



Model Curriculum

QP Name: Housekeeper cum cook (Household and Small Establishment)

QP Code: DWC/Q0102

QP Version: 4.0

NSQF Level: 2

Model Curriculum Version: 1.0

**Home Management and Care Givers Sector Skill Council | A-15, Upper Ground Floor, FIEE Complex
Near C-Lal Chowk, Okhla Phase 2, New Delhi - 110020**



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Training Parameters

Sector	Domestic Workers Sector Skill Council
Sub-Sector	Household Services/ Housekeeping and Services
Occupation	Housekeeping
Country	India
NSQF Level	2
Aligned to NCO/ISCO/ISIC Code	NCO-2015 / 5152.0100
Minimum Educational Qualification and Experience	Ability to read and write
Pre-Requisite License or Training	Nil
Minimum Job Entry Age	16 years
Last Reviewed On	22/10/2024
Next Review Date	22/10/2027
NSQC Approval Date	22/10/2024
QP Version	4.0
Model Curriculum Creation Date	22/10/2024
Model Curriculum Valid Up to Date	22/10/2027
Model Curriculum Version	1.0
Minimum Duration of the Course	300 Hours, 0 Minutes
Maximum Duration of the Course	300 Hours, 0 Minutes

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 should have acquired the listed knowledge and skills:

- Demonstrate the effective use of modern housekeeping equipment such as vacuum cleaners, steam cleaners, and robotic tools to clean and maintain household or establishment premises.
- Optimize the use of cleaning agents and materials to ensure efficient and eco-friendly cleaning.
- Plan and prepare balanced meals considering nutritional requirements and preferences of household members or guests.
- Display proficiency in cooking a variety of cuisines while maintaining portion control and presentation standards.
- Provide basic table service, including setting the table, serving food, and managing post-meal clean-up efficiently.
- Adhere to personal hygiene practices, such as wearing clean uniforms, using gloves, and maintaining sanitized hands during work.
- Identify workplace hazards and take appropriate preventive measures to ensure safety during housekeeping and cooking activities.
- Follow waste management protocols, including segregation and disposal of biodegradable and non-biodegradable waste.
- Ensure a high level of service by adhering to established housekeeping and culinary standards.
- Interact courteously and professionally with household members, guests, or colleagues, demonstrating effective verbal and non-verbal communication skills.
- Demonstrate effective communication, time management, and problem-solving skills to deliver high-quality housekeeping services while maintaining professionalism, teamwork, and adaptability in diverse workplace environments.

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
DWC/N0101 – Carry out housekeeping services using new technology equipments NOS Version No. 6.0 NSQF Level 2	22:00	38:00	00:00	-	60:00

Module 1: Bridge Module – Introduction to the Domestic Workers Sector and Housekeeper cum cook (Household and Small Establishment)	06:00	06:00	00:00	-	12:00
Module 2: Perform Basic Housekeeping Services using appropriate equipments	16:00	32:00	00:00	-	48:00
DWC/N0129- Prepare and cook meals and provide basic table service NOS Version No.1.0 NSQF Level 2	34:00	86:00	00:00	-	120:00
Module 3: Carry out Kitchen Operations and Maintenance	15:00	46:00	00:00	-	61:00
Module 4: Carry out Meal Preparation and Planning	19:00	40:00	00:00	-	59:00
DWC/N9903 - Maintain a Clean and Secure Working Environment NOS Version No.7.0 NSQF Level 3	12:00	18:00	00:00	-	30:00
Module 5: Clean and Secure Working Environment	12:00	18:00	00:00	-	30:00
DWC/N9902: Maintain service standards and communicate effectively NOS Version No.5.0 NSQF Level 3	12:00	18:00	00:00	-	30:00
Module 6: Communicate effectively with individuals at all levels and practice inclusivity	12:00	18:00	00:00	-	30:00



DGT/VSQ/N0101 : Employability Skills NOS Version No. 1.0 NSQF Level 3	10:00	20:00	00:00	-	30:00
Module 7: Employability Skills	10:00	20:00	00:00	-	30:00
Total Duration	90:00	180:00	30:00	00:00	300:00

Module 1: Introduction to Domestic Workers Sector and Housekeeper cum Cook (Household and Small Establishment)

Bridge Module

Terminal Outcomes:

- Discuss the vision and objectives of Domestic Workers Sector Skill Council.
- Describe the background and Domestic Workers Sector in India.
- Explain the attributes, roles and responsibilities of the Housekeeper Cum Cook (Household and Small Establishment).

