



# THE LALIT SURI HOSPITALITY SCHOOL



## Model Curriculum

**QP Name: Demi Chef De Partie**

**QP Code: THC/Q0405**

**QP Version: 4.0**

**NSQF Level:4.5**

**Model Curriculum Version: 4.0**

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## Training Parameters

<b>Sector</b>	Tourism and Hospitality
<b>Sub-Sector</b>	Hotels/Restaurant
<b>Occupation</b>	Food Production and Kitchen
<b>Country</b>	India
<b>NSQF Level</b>	4.5
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/5120.0200
<b>Minimum Educational Qualification and Experience</b>	Completed UG in relevant field with 3-year relevant experience OR 12th Grade pass with 4-year relevant experience OR Previous relevant Qualification of NSQF Level 4 with 1.5-year relevant experience OR Previous relevant Qualification of NSQF Level 3.5 with 3-year relevant experience
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 years
<b>Last Reviewed On</b>	31/02/2024
<b>Next Review Date</b>	31/02/2027
<b>NSQC Approval Date</b>	31/02/2024
<b>QP Version</b>	4.0
<b>Model Curriculum Creation Date</b>	31/02/2024
<b>Model Curriculum Valid Up to Date</b>	31/02/2027
<b>Model Curriculum Version</b>	4.0
<b>Minimum Duration of the Course</b>	510 Hours, 0 Minutes (including 60 Hrs. Employability Skills & 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:

- Explain the procedure to prepare the kitchen for food preparation
- Perform the tasks to assist the Chef De Partie or Sous Chef while preparing the food
- Apply appropriate practices to supervise, train and groom the Commis Chefs
- Perform the activities to assist the Head Chef while monitoring the stock of inventory
- Apply appropriate practices to promote effective communications with guests, colleagues, and superiors to achieve a smooth workflow
- Employ appropriate practices to ensure gender and age-sensitive service practices
- Describe the protocols to protect confidentiality of the organizational information and guests' privacy
- Apply appropriate practices to monitor health, hygiene, and safety standard 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/N0412 &amp; V3.0– Undertake Food Preparation Activities NSQF Level4.5</b>	<b>105:00</b>	<b>195:00</b>	<b>60:00</b>	<b>0.00</b>	<b>360:00</b>
Module 1: Introduction to the Hotel/Restaurant Industry and Demi Chef De Partie	02:00	0:00	0:00	0.00	02:00
Module 2: Prepare for the Kitchen Activities	25:00	45:00	15:00	0.00	85:00
Module 3: Assist Chef De Partie and Sous Chef in Food Preparation	23:00	70:00	25:00	0.00	118:00
Module 4: Provide Guidance to the Commis Chefs	32:00	35:00	15:00	0.00	82:00
Module 5: Assist in Monitoring Stock of the Inventory	23:00	45:00	05:00	0.00	73:00
<b>THC/N9902 &amp; V2.0– Ensure Effective Communication and</b>	<b>15.00</b>	<b>15.00</b>	<b>0.00</b>	<b>0.00</b>	<b>30.00</b>

<b>Service Standard at Workplace NSQF Level 4.5</b>					
Module 6: Promote Effective Communication and Service Standard	15.00	15.00	0.00	0.00	30.00
<b>THC/N9910 &amp; V4.0– Ensure to Maintain Organizational Confidentiality and Guest’s Privacy NSQF Level 4.5</b>	<b>15.00</b>	<b>15.00</b>	<b>0.00</b>	<b>0.00</b>	<b>30.00</b>
Module 7: Organizational Confidentiality and Guest’s Privacy	15.00	15.00	0.00	0.00	30.00
<b>THC/N9907 &amp; V2.0– Monitor and Maintain Health, Hygiene and Safety at Workplace NSQF Level 4.5</b>	<b>15.00</b>	<b>15.00</b>	<b>0.00</b>	<b>0.00</b>	<b>30.00</b>
Module 8: Monitor Health and Safety Standard	15.00	15.00	0.00	0.00	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 9. 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>174.00</b>	<b>276.00</b>	<b>60.00</b>	<b>0.00</b>	<b>510.00</b>

# Module Details

## Module 1: Introduction to the Hotel/Restaurant Industry & Demi Chef De Partie

### Bridge module

#### Terminal Outcomes:

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

<b>Duration:</b> 02:00	<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 hotel of small, medium and large establishments</li> <li>• Elaborate the job role and job opportunities for Demi Chef De Partie 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> <li>• Elaborate grooming standards required for Demi Chef De Partie</li> </ul>	NA
<b>Classroom Aids</b>	
Whiteboard, Marker, Duster, Projector, Laptop, PowerPoint Presentation	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Module 2: Prepare for the Kitchen Activities

