

Facilitator Guide



Sector
Tourism and Hospitality

Sub-Sector
Hotels/Restaurant

Occupation
Food Production and Kitchen

Reference ID: THC/Q0405, Version 3.0
NSQF level 5

Demi Chef De Partie

Phone: 011-41608056/57/74

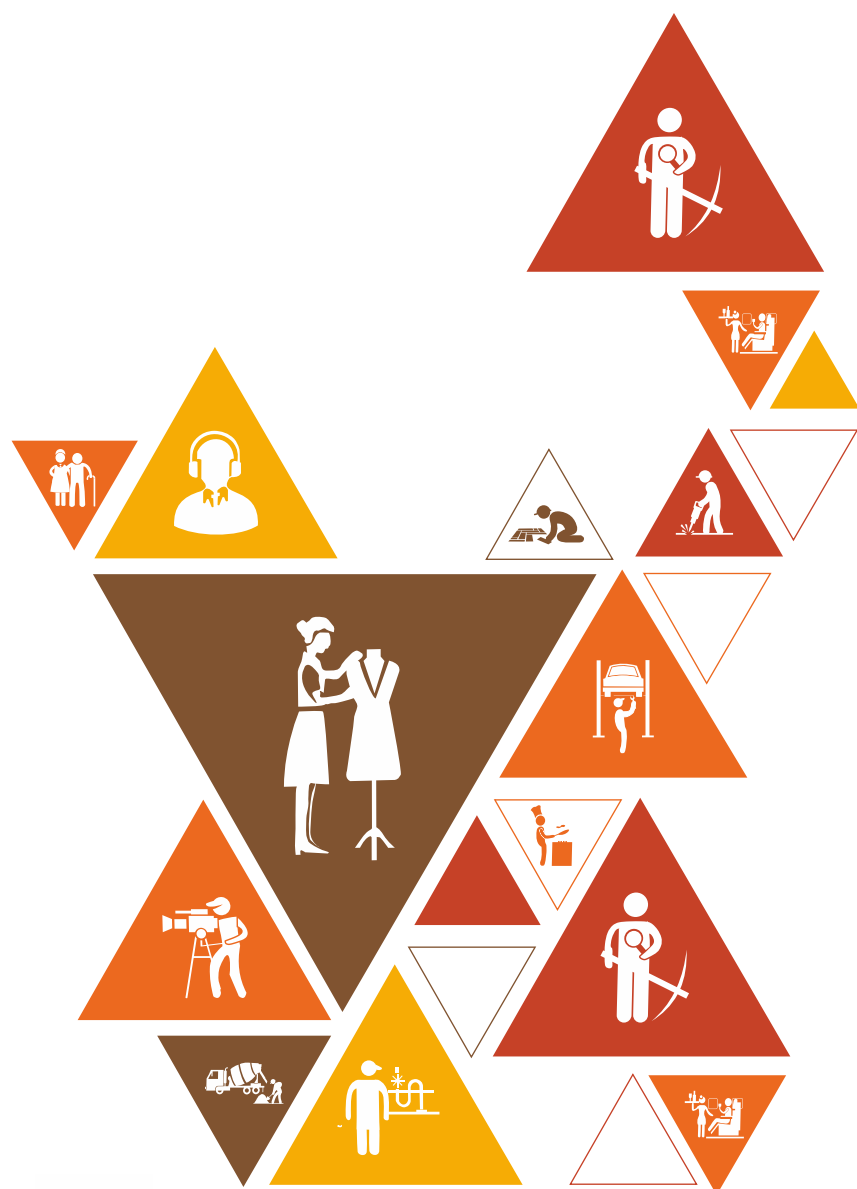
First Edition, November 2022





Shri Narendra Modi
Prime Minister of India

“ Skilling is building a better India.
If we have to move India towards
development then Skill Development
should be our mission. ”



Acknowledgement

Tourism & Hospitality Skill Council would like to express its gratitude to all the individuals and institutions who contributed in different ways towards the preparation of this “FACILITATOR GUIDE”. Without their contribution, it could not have been completed. Special thanks are extended to those who collaborated in the preparation of its different modules. Sincere appreciation is also extended to all who provided peer review for these modules.

The preparation of this manual would not have been possible without the Tourism and Hospitality Industry’s support. Industry feedback has been extremely encouraging from inception to conclusion and it is with their input that we have tried to bridge the skill gaps existing today in the Industry.

This participant manual is dedicated to aspiring youth who desire to achieve special skills which will be a lifelong asset for their future endeavors.

About this book

The Facilitator Guide is designed for the Trainers to enable training for a specific job role and enhance the quality of executing the training program. This particular Facilitator Guide is designed for enabling the training program for the job role of "Demi Chef de Partie" in the Tourism & Hospitality Sector.

This course is aligned to Qualification Pack, Demi Chef de Partie, Reference ID: THSC/Q0405

This Qualification pack is developed by Tourism & Hospitality Skill Council (THSC). This course encompasses all 4 National Occupational Standards (NOS).

Each unit starts with learning objectives, followed by relevant activities and corresponding training methodology. Upon successful completion of this course, the participant will be able to:

1. THC/N0412: Undertake food preparation activities
2. THC/N9902: Ensure effective communication and service standards at workplace
3. THC/N9910: Ensure to maintain organisational confidentiality and guest's privacy
4. THC/N9907: Monitor and maintain health, hygiene and safety at workplace
5. DGT/VSQ/N0102: Employability Skills (60 Hours)

Besides, it has been endeavored to follow the facilitator guide guidelines prescribed by the National Skill Development Corporation.

Symbols Used



Key Learning Outcomes



Elaborate



Exercise



Activity



Facilitation Notes



Unit Objectives



Demonstrate



Do



Explain



Say



Ask



Team Activity



Summary




Resources

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Bridge Module

Key Learning Outcomes

At the end of this module, the participant will be able to:

1. Outline the overview of Skill India Mission
2. Describe the Hospitality Industry
3. Define the roles and responsibilities of a Demi Chef de Partie
4. Explain the scope of work for a Demi Chef De Partie

Unit 1.1 Introduction to the Hospitality Industry

Unit Objectives

At the end of the unit, the participant will be able to:

1. Discuss the objectives and benefits of the Skill India Mission
2. Describe the tourism and hospitality industry and its sub- sectors
3. Elaborate the hierarchy of hotel of small, medium, and large establishments
4. Elaborate the job role and job opportunities for Demi Chef Partie in the tourism and hospitality industry

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record for assessment scores.

Say

- Start the class by saying, "This training program is developed to impart specific knowledge and skills relevant to the job required to be performed as a "Demi Chef de Partie", in the " Tourism & Hospitality sector."
- Talk about the Qualification Pack (QP), and National Occupational Standards (NOS).
- List the compulsory NOSs to the QP "Demi Chef de Partie".
- Say, "Before we start the program let's play a small game".

Group Activity

Objective	The purpose of this activity is to connect with the course mates
Materials required	Book (for passing)
Steps/procedure	<ul style="list-style-type: none"> • Welcome the new participants by giving your own introduction. • Make the trainees stand in a circle, close enough to the person on each side of them so that they can pass the book quickly. • Say 'Stop' when it is least expected. At that time, the trainee holding the book introduces himself/herself while saying his/her name and a little additional information such as favorite hobbies, the place they like, etc. • The winner of the game should stand and introduce himself/herself at the end of the game. • At last, thank the participants for their participation.
Conclusion / what has been achieved	This activity helps the participants to know each other and also allows them to feel comfortable.

Say

- "I hope you all liked this small activity/game."
- "In today's session, we will learn about the objectives and benefits of the Skill India Mission, the tourism and hospitality industry and its sub-sectors, and the hierarchy of hotel of small, medium, and large establishments."
- "Further, we will discuss the job role and job opportunities for Demi Chef Partie in the tourism and hospitality industry."

Explain

- Explain the skill mission India with benefits & features of Skill India Mission with the help of Fig.1.1 given in the Participant Handbook.
- Explain various objectives of skill mission India with the help of Fig.1.2 given in the Participant Handbook.
- Explain the several sub-schemes of skill mission India with the help of Table. 1.1 given in the Participant Handbook.
- Explain the different programs of other skilled sources.

Ask

- What is the purpose of the Pradhan Mantri Kaushal Vikas Yojana (PMKVY)?
- What is the full form of MSME?

Elaborate

- Elaborate on the following topics:
 - Tourism and hospitality industry and its sub-sectors
 - Classification of Hotels (Fig.1.3)
 - Facilities Management
 - Classification of Restaurant (Fig.1.5)
 - Various Categories of Travel & Tourism (Fig. 1.6)
 - Hotel and Other Departments Hierarchy of Small, Medium, and Large Establishment (Fig. 1.7 and Fig.1.8)
 - Duties and Responsibilities of Demi Chef de Partie De (Fig. 1.9 and Fig. 1.10)

Ask

- Can you name any two top international hotels in India?
- What do you understand by soft services in facility management?
- How much is the Indian tourism industry predicted to rise by 2029?
- What is an essential component of the tourism and hospitality industries?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Then, encourage them to ask questions.
- Answer their queries.

Exercise

1. Instruct the trainees to open their Participant Handbook and complete the exercise given in unit1.1.
2. Ensure that the participants have opened the correct page for the activity.
3. Give them 20 minutes to complete the exercise.
4. Exercise Hints:
 - o Answers to Question I.
 1. 3
 2. 2023
 3. 35 trillion
 4. Bed and breakfast hotel
 5. Cook and serve food from the restaurant's menu
 - o Answer t Question II.
 1. Facilities Management
 2. National Skill Development Mission
 3. 6.7% and 9.2%
 - o Answers to Question III
 1. True
 2. False
 3. False
 4. True

Unit 1.2 Introduction to the Job Role of Demi Chef De Partie

Unit Objectives

At the end of the unit, the participant will be able to:

1. Explain different types of cuisines available in the country and across the world
2. Elaborate the basic terms used in the kitchen department
3. Elaborate grooming standards required for Demi Chef De Partie

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record for assessment scores.

Do

- Begin the session with a brief recapitulation of the previous session.

Say

- “In the last unit, we gained an understanding of the objectives and benefits of the Skill India Mission”.
- “In today’s session, we will understand the different types of cuisines available in the country and across the world.”
- “Also, we will learn various basic terms used in the kitchen department and grooming standards required for Demi Chef De Partie.”
- “The world has a diverse range of regional cuisines. French, Thai, Italian, and Chinese cuisines are among the most well-known in the world. Restaurants featuring Moroccan, Lebanese, Vietnamese, and Hungarian cuisines are also prevalent in metropolitan cities. Certain culinary techniques, local products, and spice combinations are used in many cuisines.”