Duration: 06:00	Duration: 06:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss objectives of the Domestic Workers Sector Skill Council. • Explain the categorization of domestic workers in India. • Discuss about the emerging trends and reasons for growth of the domestic workers sector in India. • Explain the draft national policy and existing statutory provisions for Domestic Workers in India • Describe the attributes of Housekeeper Cum Cook (Household and Small Establishment) • Explain the roles and responsibilities of a Housekeeper Cum Cook (Household and Small Establishment) 	<ul style="list-style-type: none"> • Draw a table classifying the occupations available in Domestic Workers Sector. • Evaluate case studies outlining the statutory provisions for Domestic Workers in India. • Prepare a checklist of the responsibilities of the Housekeeper Cum Cook (Household and Small Establishment)
Classroom Aids:	
PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, chart paper, other required stationery.	
Tools, Equipment and Other Requirements	
N/A	

Module 2: Perform Basic Housekeeping Services using appropriate equipments

Mapped to DWC/N0101 v.6

Terminal Outcomes:

- Describe different areas of a house and how to clean the house/ work area applying cleaning methods and techniques for different surfaces (floors, furniture, windows)
- Demonstrate the steps of tidying up the house and manage the cleaning schedule.
- Describe the steps involved in laundry care (washing, ironing, folding).
- Maintain an organized and clutter-free environment for easy housekeeping.

Duration: 16:00	Duration: 32:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the various methods and techniques for cleaning different surfaces such as floors, furniture, and windows. • Identify the appropriate cleaning equipment for various tasks like mopping, sweeping, scrubbing, etc using brooms, vacuum cleaners, mops, cloths, and scrubbers. • Discuss the importance of proper surface care, including the specific requirements for carpets, rugs, and upholstery. • Describe the process of garbage collection, segregation and disposal within the household. • Discuss the necessity and method of maintaining an inventory of cleaning supplies and household items. • Explain the process and importance of tidying up the house and managing a cleaning schedule. • Describe the correct method of folding and stacking bed linens, towels, and tablecloths. • Discuss the procedure for replacing soiled bed linens with fresh ones. • Explain the comprehensive cleaning schedule, including daily, weekly, and long-term tasks. • Discuss how to monitor and adjust the cleaning schedule based on household needs and priorities. • Categorize laundry based on color, texture, and fabric before washing. • Identify appropriate detergents and whiteners for different types of laundry. 	<ul style="list-style-type: none"> • Demonstrate sweeping floors and other surfaces with a broom. • Perform cleaning of surfaces using a vacuum cleaner. • Show proficiency in mopping floors using different types of mops, including spray mops and spin bucket mops. • Scrub surfaces effectively using cloths or scrubbers. • Use appropriate equipment to remove dust from carpets, rugs, and upholstery. • Dust off appliances, furniture, upholstery, and furnishings. • Collect and dispose of household garbage properly. • Ensure availability of toilet items and cleaning supplies where required within the household. • Demonstrate the correct method for folding and stacking bed linen, towels, and tablecloths. • Show how to replace soiled bed linen with fresh ones and clean used bedding. • Scrub, wash, and clean toilets, showers, bathtubs, floors, counters, and sinks. • Develop and implement a cleaning schedule covering daily, weekly, and long-term tasks. • Monitor and adjust the cleaning schedule as needed. • Monitor inventory of household supplies and replenish items as necessary. • Categorize and wash laundry according

<ul style="list-style-type: none"> • Describe the correct methods for washing, drying, sorting, folding, and ironing clothes. • Explain how to operate and maintain cleaning appliances and equipment. • Discuss strategies for maintaining an organized and clutter-free environment, including efficient storage solutions. • Discuss the SOP of cleaning and food handling. 	<p>to color, texture, and fabric.</p> <ul style="list-style-type: none"> • Use appropriate detergent and whitener for different laundry batches. • Unload washing units and spread items for drying properly. • Wash soft and stained clothes by hand as needed. • Sort, fold, and iron dried clothes, arranging them in their appropriate places. • Operate and maintain cleaning appliances and equipment such as vacuum cleaners and washing machines. • Clean and wipe appliances daily as per their cleaning process. • Organize and store cleaned items efficiently. • Assess storage needs and utilize available space efficiently.
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Classroom Aids:

PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, chart paper, other required stationery.