Mapped to THC/N0412 & V3.0

### Terminal Outcomes:

- Describe the procedure to organize the assigned work area and ensure its cleanliness as well as hygiene
- Apply appropriate practices to ensure mise - en - place for food preparation is completed
- Explain the procedure to check the quality of the ingredients and food items
- Describe the methods to assist the Chef De Partie while planning menus and stock rotation
- Employ appropriate practices to co-ordinate with the F & B service staff to communicate about the day's available food item and chef's special menu

<b>Duration:</b> 25:00	<b>Duration:</b> 45:00
<p><b>Theory – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of obtaining the instructions for the day's work from Commis Chef or Sous Chef</li> <li>• Discuss the importance of organizing the assigned workstation as well as maintaining cleanliness and hygiene in the kitchen, assigned work area, etc.</li> <li>• Elaborate various kitchenware required in the kitchen with their uses</li> <li>• Describe the operational and maintenance procedures of various kitchen tools, appliances and equipment along with their functions</li> <li>• Discuss the importance of reporting the Head Chef about any faulty kitchen equipment/appliances</li> <li>• Describe the parameters to check the quality of the ingredients to be used for food preparation</li> <li>• Explain the standard communication procedure with F &amp; B service staff and its importance</li> <li>• Elaborate the procedures of planning the menus, stock rotation, and orders</li> <li>• Discuss Food hygiene, quality, and safety standards and guideline as stipulated by FSSAI and HACCP</li> </ul>	<p><b>Practical – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Dramatize a situation to obtain the instructions for the day's work from Commis Chef or Sous Chef</li> <li>• Show how to organize the workstation or work area</li> <li>• Apply appropriate inspection method to ensure cleanliness and hygiene in the kitchen and assigned work area</li> <li>• Employ appropriate inspection procedures to check the tools, equipment and appliances for their cleanliness and proper functioning</li> <li>• Apply appropriate practices to check the quality of the ingredients to be used for food preparation</li> <li>• Employ appropriate practices to check mise - en - place for food preparation is completed in the assigned area</li> <li>• Role play how to communicate with the F&amp;B service staff to inform about available items and chef's special menu</li> <li>• Demonstrate how to assist the Chef De Partie in planning menus, stock rotation, and orders</li> </ul>
<p><b>Classroom Aids</b></p> <p>Whiteboard, Marker, Duster, Projector, Laptop, PowerPoint Presentation</p>	
<p><b>Tools, Equipment and Other Requirements</b></p> <p>Various Kitchen Equipment and Appliances (Griddle, Deep fryer, Oven, refrigerator, freezers, Chef's knives, Cutting board, measuring spoons and cups, Skillet, Strainer, Sheet tray, Peeler, etc.) , Different Ingredients Required for Food Preparation, Sample Menu</p>	

## Module 3: Assist Chef De Partie and Sous Chef in Food Preparation

Mapped to THC/N0412 & V3.0

### Terminal Outcomes:

- Describe the ingredients used in different recipes
- Prepare, present, and serve various dishes
- Apply appropriate practices to ensure consistent standard in food preparation
- Employ proper practices to ensure effective usage of materials with zero wastage

<b>Duration: 23:00</b>	<b>Duration: 70:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the significance of wearing designated uniform (like Commis apron, gloves, cap, etc.)</li> <li>• Discuss various essential ingredients required for different dishes, their characteristics and their uses</li> <li>• Discuss the units of measurements and culinary terms (like mixing, portioning, chopping, etc.) used in food preparation</li> <li>• Explain basic cooking tasks, like boiling, frying, steaming, grilling, etc.</li> <li>• Elaborate the recipes of various food items, sauce, salads, etc.</li> <li>• Discuss the standard storage procedure of food items/ingredients</li> <li>• Elaborate the standard procedure of presenting and serving the prepared food</li> <li>• Explain the importance of ensuring the highest standard and consistent food preparation quality is maintained</li> <li>• Discuss the ways to use the food materials effectively with zero wastage</li> </ul>	<ul style="list-style-type: none"> <li>• Employ appropriate practices to arrange for the materials required for dishes to be prepared by Chef De Partie or Sous chef</li> <li>• Show how to measure various ingredients and portion sizes for food preparation</li> <li>• Demonstrate how to prepare fresh ingredients and mix different ingredients according to the recipe for food preparation</li> <li>• Demonstrate how to perform basic cooking tasks (like, frying, steaming, etc.) and prepare various salads, sauce, food items according to the recipe</li> <li>• Apply appropriate practices to store and use food commodities correctly while preparing various dishes</li> <li>• Demonstrate how to present and serve the prepared food in proper portions on the correct serving vessels and plates</li> <li>• Employ appropriate practices to ensure effective usage of materials with no wastages and place standard food commodities after preparing the dishes</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), commis apron, gloves, cap, measuring spoons and jugs, sieves, and other relevant tools and equipment	

