets and presentations using basic features.</li> <li>• Utilize virtual collaboration tools to work effectively.</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: Entrepreneurship

Mapped to: DGT/VSQ/N0102

### Terminal Outcomes:

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

<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>• Explain the types of entrepreneurships and enterprises</li> <li>• Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan.</li> <li>• Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a sample business plan, for the selected business opportunity.</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: Customer Service

Mapped to: DGT/VSQ/N0102

### Terminal Outcomes:

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

<b>Duration: 02:00</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 the significance of analyzing different types and needs of customers</li> <li>• Explain the significance of identifying customer needs and responding to them in a professional manner.</li> <li>• Discuss the significance of maintaining hygiene and dressing appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to deal with different customers and their needs</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: Getting ready for Apprenticeship & jobs

### Mapped to: DGT/VSQ/N0102

#### Terminal Outcomes:

- Describe ways of preparing for apprenticeship & Jobs appropriately.

<b>Duration: 03:00</b>	<b>Duration: 05:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the significance of maintaining hygiene and confidence during an interview.</li> <li>List the steps for searching and registering for apprenticeship opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Create a professional Curriculum Vitae (CV)</li> <li>Perform a mock interview</li> <li>Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively</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 21: On-the-Job Training

### Mapped to Commis Chef

<b>Mandatory Duration: 30:00</b>	<b>Recommended Duration: 00:00</b>
<b>Location: On Site</b>	
<b>Terminal Outcomes</b>	
<ul style="list-style-type: none"> <li>• Perform the tasks of organising the work area/station</li> <li>• Demonstrate correct use of equipment</li> <li>• Demonstrate the process of cleaning and sanitising tools, equipment and workstation</li> <li>• Apply appropriate knowledge to write recipes of different types of dishes and tandoor products</li> <li>• Apply mathematical skills and convert recipes accurately</li> <li>• Demonstrate and apply proper measuring techniques</li> <li>• Demonstrate how to perform basic tasks like washing, chopping, mixing ingredients, marinading, and preparing sauces</li> <li>• Perform the tasks of preparing various roasted items</li> <li>• Perform the tasks of preparing Indian breads</li> <li>• Demonstrate basic plating and decorating techniques</li> <li>• Dramatize on how to store finished/raw products appropriately at correct temperature and place which are of no immediate use</li> <li>• Demonstrate professional expertise to prepare a sample report of damaged tools, equipment, and appliances</li> <li>• Demonstrate procedure of stock taking of perishable and non-perishable items</li> <li>• Employ appropriate practices to prepare a store inventory report and get items from store</li> <li>• Perform the tasks of labelling the ingredients and finished items</li> <li>• Perform the activities to close the kitchen at the end of day's operation</li> <li>• Demonstrate positive body language when dealing with guests and colleagues</li> <li>• Dramatize on how to segregate and dispose of the waste as per the standards</li> <li>• Demonstrate strong Communication skills and workplace etiquette to achieve a smooth workflow</li> <li>• Demonstrate sensitization towards different age groups, gender, and persons with disabilities</li> <li>• Demonstrate the process of maintaining confidentiality of the organizational information and guests' privacy</li> <li>• Role play on how to maintain personal hygiene and grooming at workplace</li> <li>• Apply proper practices while identifying hazards at workplace and report to the supervisor</li> <li>• Demonstrate strong Communication skills and workplace etiquette to achieve a smooth workflow</li> <li>• Perform basic activities to apply gender and age-sensitive service practices</li> <li>• Demonstrate the process of maintaining confidentiality of the organizational information and guests' privacy</li> <li>• Perform all the activities to maintain health, hygiene, and safety at the workplace</li> </ul>	

# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
12 <sup>th</sup> Class/I.T.I OR Certificate/ Diploma/ Degree	Food and Beverage Production/ Hospitality Management/ Hotel Management	5	Food and Beverage Production/ Hospitality Management/ Hotel Management	1	Food and Beverage Production/ Hospitality Management/ Hotel Management	

Trainer Certification	
Domain Certification	Platform Certification
“Commis Chef”, “THC/Q0406, V2.0”, Minimum accepted score is 80%	“Trainer”, “MEP/Q2601,” V1.0, with a scoring of minimum 80%

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
12 <sup>th</sup> Class/I.T.I OR Certificate/ Diploma/ Degree	Food and Beverage Production/ Hospitality Management/ Hotel Management	5	Food and Beverage Production/ Hospitality Managem ent/ Hotel Managem ent	1	Food and Beverage Production/ Hospitality Management/ Hotel Management	

Assessor Certification	
Domain Certification	Platform Certification
“Commis Chef”, “THC/Q0406, V2.0”, Minimum accepted score is 80%	“Assessor”, “MEP/Q2701, V1.0,” with the scoring of minimum 80%

## Assessment Strategy

This section includes the processes involved in identifying, gathering and interpreting information to evaluate the learner on the required competencies of the program.

### 1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SDSM/SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records
- If the batch size is more than 30, then there should be 2 Assessors.

### 2. Testing Environment: Assessor must:

- Confirm that the centre is available at the same address as mentioned on SDMS or SIP
- Check the duration of the training.
- Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
- Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
- Confirm the number of TABs on the ground are correct to execute the Assessment smoothly.
- Check the availability of the Lab Equipment for the particular Job Role.

### 3. Assessment Quality Assurance levels / Framework:

- Question papers created by the Subject Matter Experts (SME)
- Question papers created by the SME should be verified by the other subject Matter Experts along with the approval required from 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
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