Tools, Equipment and Other Requirements

Brooms, various cleaning brushes, Mops, Dusters, different cleaning agents, Vacuum Cleaner, Floor Scrubs, Dusters, Buckets, Bed sheets, Pillow covers, Pillows, Bed, Blanket, Quilt, Quilt covers, other necessary Housekeeping Products. Automatic and Semi-automatic Washing Machines, Detergent Powder, various Liquid detergents, Soap Bars, Brush, different Types of Clothes, Clothes line or Drying stand, clothe spins, Bedsheets, pillow covers, Clothes of different fabrics, Buckets, Dry Iron, Steam Iron, Ironing stand, Organizers, Hangers, Cloth shelves, laundry basket, Wardrobes, other relevant laundry items, Bedsheets, Pillow covers, Blanket, Quilt, other necessary items.

Module 3: Carry out Kitchen Operations and Maintenance

Mapped to DWC/ N0102 v.1

Terminal Outcomes:

- Maintain high standards of cleanliness and hygiene in the kitchen to ensure food safety and prevent contamination.
- Perform cleaning and maintaining of the kitchen and kitchen items/ equipment
- Ensure stock of grocery
- Operate kitchen tools, equipment and appliances

Duration: 15:00	Duration: 46:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the significance of a clean kitchen for food safety and hygiene. • Describe the potential health hazards associated with an unclean kitchen environment. • List various cleaning tools and agents suitable for different kitchen surfaces and appliances. • Describe the correct methods for cleaning kitchen tops, walls, floors, cabinets, and appliances. • Detail the steps involved in cleaning and maintaining common kitchen appliances like microwaves, dishwashers, and cooking ranges. • Discuss the importance of regular maintenance for the longevity and efficiency of kitchen appliances. • Explain the importance of maintaining an accurate inventory of groceries and food items. • Describe methods for tracking stock levels and ensuring timely replenishment. • List different types of food storage techniques to maintain freshness and prevent spoilage. • Discuss the principles of stock rotation (FIFO - First In, First Out) and its importance. • Describe different kitchen tools and equipment and their specific uses. • Explain the basic operation principles of 	<ul style="list-style-type: none"> • Demonstrate the ability to organize and clear kitchen surfaces efficiently. • Practice safe handling and temporary storage of kitchen items during cleaning. • Select and use appropriate cleaning tools and agents for various kitchen surfaces. • Apply cleaning techniques to ensure thorough cleanliness and hygiene. • Demonstrate the correct method to dust and clean different kitchen and dining room areas. • Arrange cleaned items in an organized and functional manner. • Practice proper waste segregation and disposal techniques. • Ensure the kitchen waste is managed in accordance with hygiene standards. • Demonstrate the correct placement and storage of cleaned kitchen items. • Ensure accessibility and organization in kitchen storage. • Implement techniques to conserve water and power during kitchen cleaning activities. • Perform regular maintenance and deep cleaning of kitchen appliances. • Identify and address minor maintenance issues to keep appliances in good working condition. • Ensure Stock of Grocery • Create a comprehensive grocery list based on regular kitchen needs. • Adjust the list according to inventory levels and meal plans. • Perform regular inventory checks to monitor stock levels. • Replenish grocery and food items in a timely

common kitchen appliances.

- Describe the safety precautions to take when using kitchen tools and appliances.
- Explain the procedures for checking the functionality of equipment before use.
- Discuss the key aspects of maintaining a safe and hygienic kitchen environment.
- Explain the potential hazards in the kitchen and how to address them.
- Describe the appropriate use of water, power, and other resources economically while cleaning.
- Recall the regular grocery and food items needed in the kitchen.
- Discuss the SOPs of operating Kitchen Tools, Equipment, and Appliances

manner to avoid shortages.