Explain

- Explain the various types of cuisines available in the country and across the world with the help of Table 1.2 given in the Participant Handbook.
- Explain different types of cuisine across the world with the help of Table 1.3 given in the Participant Handbook.
- Explain the basic terms used in the kitchen department with the help of Fig. 1.11 given in the Participant Handbook.
- Explain various grooming standards for Demi Chef De Partie with the help of Table 1.4 given in the Participant Handbook.

Ask

- List down any two international cuisines across the world.
- What do you understand by the term 'al dente'?
- Can you name any two grooming standards required for the role of Demi Chef de Partie?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Then, encourage them to ask questions.
- Answer their queries.

Exercise

- Instruct the trainees to open their Participant Handbook and complete the exercise given in unit1.2.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
 - o Answers to Question I.
 1. Chole Bathure
 2. Sushi
 3. Nail
 4. Industry expectation
 - o Answers to Question II.
 1. Indian cuisine
 2. Sanitation and Personal Hygiene
 3. South Indian cuisine
 4. Maître d'hôtel
 - o Answers to Question III.
 1. True
 2. False
 3. True
 4. False

Scan the QR Code to watch the related video



[Skill India Mission](#)



[Hospitality and
Tourism industry](#)



[Different sectors of the
tourism and hospitality industry](#)

2. Prepare for the Kitchen Activities

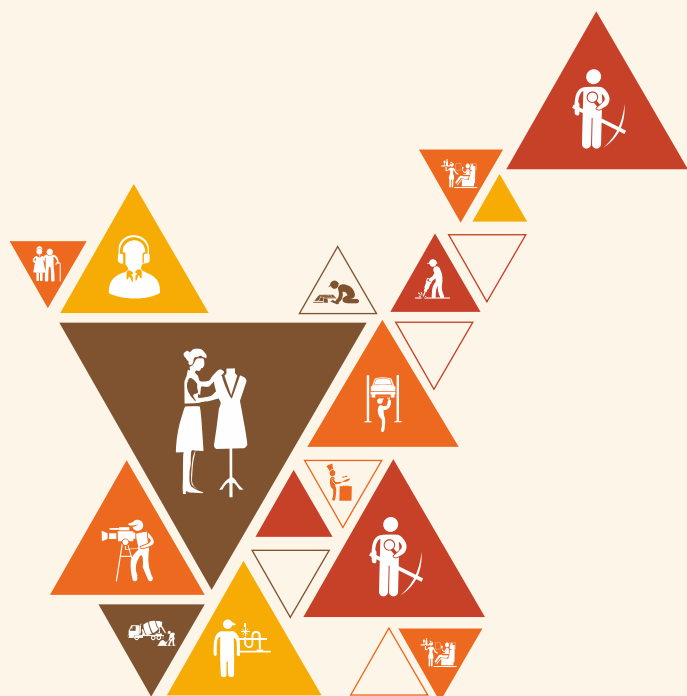
Unit 2.1 - Supervisor's Instructions for Day's Work

Unit 2.2 - Work Area Organization

Unit 2.3 - Kitchen Tools, Appliances and Equipment

Unit 2.4 - Co-ordinate with Other Departments

Unit 2.5 - Quality and Safety Standards



Key Learning Outcomes

At the end of this module, the participant will be able to:

1. Describe the procedure to organize the assigned work area and ensure its cleanliness as well as hygiene
2. Apply appropriate practices to ensure mise - en - place for food preparation is completed
3. Explain the procedure to check the quality of the ingredients and food items
4. Describe the methods to assist the Chef De Partie while planning menus and stock rotation
5. 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

Unit 2.1 Supervisor's Instructions for Day's Work

Unit Objectives

At the end of the unit, the participant will be able to:

1. Explain the importance of obtaining the instructions for the day's work from Commis Chef or Sous Chef

Resources to be Used

- Available objects such as white board, marker pens, duster, PPE.
- PC with LCD Projector or Flip Chart
- Participant Handbook

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record for assessment scores.

Do

- Begin the session with a brief recapitulation of the previous session.

Say

- "In today's session, we will understand the importance of obtaining the instructions for the day's work from Commis Chef or Sous Chef."
- Start the session by saying, "A Sous Chef is primarily responsible for monitoring and supervising the performance of other chefs under their control. They play a significant role, as their work instructions are critically important for the smooth operations of the kitchen. The Sous Chef's instructions help the other chefs to meet their deadlines and improve their daily progress in their work."

Explain

- Explain the importance and procedure for obtaining the instructions for the day's work from Commis Chef or Sous Chef with the help of Fig.2.1 given in the Participant Handbook.
- Explain the tips and instructions to complete the daily tasks with the help of Fig.2.2 given in the Participant Handbook.
- Explain importance and procedure of reporting faulty appliances/tools, and equipment with the help of Fig. 2.3 and Fig. 2.4 given in the Participant Handbook.
- Explain various instructions to be given for different tasks to the Commis chefs with the help of Fig. 2.5 given in the Participant Handbook.

Ask

- Who is Sous chef?
- Can you list few instructions related to the daily tasks by the demi chef de partie?
- Why it is important to report faulty appliances on time to the supervisor?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.

Unit 2.2 Work Area Organization

Unit Objectives

At the end of the unit, the participant will be able to:

1. Discuss the importance of organizing the assigned workstation as well as maintaining cleanliness and hygiene in the kitchen, assigned work area, etc

Resources to be Used

- Available objects such as white board, marker pens, duster
- PC with LCD Projector or Flip Chart
- Participant Manual

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record of assessment scores.

Do

- Begin the session with a brief recapitulation of the previous session.

Say

- “In the last unit, we gained an understanding of the importance of obtaining the instructions for the day’s work from Commis Chef or Sous Chef.”
- “In today’s session, we will discuss the importance of organizing the assigned workstation as well as maintaining cleanliness and hygiene in the kitchen, assigned work area, etc.”
- Start the session by saying, “It is important to keep the workplace clean and hygienic in order to prevent foodborne diseases. Food can become contaminated by bacteria that have grown on dirty surfaces. Just because a work surface looks clean does not mean that it is clean and hygienic. Always be sure to clean and sanitize the workspace before beginning to prepare food.”

Explain

- Explain the importance of cleanliness and hygiene and causes of food contamination with the help of Fig.2.6 given in the Participant Handbook.
- Explain the types of food contamination with the help of Fig.2.7 given in the Participant Handbook.
- Explain the importance of personal hygiene and hygiene rules for food workers with the help of Fig. 2.11 given in the Participant Handbook.
- Explain the sources of microbial contamination to understand why employees require proper personal hygiene.
- Explain importance of organized kitchen.

Demonstrate

- Demonstrate types of food contamination with the help of YouTube link <https://www.youtube.com/watch?v=oBXoL2NeOtM>

Ask

- Can anyone list the benefits of well-organized kitchen?
- How can you prevent chemical contamination?
- What is biological contamination?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.

Exercise

- Instruct the trainees to open their Participant Handbook and complete the exercise given in unit 2.2.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
 - o Answers the following questions I:
 1. Hair
 2. Bacteria
 3. Pesticide
 - o Answers the following questions II:
 1. Food
 2. Physical
 3. jewellery
 - o Answers the following questions III:
 1. False
 2. True

Unit 2.3 Kitchen Tools, Appliances and Equipment

Unit Objectives

At the end of the unit, the participant will be able to:

1. Elaborate various kitchenware required in the kitchen with their uses
2. Describe the operational and maintenance procedures of various kitchen tools, appliances and equipment along with their functions

Resources to be Used

- Available objects such as white board, marker pens, duster
- PC with LCD Projector or Flip Chart
- Participant Manual

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record for assessment scores.

Do

- Recap the previous session and clarify the doubts if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary.

Say

- “In the last unit, we gained an understanding of importance of organizing the assigned workstation as well as maintaining cleanliness and hygiene in the kitchen, assigned work area, etc.”.
- “In today’s session, we will understand various kitchenware required in the kitchen with their uses and the operational and maintenance procedures of various kitchen tools, appliances and equipment along with their functions.”

Explain

- Explain the various kitchenware required in the kitchen and their uses.
- Explain the benefits of proper maintenance of kitchen tools and equipment.
- Explain the maintenance practices for various equipment.

Demonstrate

- Demonstrate various kitchenware required in the kitchen with the help of YouTube link <https://www.youtube.com/watch?v=ZBeck5Fy3u4>

Elaborate

- Elaborate the following topics –
 - Maintenance checklist for freezer and refrigerators (Fig 2.37)
 - Maintenance checklist for stove ranges (Fig. 2.38)
 - Maintenance checklist for sinks and dishwashers (Fig. 2.39)
 - Maintenance checklist for fryers (Fig. 2.40)
 - Maintenance checklist for grills and griddles (Fig. 2.41)
 - Maintenance checklist for storage spaces (Fig. 2.42)
 - Maintenance checklist for kitchen floor (Fig. 2.43)

Ask

- List down any three benefits of proper maintenance of kitchen tools and equipment.
- What is the use dish warmer?
- What is skillet?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the main points.
- Ask participants if they have any doubts.
- Establish trustworthiness with the participants.
- Answer their queries satisfactorily.

Exercise

- Instruct the trainees to open their Participant Handbook and complete the exercise given in unit 2.3.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
 - o Answers the following questions I:
 1. Griddle
 2. Deep Fryer
 3. Dish Washer
 4. Mixer
 5. Kettle
 - o Answers the following questions II:
 1. Deep frying
 2. Strainer
 3. Peeler
 - o Answers the following questions III:
 1. False
 2. True

Unit 2.4 Co-ordinate with Other Departments

Unit Objectives

At the end of the unit, the participant will be able to:

1. Discuss the importance of reporting the Head Chef about any faulty kitchen equipment/appliances
2. Explain the standard communication procedure with F & B service staff and its importance

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record for assessment scores.

Do

- Recap the previous session and clarify the doubts if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary.

Say

- “In the last unit, we have covered various kitchenware required in the kitchen with their uses and the operational and maintenance procedures of various kitchen tools, appliances and equipment along with their functions.”
- “Now, we will try to understand the importance of reporting the Head Chef about any faulty kitchen equipment/appliances.”
- “Further, we will discuss standard communication procedure with F & B service staff and its importance.”
- “It is important to report immediately about faulty equipment or appliances to the head chef in order to lower the risk of major breakdown. Avoid attempting to “fix” the faulty equipment on your own or call a professional if you believe something is broken. Unintentionally causing more significant harm could be quite costly to fix.”

Explain

- Explain the importance of reporting and how to fill the sample equipment fault report with the help of Fig. 2.44 given in the Participant Handbook.
- Explain importance of standard communication procedure with F&B service department.