## Module 4: Provide Guidance to the Commis Chefs

Mapped to THC/N0412 & V3.0

### Terminal Outcomes:

- Describe the procedure to train and guide the Commis Chefs
- Prepare performance report of the Commis Chefs

<b>Duration:</b> 32::00	<b>Duration:</b> 35:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of communicating and coordinating with Commis Chefs while preparing the food</li> <li>• Elaborate the standard procedure to train and groom the Commis Chefs</li> <li>• Discuss the methods of supervising the Commis Chefs while operating the Kitchen</li> <li>• Explain the importance of ensuring that the Commis Chefs comply with the food hygiene policies</li> <li>• Discuss the standard procedure of report the performance of commis chefs to Chef De Partie or Sous Chef</li> </ul>	<ul style="list-style-type: none"> <li>• Employ appropriate practices to communicate and coordinate with the Commis Chefs while preparing the food</li> <li>• Role play how to train the Commis Chefs on preparation of basic food ingredients</li> <li>• Dramatize how to ensure that Commis Chefs’ grooming and presentation is of the highest standard</li> <li>• Prepare a sample performance report of the Commis Chefs</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 performance report	

## Module 5: Assist in Monitoring Stock of the Inventory

Mapped to THC/N0412 & V3.0

### Terminal Outcomes:

- Explain the methods to manage and rotate the stock level
- Describe the process of monitoring and ordering the required supplies
- Prepare the discrepancy report

<b>Duration: 23:00</b>	<b>Duration: 45:00</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 quantity and quality of delivered goods against the invoice</li> <li>• Elaborate the procedures of stock management and stock rotation</li> <li>• Discuss the importance of labelling ingredients and food products</li> <li>• Elaborate the procedure and environment to store the ingredients and food items</li> <li>• Explain the importance of informing the Chefs about excess or depleted food items and supplies</li> <li>• Describe the methods of monitoring and ordering required supplies</li> <li>• Discuss the significance of ensuring adequate food par stocks, for the efficient operation of the kitchen and business continuity</li> </ul>	<ul style="list-style-type: none"> <li>• Employ appropriate techniques to check for the quality and quantity of the goods and raw material</li> <li>• Demonstrate how to label the ingredients and food items</li> <li>• Demonstrate how to check the stock of the ingredients and food items</li> <li>• Show how to rotate the stock to minimize wastage</li> <li>• Role play a situation to show the ways of discarding the expired and spoiled food items and ingredients</li> <li>• Dramatize how to monitor and order required supplies</li> <li>• Prepare a sample discrepancy report of food deliveries</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>	
Stock register, Ingredients, Freezer, Refrigerator, Packing material for the storage, Sample Discrepancy report	

## Module 6: Promote Effective Communication and Service Standard

Mapped to THC/N9902 & V2.0

### Terminal Outcomes:

- Apply appropriate practices to communicate effectively with guests, team members, and superiors
- Describe the ways to promote professional etiquette
- Employ appropriate practices to ensure 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>• Explain the importance of maintaining hygiene and wearing designated uniform</li> <li>• Discuss the importance of effective communication</li> <li>• Explain the importance of guest satisfaction and guest feedback</li> <li>• Outline the procedure and policy of handling complaints and feedback constructively</li> <li>• Discuss different ways to enhance guest experience</li> <li>• Describe various ways to handle team members</li> <li>• Discuss different ways to provide feedback to the team members</li> <li>• Explain the importance of gender and age sensitivity</li> <li>• Discuss gender and age-specific requirements of the guests</li> <li>• Discuss the specific needs of People with Disabilities</li> <li>• Discuss the standard policy to prevent Sexual harassment at workplace</li> <li>• Discuss the importance of timely submission of guests' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the standard procedure to welcome and greet the guests</li> <li>• Dramatize personal integrity and communication etiquette while interacting with guests, colleagues, and superiors</li> <li>• Role play a situation on how to handle guests' dissatisfaction and complaints effectively</li> <li>• Employ appropriate practices to motivate the team members to maintain communication etiquette, provide peer feedback, and adhere to the dress code</li> <li>• Role play how to ensure behavioural etiquette towards all ages, genders and differently abled people as per specification</li> <li>• Prepare a sample report regarding guests' feedback</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/N9910 & V4.0