- Operate Kitchen Tools, Equipment, and Appliances
- Conduct pre-use checks on kitchen tools and appliances to ensure functionality.
- Identify and report any issues or malfunctions.
- Demonstrate the safe and effective use of various kitchen tools and appliances.
- Follow manufacturer guidelines for operation and maintenance.
- Maintain a Safe, Secure, and Hygienic Environment in the Kitchen and Dining Area
- Practice safety protocols by ensuring all appliances are turned off after use.
- Identify potential kitchen hazards and take corrective actions to mitigate risks.
- Demonstrate the ability to respond effectively in emergency situations.
- Apply proper disinfecting techniques to maintain hygiene in the kitchen.
- Use ventilation systems effectively to maintain a clean and safe kitchen environment.
- Use appropriate cleaning tools and agents for different kitchen surfaces and appliances.
- Demonstrate the steps involved in clearing the kitchen top and preparing it for cleaning.
- Demonstrate the methods for dusting and cleaning various areas and appliances in the kitchen and dining room.
- Perform manual washing of utensils and use of dishwashing equipment effectively.
- Develop a cleaning schedule that ensures all kitchen areas and appliances are cleaned and maintained regularly.
- Develop a systematic approach for regular inventory checks and timely replenishment of grocery items.
- Evaluate the performance and safety of kitchen tools and appliances during use .
- Develop a maintenance routine to ensure all kitchen tools and appliances remain in good working condition.
- Identify potential hazards in the kitchen, such as gas leakage and wet floors.

Classroom Aids:

PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, chart paper, other required stationery.

Tools, Equipment and Other Requirements

Brooms, various cleaning brushes, Mops, Dusters, different cleaning agents, Vacuum Cleaner, Floor Scrubs, Dusters, Buckets, Bed sheets, Pillow covers, Pillows, Bed, Blanket, Quilt, Quilt covers, other necessary Housekeeping Products. Automatic and Semi-automatic Washing Machines, Detergent Powder, various Liquid detergents, Soap Bars, Brush, different Types of Clothes, Clothes line or Drying stand, clothe spins, Bedsheets, pillow covers, Clothes of different fabrics, Buckets, Dry Iron, Steam Iron, Ironing stand, Organizers, Hangers, Cloth shelves, laundry basket, Wardrobes, other relevant laundry items, Bedsheets, Pillow covers, Blanket, Quilt, other necessary items.

Module 4: Carry out Meal Preparation and Planning

Mapped to DWC/ N0102 v.1

Terminal Outcomes:

- Plan and prepare meals according to dietary requirements and preferences, ensuring balanced nutrition and variety.
- Use various cooking techniques and methods to prepare a wide range of dishes, ensuring optimal flavor and texture.
- Demonstrate excellent time management and organizational skills to prepare and serve meals promptly.
- Present and serve meals attractively, enhancing the dining experience for household members.

Duration: 19:00	Duration: 40:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the importance of considering dietary needs, allergies, and preferences when planning menus. • Describe how to gather and incorporate dietary information into meal planning. • Discuss methods for developing menus that are both nutritious and cost-effective. • Explain the significance of unit pricing and seasonal availability in selecting ingredients. • Detail the process of creating a shopping list based on planned menus and budget. • Explain how to adjust the shopping list based on availability and budget constraints. • Identify different cooking methods (e.g., boiling, steaming, baking) and their appropriate uses. • Explain the steps involved in preparing a variety of dishes for regular meals. • Discuss the additional considerations for cooking special recipes for events like birthdays and festivals. • Explain the process of coordinating multiple dishes to be served together for special occasions. 	<ul style="list-style-type: none"> • Demonstrate the ability to consider dietary restrictions and preferences when planning menus. • Create balanced meal plans that include a variety of foods and nutrients. • Design meal presentations that are attractive and appetizing. • Demonstrate cost-effective ingredient selection while maintaining quality. • Develop detailed shopping lists that reflect menu plans and budget constraints. • Compile ingredient lists accurately for various recipes. • Demonstrate proper washing techniques to ensure cleanliness and safety. • Apply safe and efficient chopping techniques for various ingredients. • Execute different cooking methods (e.g., baking, boiling, sautéing) as per recipes. • Prepare a range of meals and beverages for different times of the day. • Create various seasonings, dressings, and sauces to enhance flavors. • Demonstrate the ability to prepare special dishes for festive and celebratory occasions. • Set the table with appropriate cutlery in a functional and aesthetically pleasing manner. • Place table mats, coasters, decorative items like candles, flower vases, etc.: • Enhance table settings with decorative elements to create a welcoming dining environment. • Demonstrate proper serving techniques to