Activity

Objective	The purpose of this activity is to understand how to fill the sample equipment fault report.
Materials required	Pen and paper
Steps/procedure	<ul style="list-style-type: none"> • This is a skill practice activity. • Ask the participants to use the sample equipment fault report form which is available in the Participant Handbook (Fig.2.44). • Provide the equipment details to the students. • Give 5-10 minutes to complete the activity. • Ask the participants to show their answers to the class.
Conclusion / what has been achieved	This activity will help them to learn how to report equipment failure in the hospitality sector.

Ask

- What do you understand by intra relation communication?
- What is the function of kitchen stewarding area?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Summarize

- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise

- Instruct the trainees to open their Participant Handbook and complete the exercise given in unit 2.4.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
 - o Answers the following questions I:
 1. Equipment fault report form
 2. Engineering
 3. Human resource

Unit 2.5 Quality and Safety Standards

Unit Objectives

At the end of the unit, the participant will be able to:

1. Describe the parameters to check the quality of the ingredients to be used for food preparation
2. Elaborate the procedures of planning the menus, stock rotation, and orders
3. Discuss Food hygiene, quality, and safety standards and guideline as stipulated by FSSAI and HACCP

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record for assessment scores.

Do

- Recap the previous session and clarify the doubts if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary.

Say

- “In the last unit, we have covered the importance of reporting the Head Chef about any faulty kitchen equipment/appliances.”
- “Today we will discuss quality and safety standards for food ingredients and procedure for planning menus, stock rotation and orders.”
- “Food safety is a fundamental standard that determines the quality of food found at any point in the food chain. "Food safety" denotes the absence of pollutants, adulterants, naturally occurring toxins, germs, diseases, etc., or any other substance that could cause food to be harmful to health in either an immediate or long-term manner.”
- “Let’s Discuss in detail.”

Explain

- Explain the importance of food safety and basic food quality parameters with the help of Fig. 2.45 given in the Participant Handbook.
- Explain the quality parameters for different food products with the help of Table 2.1 given in the Participant Handbook.
- Explain the concept of menu and order planning and different types of menus with the help of Fig. 2.46 to 2.52 given in the Participant Handbook.
- Explain the various key points need to be considered while planning menu for a restaurant.
- Explain different types of stock rotation methods.
- Explain the importance of food hygiene and FSSAI safety standards guidelines and its functions.

Elaborate

- Elaborate the following topics:
 - FSSAI Act 2006
 - HACCP Safety Standards and Guidelines and its principles (Fig. 2.57)

Demonstrate

- Demonstrate HACCP and its types with the help of YouTube link
<https://www.youtube.com/watch?v=3xLHjXA1Sxw>

Ask



- Ask participants if they have any doubts and encourage them to ask questions.
- Ask if any of the other participants can answer the questions.

Notes for Facilitation



- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Summarize



- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise



- Instruct the trainees to open their Participant Handbook and complete the exercise given in unit 2.5.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
 - o Answers the following questions I:
 1. Table d hotel Menu
 2. Single-use Menu
 3. De jour Menu
 4. Food Safety and Standards Authority of India
 - o Answers the following questions II:
 1. True
 2. False
 3. True

Scan the QR Code to watch the related video



[Kitchen tools and types of equipment](#)

THC/N0412

Key Learning Outcomes

At the end of this module, the participant will be able to:

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

Unit 3.1 Basic Kitchen Operations

Unit Objectives

At the end of the unit, the participant will be able to:

1. Explain the significance of wearing designated uniform (like Commis apron, gloves, cap, etc.)
2. Discuss various essential ingredients required for different dishes, their characteristics and their uses
3. Discuss the units of measurements and culinary terms (like mixing, portioning, chopping, etc.) used in food preparation
4. Explain basic cooking tasks, like boiling, frying, steaming, grilling, etc
5. Elaborate the recipes of various food items, sauce, salads, etc
6. Discuss the standard storage procedure of food items/ingredients
7. Elaborate the standard procedure of presenting and serving the prepared food
8. Explain the importance of ensuring the highest standard and consistent food preparation quality is maintained
9. Discuss the ways to use the food materials effectively with zero wastage

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record for assessment scores.

Do

- Recap the previous session and clarify the doubts if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary.

Say

- “In the last unit, we have covered the importance of reporting the Head Chef about any faulty kitchen equipment/appliances and standard communication procedure with F & B service staff.”
- “Now, we will discuss basic kitchen operations in hospitality sector i.e., various essential ingredients, measurements and culinary terms, basic cooking tasks, standard storage procedure and ways to use the food materials effectively with zero wastage.”

Explain

- Explain the importance of wearing a designated uniform with the help of Fig.3.1 given in the Participant handbook.
- Explain the various components of chef uniform.
- Explain the different types of ingredients with the help of Fig. 3.3 given in the Participant Handbook.
- Explain the benefits of measurement and various measurement abbreviations with the help of Fig. 3.3 and Table 3.1 given in the Participant Handbook.
- Explain how to use conversion table with the help of Table 3.2 and 3.3 given in the Participant Handbook.
- Explain various measuring and weighing tools with the help of Fig. Table 3.4 given in the Participant Handbook.

Activity

Objective	The purpose of this activity is to help the participant understand the importance of wearing a designated uniform dress code for chef.
Materials required	2 Set of chef clothing and shoes (male and female), makeup kit
Steps/procedure	<ul style="list-style-type: none"> • Select two students as model representatives for the designated uniform dress code activity (prefer one girl and one boy). • Select two more students (one girl and one boy) as helping volunteers for the dress code activity. • Ask the helping volunteers to help their partners to get changed and ready for a designated uniform look (according to the dress code rules for 'Demi Chef De Partie' mentioned in sub-unit 3.1.2). • Assist both teams with this activity to achieve a designated uniform look. • At the end of the activity, the respective models will represent themselves in front of the class as to how to look professional on the job.
Conclusion / what has been achieved	This activity will help them to achieve a professionally designated uniform look in their job role.

Ask

- List any three food ingredients used in the hotel kitchen.
- What are the essential components of chef uniform?

Elaborate

- Elaborate the following topics –
 - Measuring Tips
 - Culinary Terms (Table 3.5)
 - Various Cooking Methods (Fig. 3.12)
- Elaborate recipes for following food items –
 - Sauce – types, preparation, ingredients etc.
 - Salad – components, types, ingredients, recipe etc.

Group Activity

Objective	The purpose of this activity is to revise the session.
Materials required	Pen and paper
Steps/procedure	<ul style="list-style-type: none"> • This is a skill practice activity. • Divide the whole class into 2 groups. • Each group will be given two different topics, on which they have to provide a broad explanation. • The first group will be writing about the various cooking methods. • The second group will be writing about the different types of ingredients used in the kitchen. • The group, which can present their answers in the best way, within 20 minutes, will be awarded appreciation and accolades.
Conclusion / what has been achieved	This activity will assist participants to gain knowledge of the various cooking ingredients and cooking methods used in the kitchen.

Explain

- Explain standard storage procedure of food items and importance proper storage with the help of Fig. 3.22 given in the Participant Handbook.
- Explain the standard procedure for presenting and serving the food with the help of Fig. 3.23.
- Explain the standard cutlery etiquettes with the help of Table 3.7 given in the Participant Handbook.
- Explain the basic precautions to be taken while serving staff at workstation.
- Explain the importance of food quality standard in hospitality sector.
- Explain the concept and common practices for zero waste cooking with the help of Fig. 3.25 given in the Participant Handbook.

Ask

- What is zero waste cooking?
- What is the importance of proper storage of food ingredient?

Demonstrate



- Demonstrate cutlery etiquettes with the help of YouTube link –
<https://www.youtube.com/watch?v=Es9Y47-L-MQ>
<https://www.youtube.com/watch?v=ea8RNifgAJw>

Notes for Facilitation



- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Summarize



- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise



- Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 3.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
 - o Answers the following questions I:
 1. Whip
 2. Roast
 3. Poaching
 4. Steaming
 5. Braising
 - o Answers the following questions II:
 1. Ingredient
 2. Thickening Agents
 3. Raising Agents
 4. Tbsp

o Answers the following questions III:

1. Measuring spoons
2. Dry measure cup
3. Weighing scale
4. Liquid measure cup

Scan the QR Code to watch the related video

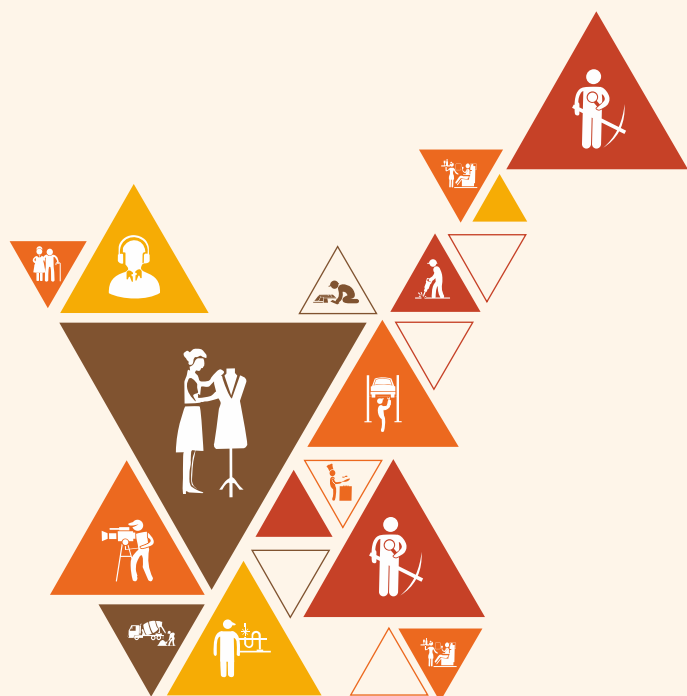


[Cooking methods](#)

4. Provide Guidance to the Commis Chefs

Unit 4.1 - Train and Guide the Commis Chefs

Unit 4.2 - Performance Report of the Commis Chefs



Key Learning Outcomes

At the end of this module, the participant will be able to:

1. Describe the procedure to train and guide the Commis Chefs
2. Prepare performance report of the Commis Chefs

Unit 4.1 Train and Guide the Commis Chef

Unit Objectives

At the end of the unit, the participant will be able to:

1. Discuss the importance of communicating and coordinating with Commis Chefs while preparing the food
2. Elaborate the standard procedure to train and groom the Commis Chefs
3. Discuss the methods of supervising the Commis Chefs while operating the Kitchen
4. Explain the importance of ensuring that the Commis Chefs comply with the food hygiene policies

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record for assessment scores.

Do

- Recap the previous session and clarify the doubts if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary.

Say

- “In the last unit, we discussed about the basic kitchen operations in hospitality sector i.e., various essential ingredients, measurements and culinary terms, basic cooking tasks, standard storage procedure and ways to use the food materials effectively with zero wastage.”
- “Now, we will discuss importance of communicating and coordinating with Commis Chefs while preparing the food and standard procedure to train and groom the Commis chef.”
- “Later, we will also discuss the methods of supervising the importance of ensuring the Commis chef comply with the food hygiene policies.”