### Terminal Outcomes:

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

<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>• Explain the significance of ensuring 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 protect 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 ensure usage, storage and disposal 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: Monitor Health and Safety Standard

Mapped to THC/N9907 & V2.0

### Terminal Outcomes:

- Apply appropriate practices to ensure health, hygiene, and safety practices at workplace
- Explain standard ways to prevent health issues
- Employ appropriate practices to minimize potential risks and hazards
- Employ effective waste management

<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 procedure to maintain personal hygiene</li> <li>• Explain the compliance norms to ensure cleanliness and sanitization of 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>• List the components of the first-aid kit</li> <li>• Describe the methods to minimize accidental risks and potential hazards in the workplace</li> <li>• List different safety warning signs and labels at workplace</li> <li>• Discuss ways to identify and segregate different types of waste at the workplace</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>• Employ appropriate inspection method to ensure routine cleaning and sanitization of tools, equipment, crockery and other articles</li> <li>• Dramatize a situation to ensure work area is 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>• Apply appropriate practices to follow basic first-aid procedures by self and team members</li> <li>• Apply effective waste management procedures at the workplace depending on the types of waste</li> <li>• Role play a situation on reporting safety and security issues to the concerned authority</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 9: Introduction to Employability Skills

*Mapped to: DGT/VSQ/N0102*

### Terminal Outcomes:

- Discuss about Employability Skills in meeting the job requirements

<b>Duration:</b> 00:30	<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 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

<b>Duration:</b> 00:30	<b>Duration:</b> 01:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<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:</b> 01:00	<b>Duration:</b> 01:30
<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:</b> 04:00	<b>Duration:</b> 06:00
<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>• 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:</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>• 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:</b> 02:00	<b>Duration:</b> 03:00
<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:</b> 01:00	<b>Duration:</b> 01:30
<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:</b> 02:00	<b>Duration:</b> 03:00
<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:</b> 04:00	<b>Duration:</b> 06:00
<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:</b> 03:00	<b>Duration:</b> 04:00
<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:</b> 02:00	<b>Duration:</b> 03:00
<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:</b> 03:00	<b>Duration:</b> 05:00
<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 Demi Chef De Partie

<b>Mandatory Duration:</b> 60:00	<b>Recommended Duration:</b> 00:00
<b>Location:</b> On Site	
<b>Terminal Outcomes</b>	
<ul style="list-style-type: none"><li>• Show how to organise the work area or station</li><li>• Demonstrate the procedure to ensure cleanliness, hygiene, and proper functioning of required tools, appliances, equipment, and kitchenware</li><li>• Apply professional skills to ensure the hygiene and cleanliness of the kitchen and work area</li><li>• Apply appropriate practices 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, marinating, and preparing sauces</li><li>• Demonstrate basic presenting and serving techniques</li><li>• Show how to store finished as well as raw products appropriately at correct temperature and place which are of no immediate use</li><li>• 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>• Prepare a discrepancy report</li><li>• Apply appropriate practices to label the ingredients and finished items</li><li>• Show how to supervise, train and groom the Commis Chefs</li><li>• Prepare a sample performance report for Commis Chefs</li><li>• Demonstrate positive body language when dealing with guests and colleagues</li><li>• Promote appropriate communication standard and etiquette while interacting with guests, colleagues, and superiors</li><li>• Apply appropriate practices 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>• Employ appropriate practices to ensure sensitization towards different age groups, gender, and persons with disabilities</li><li>• Demonstrate the process of monitoring confidentiality of the organizational information and guests' privacy</li><li>• Apply appropriate practices to maintain personal and team hygiene and grooming at workplace</li><li>• Dramatize on how to identify hazards at workplace and report to the higher authority</li><li>• Perform basic activities to ensure gender and age-sensitive service practices</li><li>• Perform all the activities to ensure health, hygiene, and safety standards at the workplace</li></ul>	

# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Diploma / Degree / Postgraduate	Hotel/ Hospitality / QSR	5	Kitchen	1	Kitchen	

Trainer Certification	
Domain Certification	Platform Certification
“Demi Chef De Partie”, “THC/Q0405”, Minimum accepted score is 80% s	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/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Diploma / Degree / Postgraduate	Hotel/ Hospitality / QSR	5	Kitchen	0		

Assessor Certification	
Domain Certification	Platform Certification
“Demi Chef De Partie”, “THC/Q0405”, 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

<b>Term</b>	<b>Description</b>
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	Standard Operating Procedures
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