<ul style="list-style-type: none"> • Explain the importance of meal presentation in enhancing the dining experience. • Describe techniques for arranging food on plates to make meals visually appealing. • Detail the steps for arranging cutlery, table mats, and decorative items on the dining table. • Explain the procedures for serving food, refilling dishes, and maintaining a hospitable environment during meal service. • Describe the principles of balanced meal planning that incorporate different food groups across meals. • Recall the types of millets and other grains (Quinoa, Barley, etc.) suitable for various dishes and their nutritional benefits. • Discuss the SOPs of meal preparation • List the ingredients needed for different dishes and special recipes. • Explain the appropriate cooking methods and recipes for various meals and special occasions. 	<p>ensure meals are presented well.</p> <ul style="list-style-type: none"> • Provide attentive service by refilling dishes and drinks as needed during meals. • Exhibit excellent hospitality skills to ensure a pleasant dining experience. • Practice proper storage techniques to maintain the quality and safety of leftovers. • Identify and properly discard any food that is no longer safe to consume. • Use unit pricing knowledge to select cost-effective ingredients while planning meals. • Implement the developed menu plan when purchasing groceries and preparing meals. • Demonstrate the correct procedures for cooking various types of millets and other grains (Quinoa, Barley, etc.). • Apply appropriate seasonings and complementary ingredients during the cooking process. • Create innovative ways to incorporate leftovers into future meals to minimize waste. • Demonstrate the steps for washing, chopping, and preparing raw ingredients. • Demonstrate cooking breakfast, lunch, dinner, snacks, and mini meals, including tea, coffee, and drinks. • Analyze the preparation and cooking processes to ensure dishes are cooked to perfection. • Identify potential hazards in the kitchen, such as gas leakage and wet floors. • Demonstrate the proper procedures for turning off appliances after use and addressing hazards. • Analyze kitchen and dining area safety protocols to identify areas for improvement. • Prepare a list of the items needed for table setting, such as cutlery, table mats, and decorative items. • Demonstrate the correct arrangement of cutlery, table mats, and decorative items on the table.
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Classroom Aids:

PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, chart paper, other required stationery.

Tools, Equipment and Other Requirements



Brooms, various cleaning brushes, Mops, Dusters, different cleaning agents, Vacuum Cleaner, Floor Scrubs, Dusters, Buckets, Bed sheets, Pillow covers, Pillows, Bed, Blanket, Quilt, Quilt covers, other necessary Housekeeping Products. Automatic and Semi-automatic Washing Machines, Detergent Powder, various Liquid detergents, Soap Bars, Brush, different Types of Clothes, Clothes line or Drying stand, clothe spins, Bedsheets, pillow covers, Clothes of different fabrics, Buckets, Dry Iron, Steam Iron, Ironing stand, Organizers, Hangers, Cloth shelves, laundry basket, Wardrobes, other relevant laundry items, Bedsheets, Pillow covers, Blanket, Quilt, other necessary items.

Module 5: Maintain health, hygiene and safety standards

Mapped to DWC/N9903, v.7

Terminal Outcomes:

- Demonstrate ways to maintain a safe and secure environment at work.
- Demonstrate ways to handle emergency situations.
- Explain the ways of conservation of energy and material while performing daily activities.
- State the importance of practicing environment friendly methods of working.
- Explain the importance and ways of keeping the surrounding clean, hygienic and pollution free.

Duration: 12:00	Duration: 18:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Identify unsafe conditions and hazards in the households/ workplace, and explain various safety measures to deal with them. • Explain about various emergency responses to different emergency situations/ hazards • Describe the causes of fire and various fire extinguishants. • Describe how to identify symptoms of an illness/ injury, and apply requisite first aid. • Describe ABC (Airway, breathing and circulation) procedure and CPR (Cardiopulmonary Resuscitation). • Explain environment friendly practices to minimise pollution of air, water, noise, earth etc. • Describe different types of waste, their segregation, and applying 3 Rs (Reduce, recycle and re-use) of waste management. • Discuss the method of keeping the workplace bugs/ germs/ rodent free. • State the importance of conservation of energy and materials. 	<ul style="list-style-type: none"> • Inspect given area for unsafe conditions and hazards. • Demonstrate responses to different emergency situations. • Operate of the different types of fire extinguishers based on the type of fire • Address given medical emergencies through process of ABC and provision of first aid, evacuation thereof. • Carry out CPR or mouth to mouth respiration in case required. • Demonstrate ways of conserving energy and material at the workplace. • Demonstrate how to sort and dispose waste of different categories. • Demonstrate the ways of disinfecting and keeping the house bug free.
Classroom Aids:	

PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, telephone connection, landline phone, and other required stationery.