Explain

- Explain the importance and aspects of communicating and coordinating with Commis chefs and basic tips with the help of Fig.4.1 and Fig. 4.2 given in the Participant handbook.
- Explain the standard procedure to train and groom Commis chef.
- Explain the basic operations to be supervised by demi chef de partie with Commis chef with the help of Fig. 4.5 given in the Participant Handbook.
- Explain the importance of ensuring that the Commis chefs comply with the food hygiene policies with the help of Fig. 4.6 given in the Participant Handbook.
- Explain the good hygiene practices to be followed at the workplace with the help of Fig. 4.7 Participant Handbook.

Ask

- List any three aspects of communication for coordinating with the Commis Chef.
- What is the importance of following food hygiene policies?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Summarize

- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise

- Instruct the trainees to open their Participant Handbook and complete the exercise given in unit 4.1.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
 - o Answers the following questions I:
 1. False
 2. True
 3. False
 4. True
 - o Answers the following questions II:
 1. Avoid yelling and shouting at the team and choose words carefully
 2. Ensure timely clearance of garbage
 3. If a cook is taking longer to prepare a part of the dish, then other members should be asked to immediately assist to prevent any bottlenecks or delays that may affect the further processes

Unit 4.2 Performance Report of the Commis Chefs

Unit Objectives

At the end of the unit, the participant will be able to:

1. Discuss the standard procedure of report the performance of commis chefs to Chef De Partie or Sous Chef

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record for assessment scores.

Do

- Recap the previous session and clarify the doubts if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary.

Say

- "Today, we will discuss standard procedure for reporting the performance of Commis chefs to Chef De Partie or Sous Chef."
- "Let's discuss in detail."

Explain

- Explain the employee evaluation and performance reporting of Commis chef to Chef de Partie with the help of Fig.4.8 given in the Participant handbook.
- Explain the sample format of Commis chef performance report form with the help of Fig. 4.9 given in the Participant Handbook.

Activity

Objective	The purpose of this activity is to understand how to fill the sample of Commis chef performance report form.
Materials required	Pen and paper
Steps/procedure	<ul style="list-style-type: none"> • This is a skill practice activity. • Ask the participants to use the Commis chef performance report format which is available in the Participant Handbook (Fig.4.9). • Provide the equipment details to the students. • Give 5-10 minutes to complete the activity. • Ask the participants to show their answers to the class.
Conclusion / what has been achieved	This activity will help them to learn how to report the performance of Commis Chef to the Chef de Partie.

Ask

- What do you understand by employee evaluation?
- Ask if any of the other participants can answer the questions.

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Summarize

- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise

- Instruct the trainees to open their Participant Handbook and complete the exercise given in unit 4.2.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
 - o Answers the following questions I:
 1. True
 2. False
 3. True
 - o Answers the following questions II:
 1. 2-way communication
 2. Food hygiene
 3. Employee evaluation

Scan the QR Code to watch the related video



[Commis 1 Duties and Responsibilities](#)

THC/N0412

Key Learning Outcomes

At the end of this module, the participant will be able to:

1. Explain the methods to manage and rotate the stock level
2. Describe the process of monitoring and ordering the required supplies
3. Prepare the discrepancy report

Unit 5.1 Inventory Management

Unit Objectives

At the end of the unit, the participant will be able to:

1. Discuss the parameters to check the quantity and quality of delivered goods against the invoice
2. Elaborate the procedures of stock management and stock rotation
3. Discuss the importance of labelling ingredients and food products
4. Elaborate the procedure and environment to store the ingredients and food items
5. Explain the importance of informing the Chefs about excess or depleted food items and supplies
6. Describe the methods of monitoring and ordering required supplies
7. Discuss the significance of ensuring adequate food par stocks, for the efficient operation of the kitchen and business continuity

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record for assessment scores.

Do

- Recap the previous session and clarify the doubts if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary.

Say

- “In the last session we gained an understanding related to the standard procedure for reporting the performance of Commis chefs to Chef De Partie or Sous Chef.”
- “Today we will discuss inventory management in detail.”

Elaborate

- Elaborate the following topics:
 - Good inspection
 - Perishable and Non-perishable foods and its inspection guidelines
 - Stock Management
 - Common restaurant inventory terms
 - Importance of Labelling
 - Methods to minimize waste in the commercial kitchen

Explain

- Explain the meaning of inventory shortage and tips to avoid it.
- Explain the methods of monitoring and ordering required supplies.
- Explain the concept of Par inventory.

Ask

- Can you list any three examples of perishable goods?
- What do you understand by the term ‘Sitting inventory’?
- How can you monitor inventory stock?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Summarize

- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise

- Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 5.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
 - o Answers the following questions I:
 1. Meat
 2. Sugar
 3. Meat
 4. Sugar
 5. Sitting inventory
 6. Periodic Automatic Replacement
 - o Answers the following questions II:
 1. Good inspection
 2. Stock management
 3. Shelf to sheet
 4. Periodic Automatic Replacement (PAR)
 - o Answers the following questions III:
 1. False
 2. True

Scan the QR Code to watch the related video



[Assist in Monitoring Stock of the Inventory](#)

THC/N9902

Key Learning Outcomes

At the end of this module, the participant will be able to:

1. Apply appropriate practices to communicate effectively with guests, team members, and superiors
2. Describe the ways to promote professional etiquette
3. Employ appropriate practices to ensure sensitization towards different age groups, gender and persons with disabilities

Unit 6.1 Promote Effective Communication

Unit Objectives

At the end of the unit, the participant will be able to:

1. Discuss the importance of professionalism, etiquette and ethical behaviour at the workplace
2. Discuss the importance of effective communication
3. Outline the procedure and policy of handling complaints and feedback constructively
4. Discuss different ways to enhance guest experience
5. Discuss the importance of timely submission of guests' feedback

Resources to be Used

- Available objects such as white board, marker pens, duster
- PC with LCD Projector or Flip Chart
- Participant Manual

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record for assessment scores.

Do

- Recap the previous session and clarify the doubts if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary.

Say



- “In the last unit, we gained an understanding of parameters to check the quantity and quality of delivered goods against the invoice, the procedures of stock management and stock rotation, and the importance of labelling ingredients and food products”.
- “In today’s session, we will understand the importance of effective communication.”
- Start the session by saying, “Communication is the process of exchanging information, and communicating effectively is very important in the workplace”.
- “It is essential for all the employees in the hospitality sector to effectively communicate with each other to conduct fundamental tasks and fulfill their duties.”

Explain



- Explain effective communication and its importance with the help of Fig.6.1 given in the Participant Handbook.
- Explain the process and elements of communication with the help of (Fig 6.2) given in the Participant Handbook.
- Explain the barriers to communication with the help of Table6.1 given in the Participant Handbook.
- Explain the significance of effective communication with team members and staff with the help of Fig.6.3 given in the Participant Handbook

Group Activity



Objective	The purpose of this activity is to help the trainees understand the need for effective communication
Materials required	Paper, Pen
Steps/procedure	<ul style="list-style-type: none"> • Divide the class into teams of 4 or 5. • Participants in each team should sit in a circle, facing each other. • A member from each team is given the folded sheet with a message written on it. • The member with the sheet is asked to whisper and pass the message written on the sheet into the person's ear on their right. • This process is repeated, and the last person in the circle has to write down what he has heard on the blank piece of paper, fold it and hold on to it. • At the end of the activity, the last person will say it out loud, and the final message is compared to the original.

Conclusion / what has been achieved

This activity will highlight how communication can be distorted, or some elements can be lost in the process of communication.

Ask

- What is the communication process and what are its components?
- List down the different types of communication barriers.
- Who is the person who sent the message?
- What is the primary element of communication?
- How can feedback be written down as?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Elaborate

- Elaborate on the following topics:
 - Different types of hospitality industry communication with the help of (Fig.6.4 given in the Participant Handbook.)
 - Organizational communication policies and guidelines
 - Benefits and primary forms of communication
 - Communication through gestures and expression with the help of (Fig.6.5 given in the Participant Handbook.)
 - General rules and guidelines for speaking with visitors and co-workers

Demonstrate

- Demonstrate the posture and gesture through communication with the help of the YouTube link- <https://www.youtube.com/watch?v=LTKWK95CeFs>

Ask

- What does the exchange of ideas, messages, or knowledge mean?
- How essential it is for the restaurant or hotel sector to find success?
- What should be followed to represent the hotel?
- Which voices don't seem at all welcoming?
- Name the two forms of nonverbal communication.

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Explain

- Explain the importance of work ethics and workplace etiquette.
- Explain the professional code of ethics and workplace etiquette with the help of Fig 6.6 and Fig.6.7 given in the Participant Handbook.
- Explain the steps to handle guest complaints and appropriate ways for apologizing to guests for service issues with the help of Fig.6.8 given in the Participant Handbook.
- Explain the measures and importance of guest feedback in the hospitality sector.

Ask

- What type of feedback can a customer receive?
- What does positive feedback help to do?
- Which is one of the most common ways to obtain feedback?
- How other means of communication can be offered during the follow-up?
- Which elements affect the survey's findings?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Activity

Objective	The purpose of this activity is to understand the concept of feedback form.
Materials required	Whiteboard, Marker for scores
Steps/procedure	<ul style="list-style-type: none"> • This activity will be in the form of “Role Play”. • The trainer will ask the trainees to form pairs. • Each pair will take part in the role play. • One participant from each group will play the role of a one can be hotel staff and the other participant will play the role of a customer. • The person playing the role of the hotel staff will give the feedback form to the other participant who is playing a role of a customer and ask him/her to fill out the customer feedback form. • The facilitator will observe the participant's approach and will evaluate their performance. • If the participant makes mistake, the trainer will rectify them.
Conclusion / what has been achieved	This activity will help them to learn about the customer feedback form.

Elaborate

- Elaborate on the following topics:
 - Various ways to enhance the guest experience
 - Significance of timely submission of guests’ feedback with the help of (Table.6.2 given in the Participant Handbook.)

Ask

- What can boost the image of the company?
- Why it is important to have good food for guests in a hotel?
- What can complaints be related to in the tourism and hospitality sector?
- What is the primary experience that guests seek out while visiting restaurants?
- Which factor plays an important role while serving the food for the guests in a hotel?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the main points covered in the topic.
- Ask participants if they have any doubts.
- Establish trustworthiness with the participants.
- Answer their queries satisfactorily.

Exercise

- Instruct the trainees to open their Participant Handbook and complete the exercise given in unit 6.1.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
 - o Answers to Question I.
 1. Preparation and presentation
 2. Guest feedback
 3. Professional code

- o Answers to Question II.
 - 1. Avoid Gossip
 - 2. Maintain confidentiality of personal data and information of the guests/customers
 - 3. Follow proper dress code and personal grooming
 - 4. Psychological barriers
- o Answers to Question III.
 - 1. True
 - 2. False
 - 3. False
 - 4. True

Unit 6.2 Maintain Professional Etiquette

Unit Objectives

At the end of the unit, the participant will be able to:

1. Explain the importance of maintaining hygiene and wearing designated uniform
2. Describe various ways to handle team members
3. Discuss different ways to provide feedback to the team members

Resources to be Used

- Available objects such as white board, marker pens, duster
- PC with LCD Projector or Flip Chart
- Participant Manual

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record for assessment scores.

Do

- Recap the previous session and clarify the doubts if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary.

Say

- “In the last unit, we gained an understanding of the importance of effective communication”.
- “In today’s session, we will understand the importance of maintaining hygiene and wearing a designated uniform, and the various ways to handle team members.”

Explain

- Explain the importance of personal hygiene and wearing a designated uniform with the help of Fig.6.11 given in the Participant Handbook.
- Explain the basic components and dress code rules for demi chef de partie with the help of Fig 6.13 given in the Participant Handbook.

Activity

Objective	The purpose of this activity is to help the trainees understand the importance and rules of wearing a designated uniform dress code in the hotel.
Materials required	2 Set of formal clothing and shoes (male and female), makeup kit
Steps/procedure	<ul style="list-style-type: none"> • Select two students as model representatives for the designated uniform dress code activity (prefer one girl and one boy). • Select two more students (one girl and one boy) as helping volunteers for the dress code activity. • Ask the helping volunteers to help their partners to get changed and ready for a designated uniform look (according to the dress code rules for demi chef de partie mentioned in Fig 6.13). • Assist both teams with this activity to achieve a designated uniform look. • At the end of the activity, the respective models will represent themselves in front of the class as to how to look professional on the job.
Conclusion / what has been achieved	This activity will help them to achieve a professionally designated uniform look in their job role.

Ask

- What provides additional defense from heat, fire, and stains in a hotel?
- What is one of the most significant aspects of the hospitality industry?
- List four important components of a demi chef de partie dress code.

Elaborate

- Elaborate on the following topics:
 - Various ways to handle team members
 - Various ways to provide feedback to a team

Ask

- What is an important aspect of motivating teams?
- List down any two ways to provide feedback to the team members.
- What is an important part of a team performance review?
- Which factor plays a critical part in a team?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the main points.
- Ask participants if they have any doubts.
- Establish trustworthiness with the participants.
- Answer their queries satisfactorily.

Exercise

1. Instruct the trainees to open their Participant Handbook and complete the exercise given in unit 6.2.
2. Ensure that the participants have opened the correct page for the activity.
3. Give them 20 minutes to complete the exercise.
4. Exercise Hints:
 - o Answers to Question I.
 1. True
 2. False
 3. True
 4. False
 - o Answers to Question II.
 1. Apron
 2. Personal hygiene
 3. Smaller hats, skull caps, and bandanas as headgear
 4. Motivating teams, enhancing job quality
 - o Answers to Question III.
 1. Apron
 2. Describe the evening's specials

Unit 6.3 Specific Services as per the Guests' Requirements

Unit Objectives

At the end of the unit, the participant will be able to:

1. Explain the importance of gender and age sensitivity
2. Discuss gender and age-specific requirements of the guests
3. Discuss the specific needs of People with Disabilities
4. Discuss the standard policy to prevent Sexual harassment at workplace

Resources to be Used

- Available objects such as white board, marker pens, duster
- PC with LCD Projector or Flip Chart
- Participant Manual

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record for assessment scores.

Do

- Recap the previous session and clarify the doubts if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary.

Say

- “In the last unit, we gained an understanding importance of maintaining hygiene and wearing a designated uniform, and the various ways to handle team members”.
- “In today’s session, we will understand the importance of gender and age sensitivity, gender and age-specific requirements of the customers, and the standard policy to prevent Sexual harassment at the workplace.”

Activity

Objective	The purpose of this activity is to learn the importance of gender equality in the workplace.
Materials required	Pen, Paper
Steps/procedure	<ul style="list-style-type: none"> • This activity is in the form of a written test” • Each Trainee will be provided with blank sheets and a pen • The Trainer will read out the following question to the Trainees • What is gender equality and workplace and how that can be implemented and strengthened? • The Trainees will get 15 minutes to answer the above question • They should write the answer in the stipulated time • The Trainer will check the answers • Trainees with the best answers will be appreciated by the class.
Conclusion / what has been achieved	This activity helps the participants to implement gender equality in the workplace.

Say

- “Gender sensitivity is the process of creating awareness related to gender equality/inequality.”
- “It is a method of reducing obstacles created by discrimination and gender bias.”

Explain



- Explain the importance of gender and age sensitivity with the help of Fig.6.14 given in the Participant Handbook.
- Explain the gender and age-specific requirements of the guests.
- Explain the sensitivity for person-with-disability (PwD) and interacting and communicating with people with disabilities with the help of Fig.6.15 given in the Participant Handbook.
- Explain the gender-based issues at the workplace with the help of Fig.6.16 given in the Participant Handbook.

Activity



Objective	The purpose of this activity is to learn the importance of gender equality at the workplace.
Materials required	Pen, Paper
Steps/procedure	<ul style="list-style-type: none"> • This activity is in the form of 'a written test' • Each Trainee will be provided with blank sheets and a pen • The Trainer will read out the following question to the Participants • What is gender equality and workplace and how that can be implemented and strengthened? • The Participants will get 15 minutes to answer the above question • They should write the answer in the stipulated time • The Trainer will check the answers • Participants with the best answers will be appreciated by the class.
Conclusion / what has been achieved	This activity helps the participants to implement gender equality in the workplace.

Ask



- What are the requirements of different genders of customers?
- What is the process of creating awareness related to gender equality inequality?
- What does gender sensitivity mean?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Activity

Objective	The purpose of this activity is to learn the laws and regulations related to PWD issued by the government.
Materials required	N/A
Steps/procedure	<ul style="list-style-type: none"> • This activity is in the form of “elocution session.” • The Trainer will divide the class into 4 groups. • Each group will be assigned with one law related to PWD compliance issued by the government of India (as discussed in the unit). • The groups will come in front of the class one by one and explain the key features and advantages of the law assigned to them. • The Trainer will supervise the session. • The best group will be appreciated by the class.
Conclusion / what has been achieved	This activity helps the participants to understand the laws and regulations related to PWD compliance issued by the government of India

Elaborate

- Elaborate on the following topics:
 - Rights and duties at the workplace concerning PwD with the help of (Table.6.3 given in the Participant Handbook.)
 - Standard policy to prevent sexual harassment at the workplace
 - Factors to prevent sexual harassment with the help of (Fig.6.17 given in the Participant handbook.)

Ask

- What can a workplace issue lead to?
- List down any two rights and duties at the workplace concerning PWD.
- What should employees be informed about to report workplace issues to their reporting managers?
- How managers' supervisors should act on the report of sexual harassment?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

Summarize

- Summarize the main points.
- Ask participants if they have any doubts.
- Establish trustworthiness with the participants.
- Answer their queries satisfactorily.

Exercise

1. Instruct the trainees to open their Participant Handbook and complete the exercise given in unit 6.3.
2. Ensure that the participants have opened the correct page for the activity.
3. Give them 20 minutes to complete the exercise.
4. Exercise Hints:
 - o Answers to Question I.
 1. True
 2. False
 3. True
 4. False
 5. False

- o Answers to Question II.
 - 1. Harassment
 - 2. Gender inequality
 - 3. Disabled co-workers and employees
 - 4. Gender sensitization
- o Answers to Question III.
 - 1. Gender-sensitive policies and processes
 - 2. Establish a workplace free from sexual harassment where all employees are treated with respect, decency, and dignity
 - 3. Speak directly rather than through a companion or the sign language interpreter who may be present

Scan the QR Code to watch the related video



[Effective communication and its barriers](#)

THC/N9910

Key Learning Outcomes

At the end of this module, the participant will be able to:

1. Explain how to maintain the confidentiality of the organization
2. Describe the protocols related to the privacy of customer information

Unit 7.1 Ensure Organizational Confidentiality

Unit Objectives

At the end of the unit, the participant will be able to:

1. Explain the significance of ensuring organizational confidentiality and guest privacy in the hospitality industry
2. Discuss the Intellectual Property issues and policies affecting the organization and guest privacy

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record for assessment scores.

Do

- Recap the previous session and clarify the doubts if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary.

Say

- “In the last unit, we have covered the importance of gender and age sensitivity, gender and age-specific requirements of the customers, the specific needs of people with disabilities, and the standard policy to prevent Sexual harassment at the workplace.”
- “Now, we will try to understand the significance of ensuring organizational confidentiality and guest privacy in the hospitality industry.”
- “And also learn about the Intellectual Property issues and policies affecting the organization and guest privacy.”
- “Let’s start this session by the basics of IPR laws.”
- “Intellectual property (IP) refers to intellectual inventions that are granted a monopoly by law to specified owners. The protections provided to the authors of IP are known as intellectual property rights (IPRs). Trademarks, copyright, patents, industrial design rights, and, in certain countries, trade secrets are among them. Intellectual property laws provide for the protection of artistic creations such as music, literature, discoveries, inventions, words, phrases, symbols, and designs.”

Explain

- Explain the basics of IPR laws with the help of Fig. 7.1 given in the Participant Handbook.
- Explain the types and terms of IPR with the help of Fig. 7.2 and table 7.1 given in the Participant Handbook.
- Explain the IPR impacts and guest privacy issues with the help of Fig. 7.3 given in the Participant Handbook.
- Explain the significance of maintaining organizational confidentiality and guest’s privacy with the help of Fig. 7.4 given in the Participant Handbook.

Demonstrate

- Demonstrate what is IPR and its types with the help of YouTube link-
<https://www.youtube.com/watch?v=eudMbGz9Umc>

Ask



- What are some examples of intellectual property rights?
- What is IPR?
- List four types of IPR.
- What types of businesses support intellectual property rights?
- What do you understand by trademark?

Notes for Facilitation



- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Summarize



- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise



1. Instruct the trainees to open their Participant Handbook and complete the exercise given in unit 7.1.
2. Ensure that the participants have opened the correct page for the activity.
3. Give them 20 minutes to complete the exercise.
4. Exercise Hints:
 - o Answers to Question I.
 - a) Intellectual property (IP)
 - b) A copyright
 - c) hospitality
 - o Answers to Questions II.
 1. True
 2. False
 3. False

- o Answers to Questions III.
 1. Maintain and respect guest privacy in their individual rooms
 2. A credit card number (for transaction and reservation purposes)

Unit 7.2 Maintain Guests' Privacy

Unit Objectives

At the end of the unit, the participant will be able to:

1. Explain the procedures to protect the infringement of IPR to the concerned person
2. Discuss the usage, storage and disposal procedures of confidential information as per specification

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Do

- Recap the previous session and clarify the doubts if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary.