Tools, Equipment and Other Requirements

Cleaners, Broom, Wiper, PPE, Ladder, Carpets, Ropes, Gas Stove, Gas Cylinder, Matchsticks, Fire Extinguishers, Water, Hose Pipe, Different Colour Dustbins As Per Waste Categorisation, Different Types Of Waste, Water, Household gadgets and appliances, Coal, Wood, Matchstick, First Aid Kit, Garbage Bags, Etc.

Regular Health Checkup

Module 6: Maintain service standards and communicate effectively

Mapped to DWC/N9902, v.5

Terminal Outcomes:

- Demonstrate ways to communicate with people at workplace in an efficient manner.
- Discuss and display how to practice inclusive behavior.

Duration: 12:00	Duration: 18:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the importance of communicating effectively with people at workplace • Discuss ways to trust, support and respect people at workplace • Explain the relevance of not to interrupt others while they speak • Discuss the ways to pass on relevant information • Explain the importance of seeking and providing feedback regarding work • Discuss ways to maintain clarity, honesty and transparency while communicating with others • Discuss how to respect the personal and professional space of people at workplace • Elaborate on the type of body language to be maintained while interacting with others • Discuss about the use of inclusive language • Elaborate on the various guidelines laid in POSH act and POCSO act. 	<ul style="list-style-type: none"> • Demonstrate ways to interact with people at workplace in a polite and professional manner • Role play on how to be an active listener • Demonstrate ways to offer friendly, courteous and hospitable service to others • Show how to pass on relevant information to others • Role play on how to seek and provide feedback regarding work • Demonstrate how to maintain appropriate body language while communicating with others • Display how to empathize with people from different age groups, genders, religions, caste • Demonstrate ways to assist and empathize with a Person with Disability • Demonstrate the procedure of reporting any violation of POSH rules
Classroom Aids:	
PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, telephone connection, landline phone, and other required stationery.	
Tools, Equipment and Other Requirements	
Telephone, mobile, notepad, pen, other necessary items.	

Module 7: Employability skills

Mapped to DGT/VSQ/N0101, v.1

Terminal Outcomes:

- Demonstrate ways to communicate with people at workplace in an efficient manner.
- Discuss and display how to practice inclusive behavior.

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the significance of employability skills in meeting the current job market requirement and future of work <ul style="list-style-type: none"> • Enlist various constitutional values • Explain the importance of constitutional values • Elaborate on various environmentally sustainable practices • Discuss the significance of 21st Century Skills for employment • Elaborate on various 21st Century Skills such as Self-Awareness, Behavior Skills, time management and others • Explain the significance of adopting a continuous learning mindset for personal and professional development • Enlist various verbal and non-verbal communication etiquette • Discuss the importance of working collaboratively in a team • Discuss about various active listening techniques • Enlist various methods to do online and offline transactions • List down common components of salary 	<ul style="list-style-type: none"> • Create a list of learning and employability relevant portals • Draft a sample paper on various industries, job market trends, latest skills required and the available opportunities • Practice skills such as Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. • Demonstrate the use of basic English in reading, writing, listening, speaking and understanding • Prepare a career development plan with short- and long-term goals • Show how to use active listening techniques • Demonstrate how to interact and behave with people with all genders and PwD • Show how to escalate any issues related to sexual harassment at workplace • Identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards,