Say

- “In the last unit, we have covered the significance of ensuring organizational confidentiality and guest privacy in the hospitality industry and the Intellectual Property issues and policies affecting the organization and guest privacy.”
- “Now, we will try to understand the procedures to protect the infringement of IPR to the concerned person and the usage, storage and disposal procedures of confidential information as per specification.”
- “Copyright infringement is the unauthorised use of works protected by copyright law, infringing on certain exclusive rights granted to the copyright holder, such as the right to reproduce, distribute, exhibit, or perform the protected work or to create derivative works.”

Explain



- Explain the procedures to protect the infringement of IPR to the concerned person with the help of Fig.7.6 given in the Participant handbook.
- Explain the usage, storage and disposal procedures of confidential information as per Specification.

Activity



Objective	The purpose of this activity is to understand how to differentiate between the original and copied logo of a food company.
Materials required	Laptop/computer
Steps/procedure	<ul style="list-style-type: none"> • This is a skill practice activity. • Show the image of the original and copy of the logo of the food company through a presentation. • Ask the participants to recognize the original logo of the particular food company. • Ask one by one and give them 1-2 minutes to share their answers. • Appreciate the participants who give correct answers.
Conclusion / what has been achieved	This activity will help them to learn how to differentiate between the original and copied logo of a food company.

Ask



- What do you know about copyright infringement?
- What is the procedure to protect the infringement of IPR?
- What happens to the hotel if it accidentally discloses the information?
- List down some precautions that the hotel has taken to protect visitors' privacy.

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Summarize

- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise

- Instruct the trainees to open their Participant Handbook and complete the exercise given in unit 7.2.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
 - o Answers to Question I.
 1. Copyright holders
 2. credit cards
 3. violation
 4. password-secured
 - o Answers to Questions II.
 1. True
 2. False
 3. True
 - o Answers to Questions III.
 1. Fill out applications for copyrights, patents, and trademarks
 2. When it comes to intellectual property rights, avoid joint ownership

Scan the QR Code to watch the related video



[Guidelines to deal with confidentiality information](#)

THC/N9907

Key Learning Outcomes

At the end of this module, the participant will be able to:

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

Unit 8.1 Personal and Workplace Hygiene

Unit Objectives

At the end of the unit, the participant will be able to:

1. Discuss the concept and importance of personal and workplace hygiene
2. Discuss the procedure to maintain personal hygiene
3. Explain the compliance norms to ensure cleanliness and sanitization of the workplace and related equipment
4. Describe standard safety procedures to be followed while handling tools, materials, and equipment
5. Explain the importance of preventive health check-ups organized by the company

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record for assessment scores.

Do

- Recap the previous session and clarify the doubts if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary.

Say



- “In the last unit, we have covered the procedures to protect the infringement of IPR to the concerned person and the usage, storage and disposal procedures of confidential information as per specification.”
- “Now, we will try to understand the concept and importance of personal and workplace hygiene.”
- “Several behaviors are referred to as hygiene and are done to maintain health.”
- “The World Health Organization (WHO) defines hygiene as "conditions and activities that help to maintain health and prevent the spread of infections.""
- “Good cleanliness is crucial for reducing the spread of infectious diseases and assisting people in living long, healthy lives.”

Explain



- Explain the hygiene.
- Explain personal hygiene with the help of Fig.6.1 given in the Participant Handbook.
 - Hand washing and its steps (Fig.8.4 and Fig.8.5)
 - Shower hygiene and its steps (Fig.8.6)
 - Nail hygiene and its steps (Fig.8.7)
 - Methods of using sanitizer (Fig.8.8)

Activity



Objective	The purpose of this activity is to explain good hygiene practices.
Materials required	Whiteboard
Steps/procedure	<ul style="list-style-type: none"> • Ask questions on the consequences of not following good health and hygiene practices. • Name a practice and then ask what would happen if it is not followed.
Conclusion / what has been achieved	This activity will create awareness of good hygiene practices.

Ask

- What is a crucial habit that everyone should develop?
- What does a preventative health checkup help to do?
- What is an essential element of maintaining personal hygiene?
- What is the utmost importance of hand washing?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Elaborate

- Elaborate on the following topics:
 - Workplace hygiene
 - Tips and benefits of workplace hygiene with the help of (Fig.8.9 and Table.8.1 given in the Participant Handbook.)
 - Practices for cleaning and disinfecting workplace area with the help of (Fig.8.10 given in the Participant Handbook.)

Demonstrate

- Demonstrate the procedure and tools used to keep workplace clean with the help of YouTube link <https://www.youtube.com/watch?v=kosPDfgRRGA>

Ask

- What is crucial in the workplace because it leads to healthy staff?
- Which type of mask should be worn in the workplace?
- What is a crucial part of a routine cleaning schedule?
- What is the purpose of a pandemic risk management plan?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Explain

- Explain the standard safety procedure to handle tools, equipment, and hand materials with the help of Fig.8.11 and Fig.8.12 given in the Participant Handbook.
- Explain the importance of preventive health check-ups.

Ask

- What can prevent health issues or timely treatment if there is a health issue?
- What do regular health checkups help in?
- What can preventive health checkups bring to change the behavior of employees?
- What helps to manage risks and control hazards associated with non-routine work?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Summarize

- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise

- Instruct the trainees to open their Participant Handbook and complete the exercise given in unit 8.1.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
 - o Answers to Question I.
 1. True
 2. False
 3. False
 4. True
 - o Answers to Questions II.
 1. Sanitizer
 2. Personal hygiene
 3. Workplace hygiene
 4. Risks and control hazards
 - o Answers to Questions III.
 1. Keep the body in good shape
 2. To decrease the chances of getting an ingrowing toenail

Unit 8.2 Maintain a Safe and Secure Working Environment

Unit Objectives

At the end of the unit, the participant will be able to:

1. Outline the purpose and usage of various Personal Protective Equipment (PPE) required at the workplace
2. List the components of the first-aid kit
3. Describe the methods to minimize accidental risks and potential hazards in the workplace
4. List different safety warning signs and labels at the workplace
5. Explain the procedure to report an accident and other health-related issues as per SOP

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record for assessment scores.

Do

- Recap the previous session and clarify the doubts if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary.

Say



- “In the last unit, we have covered the concept and importance of personal and workplace hygiene”.
- “Now, we will try to understand the purpose and usage of various Personal Protective Equipment (PPE) required at the workplace, the components of the first-aid kit, and the different safety warning signs and labels at the workplace.”
- “One of the most important issues for every hospitality industry or hotel is concern about workplace safety. A successful outcome can boost performance across the board and lead to expansion.”

Explain



- Explain the measures and rules of health and safety at the workplace with the help of Fig.8.13. given in the Participant Handbook.
- Explain the potential hazards and risks at the workplace and their causes with the help of Fig.8.14 given in the Participant handbook.
- Explain the purpose and usage of various PPE at the workplace with the help of (Table.8.2) given in the Participant Handbook.
- Explain the importance and components of the first-aid kit with the help of Fig.8.15 given in the Participant Handbook.

Activity



Objective	The purpose of this activity is to learn about hazards and risks and their importance in the workplace.
Materials required	Hazard and risks signage chart
Steps/procedure	<ol style="list-style-type: none"> 1. Divide the participants into groups of 4-5. 2. Ask the students to assemble. 3. Explain the hazard and the types of hazards. 4. Show the hazard and risks signage chart to trainees and tell them to identify hazard signage one by one. 5. Call each student one by one and ask him/her to identify the name of the hazard sign showing on the chart. 6. The Facilitator will sum up the activity within 20 minutes.
Conclusion / what has been achieved	This activity will help them to identify different hazards and risks placed at their workplace.

Ask

- How to avoid slips, falls, etc. in the kitchen by using several types of matting?
- What do anti-fatigue mats contribute to?
- Why risk management approach is important?
- What do the risk management practices and defined standards do?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Elaborate

- Elaborate on the following topics:
 - Administering the first aid kit
 - Safety warning signs at the workplace with the help of (Table.8.3 given in the Participant Handbook.)
 - Methods to minimize the accidental risks and potential hazards at the workplace with the help of (Fig.8.16 and Fig.8.17 given in the Participant Handbook.)
 - Fire safety and its dos and don'ts to prevent fire with the help of (Table.8.4)

Group Activity

Objective	The purpose of this activity is to learn the concept of first aid and medical assistance.
Materials required	Whiteboard, Marker for scores
Steps/procedure	<ul style="list-style-type: none"> • This activity will be in the form of “Role Play”. • The trainer will ask the trainees to form pairs. • Each pair will take part in the role play. • In the first round, one participant from each group will play the role of an injured worker and the other participant will help him/ her with medical assistance. • The person playing the role of the medical assistant will follow the proper procedure of summoning medical help and applying first aid. He/ she should document the incident and prepare a report to produce to the supervisor. • In the next round, the roles of the participants will be swapped. • The participant who played the patient will become an employee who will provide medical assistance. • The other set of participants will become the injured in need of medical assistances.
Conclusion / what has been achieved	This activity helps the participants to perform first-aid and medical assistance during emergency situations.

Ask

- What is the help provided to a person who has sustained an unanticipated sickness or injury to preserve life?
- What must be taken to avoid risks and mishaps when using tools and equipment at work?
- What can cause a worker discomfort, injury, and even death as a result?
- What are employees exposed to when working with machinery, tools, and equipment?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Explain



- Explain the types of fire and the types of fire extinguishers with the help of Fig.8.18, Fig.8.19, and Fig.8.20 given in the Participant Handbook.
- Explain the steps of emergency procedures in case of accidents at the workplace with the help of Table.8.5 given in the Participant Handbook.
- Explain the procedure to report an accident.

Activity



Objective	The purpose of this activity is to understand how a fire extinguisher works.
Materials required	Fire extinguisher, PPE
Steps/procedure	<ol style="list-style-type: none"> 1. This is a class practical activity. 2. Divide the participants into groups of 4-5. 3. Provide each group of participants with a body suit (PPE) one by one. 4. Explain the working of a fire extinguisher and the safety measures and guild lines to be followed by using a fire extinguisher. 5. Demonstrate the different types of extinguishers classified by the types of fires (green, red, blue, orange, black). 6. Ask each group to come forward one by one and perform the practice. 7. Support them in using a fire extinguisher properly. 8. Go around and make sure they are doing it properly. 9. Each team had to demonstrate the use of fire extinguishers one by one. 10. After this, the facilitator will sum up the activity by summarizing the fire extinguisher and how to use an extinguisher.
Conclusion / what has been achieved	This activity will help them to learn about the use of fire extinguishers.

Ask



- Which factor lowers the possibility of injuries and structural damage that can result from flames?
- What is not only mandated by law but critical to everyone who may be present in the workplace during a fire emergency?
- Which types of fires are unusual?
- What is the Ambulance Emergency number in India?

Notes for Facilitation



- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Elaborate



- Elaborate on the following topics:
 - Common accidents, health issues, and emergency scenarios encountered at hotels and steps to deal and handling the situation
 - The standard procedure to report an incident with the help of (Fig.8.21 given in the Participant Handbook.)

Activity



Objective	The purpose of this activity is to understand how to fill sample incident report of the hotel.
Materials required	Pen and paper
Steps/procedure	<ul style="list-style-type: none"> • This is a skill practice activity. • The facilitator needs to provide a case study or victim/incident information to the students for filling out the sample report and complete the activity. • Ask the participants to use the sample template to document the servicing and repairing record which is available in the Participant Handbook (Fig8.22). • Give 5-10 minutes to complete the activity. • Ask the participants to show their answers to the class.

Conclusion / what has been achieved

This activity will help them to learn how to fill out sample incident report.

Ask



- What is the essential component of any organization's health and safety protocols?
- Who must follow an incident reporting deadline in the overall safety management protocols?
- What is a report that includes the time, room number, and other facts about a guest's death?

Notes for Facilitation



- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Summarize



- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise



- Instruct the trainees to open their Participant Handbook and complete the exercise given in unit 8.2.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
 - o Answers to Question I.
 1. True
 2. False
 3. False

- o Answers to Questions II.
 1. Wound and flow of the blood
 2. Fire safety
 3. Water over it
- o Answers to Questions III.
 1. Physical hazards
 2. Four
 3. PASS

Unit 8.3 Effective Waste Management

Unit Objectives

At the end of the unit, the participant will be able to:

1. Discuss ways to identify and segregate different types of waste at the workplace

Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

Say

- “In the last unit, we have covered the purpose and usage of various Personal Protective Equipment (PPE) required at the workplace, the components of the first-aid kit, and the different safety warning signs and labels at the workplace”.
- “Now, we will try to understand the ways to identify and segregate different types of waste at the workplace.”
- “The activities and actions necessary to manage trash from its conception through its disposal are referred to as waste management.”

Explain

- Explain the waste management and its process with the help of Fig.8.22 given in the Participant handbook.
- Explain waste elimination and different categories to identify waste.
- Explain waste minimization and waste segregation with the help of Fig.8.23 and Fig.8.24. given in the Participant Handbook.

Ask

- What is one of the best methods to increase the profitability of any industry or corporation?
- What is crucial for the elimination of waste?
- Define waste.
- Which type of waste is generated by the production process?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Elaborate

- Elaborate on the following topics:
 - Recyclable and non-recyclable waste with the help of (Table.8.6 given in the Participant Handbook.)
 - Methods of waste disposal with the help of (Fig.8.26 given in the Participant Handbook.)

Ask

- Define the methods of waste disposal.
- What is the difference between recyclable and non-recyclable waste?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Summarize

- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Exercise

- Instruct the trainees to open their Participant Handbook and complete the exercise given in unit 8.3.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
 - o Answers to Question I.
 1. True
 2. False
 3. True
 - o Answers to Questions II.
 1. Global warming
 2. Wood, paper, plastic
 3. Waste material
 4. Colour coded
 5. Auto industry
 - o Answers to Questions III.
 1. 6
 2. Waste Elimination

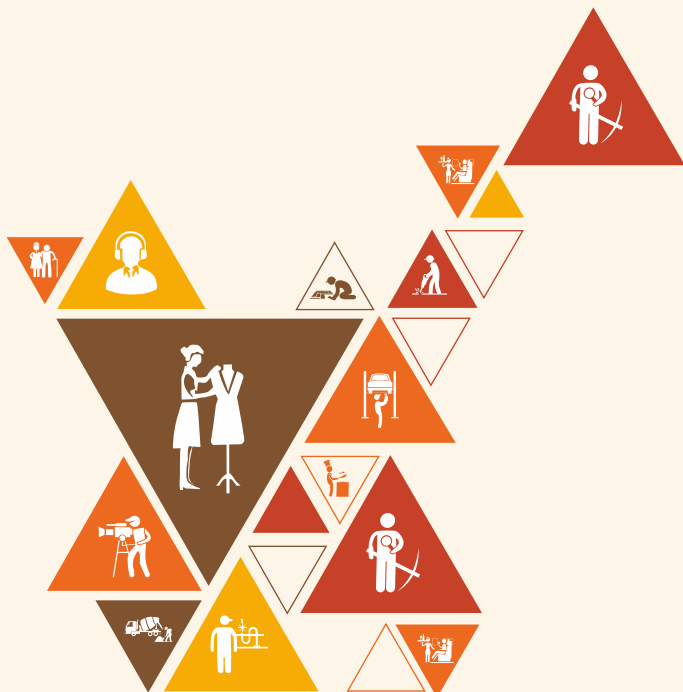
Scan the QR Code to watch the related video



[Steps in cleaning and sanitizing kitchen](#)



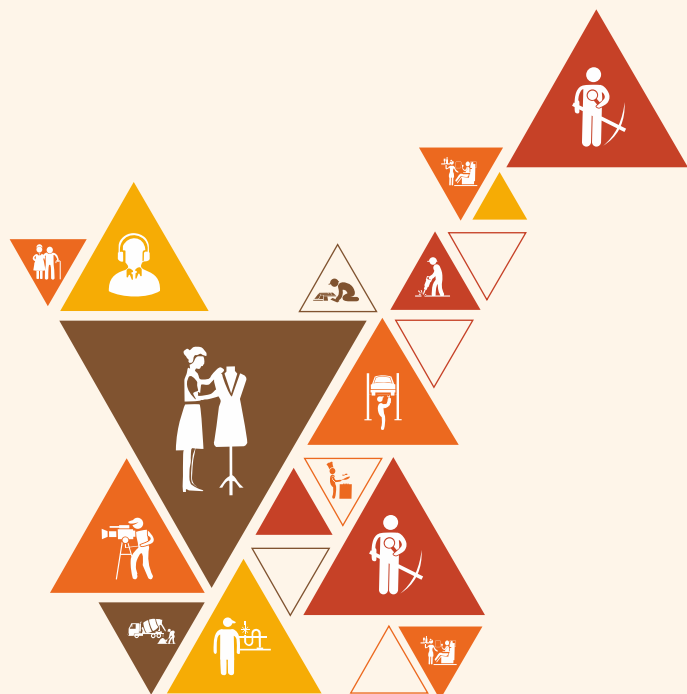
9. Employability Skills








Scan the QR Code to watch the related video








<https://eskillindia.org/NewEmployability>




Annexure - I

Serial No.	Module No.	Unit Number	Topic Name	Page No.	URL	QR Code
1	Introduction to the Facility Management and Office Pantry	Unit 1.1 - Overview of Facility Management and Office Pantry	Skill India Mission	10	www.youtube.com/watch?v=tEdYE-35TE0	 Skill India Mission
2.	Introduction to the Facility Management and Office Pantry	Unit 1.2 - Career Path for a Pantry Associate	Hospitality and Tourism industry	10	www.youtube.com/watch?v=8Z1O0gBGPyl	 Hospitality and Tourism industry
3.	Introduction to the Facility Management and Office Pantry	Unit 1.2 - Career Path for a Pantry Associate	Different sectors of the tourism and hospitality industry	10	www.youtube.com/watch?v=iAkPEgDlt7k	 Different sectors of the tourism and hospitality industry
4.	Prepare for the Kitchen Activities	Unit 2.2 - Kitchen Tools, Appliances and Equipment	Kitchen tools and types of equipment	27	www.youtube.com/watch?v=GHgSIEBOgGc	 Kitchen tools and types of equipment
5.	Assist Chef De Partie and Sous Chef in Food Preparation	Unit 3.1 - Basic Kitchen Operations	Cooking methods	35	www.youtube.com/watch?v=Lh91QeRcVfQ	 Cooking methods

Annexure - I

Serial No.	Module No.	Unit Number	Topic Name	Page No.	URL	QR Code
6.	Provide Guidance to the Commis Chefs	Unit 4.1 - Train and Guide the Commis Chefs	Commis 1 Duties and Responsibilities	43	www.youtube.com/watch?v=shwVA-rWyk	 Commis 1 Duties and Responsibilities
7.	Assist in Monitoring Stock of the Inventory	Unit 5.1 - Inventory Management	Assist in Monitoring Stock of the Inventory	49	www.youtube.com/watch?v=KdSM2uTrpGc	 Assist in Monitoring Stock of the Inventory
8.	Promote Effective Communication and Service Standard	Unit 6.1 - Promote Effective Communication	Effective communication and its barriers	68	www.youtube.com/watch?v=NNVZxTkiX1Y	 Effective communication and its barriers
9.	Organizational Confidentiality and Guest's Privacy	Unit 7.2 - Maintain guests' privacy	Guidelines to deal with confidentiality information	78	www.youtube.com/watch?v=ITU377uujY	 Guidelines to deal with confidentiality information
10.	Monitor Health and Safety Standard	Unit 8.1 - Personal and Workplace Hygiene	Steps in cleaning and sanitizing kitchen	96	www.youtube.com/watch?v=glrt4W7ujBQ	 Steps in cleaning and sanitizing kitchen

Annexure - I

Serial No.	Module No.	Unit Number	Topic Name	Page No.	URL	QR Code
11	9. Employability and Entrepreneurship Skills			98	https://eskillindia.org/NewEmployability	

Annexure II

Training Development Plan

Training Delivery Plan			
Program Name	Demi Chef De Partie		
Qualification Pack, Name and Reference ID	Demi Chef De Partie THC/Q0405, v3.0		
Version No.	3.0	Version Update Date	30/12/2021
Pre-requisites to Training (If any)	NA		
Training Outcome	<p>After completing this programme, trainee will be able to:</p> <ol style="list-style-type: none"> 1. Explain the procedure to prepare the kitchen for food preparation 2. Perform the tasks to assist the Chef De Partie or Sous Chef while preparing the food 3. Apply appropriate practices to supervise, train and groom the Commis Chefs 4. Perform the activities to assist the Head Chef while monitoring the stock of inventory 5. Apply appropriate practices to promote effective communications with guests, colleagues, and superiors to achieve a smooth workflow 6. Employ appropriate practices to ensure gender and age-sensitive service practices 7. Describe the protocols to protect confidentiality of the organizational information and guests' privacy 8. Apply appropriate practices to monitor health, hygiene, and safety standard at the workplace 		