<ul style="list-style-type: none"> • Elaborate on basic internet operations • Discuss about various features and applications of different digital devices • Elaborate on the utilization of virtual collaboration tools <ul style="list-style-type: none"> • Explain the 4Ps of marketing • Discuss about various financial and legal hurdles for the potential business opportunity • Enlist different types of customer requests • List and describe the use of different tools to gather customer feedback • List down offline and online sources to look for jobs 	<p>loans, insurance etc.</p> <ul style="list-style-type: none"> • Identify common components of salary and compute income, expenses, taxes, investments etc • Demonstrate how to operate various digital devices • Create a personal email account, send and process received messages <ul style="list-style-type: none"> • Carry out basic internet operations • Carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications • Develop a business plan and a work model • Identify sources of funding for business • Identify different types of customers • Demonstrate ways to communicate with customers • Show how to respond to customer requests and feedback • Create a professional Curriculum vitae (Résumé) • Demonstrate how to apply to job openings through different mediums • Identify various apprenticeship opportunities and demonstrate ways to register for it
<p>Classroom Aids:</p>	
<p>PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, telephone connection, landline phone, and other required stationery.</p>	
<p>Tools, Equipment and Other Requirements</p>	
<p>Computer/Laptop with internet connection, Different reading sources such as books, journals and magazines, other necessary items</p>	

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
12 th	Home Science	3 Years	As Supervisor in any housekeeping agency/ Facility Management Company/ Hospitality/ Tourism organisations or equivalent to above	1 Year	Faculty in Hospitality Management/ Home Science Teacher or Similar types of Institutions specific to Housekeeping	
2 Years Diploma	Home Science/ Hotel/ Hospitality Management or Equivalent	2 Years				
Graduation	Home Science/ Hotel/ Hospitality Management or Equivalent or Relevant Courses	1 Years				
Post-Graduation	Home Science/ Hotel/ Hospitality Management or Equivalent	1 Years				

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: “HousekeeperCum Cook(Household and Small Establishment)” mapped to QP: “DWC/Q0102, v4.0”. Minimum accepted score is 80%.	Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “Master Trainer (VET and Skills) MEP/Q2601, v2.0”. Minimum accepted score is 80%.

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
2 Years Diploma	Hospitality Management/ Hotel Management or Equivalent or Relevant Education	5	As Supervisor in any housekeeping agency/ Facility Management Company/ Hospitality/ Tourism organisations or equivalent to above	4	Faculty/ Trainer in Hospitality Management/ Facility Management or Similar types of Institutions or Home Science Teacher Or Equivalent experience as above	-
Graduate	Home Science/ Hospitality / Hotel Management or	3		2		
Post Graduate	Equivalent/ Relevant Education	2		1		

Assessor Certification	
Domain Certification	Platform Certification
Certified ToA for Job Role: Housekeeper (Household and Small Establishment) mapped to QP: "DWC/Q0102, v 4.0". Minimum accepted score is 80%.	Recommended that the Assessor is certified for the Job Role: "Assessor", mapped to the Qualification Pack: "Assessor (VET and Skills) MEP/Q2701, V2.0" Minimum accepted score is 80%.

Assessment Strategy

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
2. Testing Environment:
 - 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.
 - If the batch size is more than 30, then there should be 2 Assessors.
 - Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
 - Check the mode of assessment—Online (Tablet/Computer) or Offline (OMR/PP).
 - Confirm adequate number of Tablets available 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 verified by the other Subject Matter Experts
 - Questions are mapped with NOS and PC
 - Question papers are prepared considering that level 1 to 3 are for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
 - Assessor must be ToA certified & trainer must be ToT Certified
 - Assessment agency must follow the assessment guidelines to conduct the assessment
4. Types of evidence or evidence-gathering protocol:
 - Time-stamped & geo-tagged 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 & geo-tagged 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
 - Soft copies of the documents & photographs of the assessment are stored in the Hard Drives

References

Glossary

Terms	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
PC	Performance Criteria
DWSSC	Domestic Workers Sector Skill Council
MC	Model Curriculum
OJT	On Job Training
KLO	Key Learning Outcomes
SME	Subject Matter Expert
ToA	Training of Assessors
ToT	Training of Trainers
SIP	Skill India Portal
TP	Training Partner
SDMS	Skill Development and Management System
VTP	Vocational Training Provider
TC	Training Centre
OMR	Optical Mark Recognition
PPE	Personal Protective Equipment
SSC	Sector Skill Council
PwD	Persons with Disabilities
ADL	Activities of Daily Living
CPR	Cardio Pulmonary Resuscitation
UV	Ultraviolet