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
1.	Introduction to the Hospitality Industry	Overview of Facility Management and Office Pantry	<ol style="list-style-type: none"> 1. Discuss the objectives and benefits of the Skill India Mission 2. Describe the tourism and hospitality industry and its sub- sectors 3. Elaborate the hierarchy of hotel of small, medium, and large establishments 4. Elaborate the job role and job opportunities for Demi Chef Partie in the tourism and hospitality industry 	N/A Bridge Module	Interactive Lecture in the Class, Team Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 3 P: 0
		Introduction to the Job Role of Demi Chef De Partie	<ol style="list-style-type: none"> 1. Explain different types of cuisines available in the country and across the world 2. Elaborate the basic terms used in the kitchen department 3. Elaborate grooming standards required for Demi Chef De Partie 		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 3 P: 0
2.	Prepare for the Kitchen Activities	Supervisor's Instructions for Day's Work	<ol style="list-style-type: none"> 1. Explain the importance of obtaining the instructions for the day's work from Commis Chef or Sous Chef 	THC/N0412	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 5

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Work Area Organization	1. Discuss the importance of organizing the assigned workstation as well as maintaining cleanliness and hygiene in the kitchen, assigned work area, etc.		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 5
		Kitchen Tools, Appliances and Equipment	1. Elaborate various kitchenware required in the kitchen with their uses		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 5
		Kitchen Tools, Appliances and Equipment (Contd....)	1. Describe the operational and maintenance procedures of various kitchen tools, appliances and equipment along with their functions		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 5
		Co-ordinate with Other Departments	1. Discuss the importance of reporting the Head Chef about any faulty kitchen equipment/appliances		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 5
		Co-ordinate with Other Departments (Contd.)	2. Explain the standard communication procedure with F & B service staff and its importance		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 5

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Quality and Safety Standards	1. Describe the parameters to check the quality of the ingredients to be used for food preparation		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 5
		Quality and Safety Standards (Contd.)	2. Elaborate the procedures of planning the menus, stock rotation, and orders		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 5
		Quality and Safety Standards (Contd.)	3. Discuss Food hygiene, quality, and safety standards and guideline as stipulated by FSSAI and HACCP		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 5
3.	Assist Chef De Partie and Sous Chef in Food Preparation	Basic Kitchen Operations	1. Explain the significance of wearing designated uniform (like Commis apron, gloves, cap, etc.)	THC/ N041 2	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 5 P: 3
		Basic Kitchen Operations (Contd.)					T: 0 P: 3
		Basic Kitchen Operations (Contd.)	2. Discuss various essential ingredients required for different dishes, their characteristics and their uses		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 5 P: 3
		Basic Kitchen Operations (Contd.)					T: 0 P: 5
		Basic Kitchen Operations (Contd.)	3. Discuss the units of measurements and culinary terms (like mixing, portioning, chopping, etc.) used in food preparation		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 5 P: 2

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Basic Kitchen Operations (Contd.)					T: 0 P: 6
		Basic Kitchen Operations (Contd.)	4. Explain basic cooking tasks, like boiling, frying, steaming, grilling, etc.		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 5 P: 3
		Basic Kitchen Operations (Contd.)					T: 0 P: 5
		Basic Kitchen Operations (Contd.)	5. Elaborate the recipes of various food items, sauce, salads, etc.		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 5 P: 3
		Basic Kitchen Operations (Contd.)					T: 0 P: 5
		Basic Kitchen Operations (Contd.)	6. Discuss the standard storage procedure of food items/ingredients		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 4 P: 3
		Basic Kitchen Operations (Contd.)					T: 0 P: 5
		Basic Kitchen Operations (Contd.)	7. Elaborate the standard procedure of presenting and serving the prepared food		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 4 P: 3
		Basic Kitchen Operations (Contd.)					T: 0 P: 5
		Basic Kitchen Operations (Contd.)	8. Explain the importance of ensuring the highest standard and consistent food preparation quality is maintained		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 4 P: 3

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Basic Kitchen Operations (Contd.)					T: 0 P: 5
		Basic Kitchen Operations (Contd.)	9. Discuss the ways to use the food materials effectively with zero wastage		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 4 P: 3
		Basic Kitchen Operations (Contd.)					T: 0 P: 5
4.	Provide Guidance to the Commis Chefs	Train and Guide the Commis Chefs	1. Discuss the importance of communicating and coordinating with Commis Chefs while preparing the food	THC/ N041 2	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 5 P: 3
		Train and Guide the Commis Chefs (Contd.)					T: 5 P: 3
		Train and Guide the Commis Chefs (Contd.)					T: 0 P: 8
		Train and Guide the Commis Chefs (Contd.)	2. Elaborate the standard procedure to train and groom the Commis Chef		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 5 P: 3
		Train and Guide the Commis Chefs (Contd.)					T: 0 P: 8
		Train and Guide the Commis Chefs (Contd.)					T: 5 P: 3

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Method ology	Training Tools/Aids	Durati on in Hours
		Train and Guide the Commis Chefs (Contd.)	3. Discuss the methods of supervising the Commis Chefs while operating the Kitchen		Interacti ve Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 5 P: 3
		Train and Guide the Commis Chefs (Contd.)					T: 5 P: 3
		Train and Guide the Commis Chefs (Contd.)					T: 0 P: 8
		Train and Guide the Commis Chefs (Contd.)	4. Explain the importance of ensuring that the Commis Chefs comply with the food hygiene policies		Interacti ve Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 5 P: 3
		Train and Guide the Commis Chefs (Contd.)					T: 0 P: 3
		Train and Guide the Commis Chefs (Contd.)					T: 5 P: 4
		Train and Guide the Commis Chefs (Contd.)					T: 0 P: 8

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Method ology	Training Tools/Aids	Duratio n in Hours
		Performance Report of the Commis Chefs	1. Discuss the standard procedure of report the performance of Commis chefs to Chef De Partie or Sous Chef		Interacti ve Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 5 P: 3
		Performance Report of the Commis Chefs (Contd.)					T: 7 P: 1
		Performance Report of the Commis Chefs (Contd.)					T: 0 P: 8
		Performance Report of the Commis Chefs (Contd.)					T: 0 P: 8
5.	Assist in Monitorin g Stock of the Inventory	Inventory Management	1. Discuss the parameters to check the quantity and quality of delivered goods against the invoice	THC/ N041 2	Interacti ve Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 5 P: 3
		Inventory Management (Contd.)					T: 0 P: 8
		Inventory Management (Contd.)	2. Elaborate the procedures of stock management and stock rotation		Interacti ve Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 5 P: 3
		Inventory Management (Contd.)					T: 5 P: 3
		Inventory Management (Contd.)	3. Discuss the importance of labelling ingredients and food products		Interacti ve Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 5 P: 3

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Method ology	Training Tools/Aids	Duratio n in Hours
		Inventory Management (Contd.)					T: 0 P: 8
		Inventory Management (Contd.)	4. Elaborate the procedure and environment to store the ingredients and food items		Interacti ve Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 5 P: 3
		Inventory Management (Contd.)					T: 0 P: 8
		Inventory Management (Contd.)	5. Explain the importance of informing the Chefs about excess or depleted food items and supplies		Interacti ve Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 5 P: 3
		Inventory Management (Contd.)					T: 5 P: 3
		Inventory Management (Contd.)	6. Describe the methods of monitoring and ordering required supplies		Interacti ve Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 5 P: 3
		Inventory Management (Contd.)					T: 5 P: 3
		Inventory Management (Contd.)	7. Discuss the significance of ensuring adequate food par stocks, for the efficient operation of the kitchen and business continuity		Interacti ve Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 5 P: 3
		Inventory Management (Contd.)					T: 2 P: 6
6.	Promote Effective Communi cation and Service Standard	Promote Effective Communicati on	1. Discuss the importance of professionalism, etiquette and ethical behaviour at the workplace	THC/ N990 2	Interacti ve Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 2

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Promote Effective Communication (Contd.)	2. Discuss the importance of effective communication		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 2
		Promote Effective Communication (Contd.)	3. Outline the procedure and policy of handling complaints and feedback constructively		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 2
		Promote Effective Communication (Contd.)	4. Discuss different ways to enhance guest experience		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1
		Promote Effective Communication (Contd.)	5. Discuss the importance of timely submission of guests' feedback		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1
		Maintain Professional Etiquette	1. Explain the importance of maintaining hygiene and wearing designated uniform		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1
		Maintain Professional Etiquette (Contd.)	2. Describe various ways to handle team members		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Maintain Professional Etiquette (Contd.)	3. Discuss different ways to provide feedback to the team members		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1
		Specific Services as per the Guests' Requirements	1. Explain the importance of gender and age sensitivity		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1
		Specific Services as per the Guests' Requirements (Contd.)	2. Discuss gender and age-specific requirements of the guests		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1
		Specific Services as per the Guests' Requirements (Contd.)	3. Discuss the specific needs of People with Disabilities		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1
		Specific Services as per the Guests' Requirements (Contd.)	4. Discuss the standard policy to prevent Sexual harassment at workplace		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1
7.	Organizational Confidentiality and Guest's Privacy	Ensure Organizational Confidentiality	1. Explain the significance of ensuring organizational confidentiality and guest privacy in the hospitality industry	THC/N9910	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 3 P: 3

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Ensure Organizational Confidentiality (Contd.)	2. Discuss the Intellectual Property issues and policies affecting the organisation and customer privacy		Interactive Lecture in the Class, Demonstrate	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 4 P: 4
		Maintain Guests' Privacy	1. Explain the procedures to protect the infringement of IPR to the concerned person		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 4 P: 4
		Maintain Guests' Privacy (Contd....)	2. Discuss the usage, storage and disposal procedures of confidential information as per specification		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 4 P: 4
8.	Monitor and Maintain Health, Hygiene and Safety at Workplace	Personal and Workplace Hygiene	1. Discuss the concept and importance of personal and workplace hygiene	THC/N9907	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 2
		Personal and Workplace Hygiene (Contd.)	2. Discuss the procedure to maintain personal hygiene		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 2
		Personal and Workplace Hygiene (Contd.)	3. Explain the compliance norms to ensure cleanliness and sanitization of the workplace and related equipment		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 2

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Personal and Workplace Hygiene (Contd.)	4. Describe standard safety procedures to be followed while handling tools, materials, and equipment		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 2
		Personal and Workplace Hygiene (Contd.)	5. Explain the importance of preventive health check-ups organized by the company		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1
		Maintain a Safe and Secure Working Environment	1. Outline the purpose and usage of various Personal Protective Equipment (PPE) required at the workplace		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1
		Maintain a Safe and Secure Working Environment (Contd.)	2. List the components of the first-aid kit		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1
		Maintain a Safe and Secure Working Environment (Contd.)	3. Describe the methods to minimize accidental risks and potential hazards in the workplace		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1
		Maintain a Safe and Secure Working Environment (Contd.)	4. List different safety warning signs and labels at the workplace		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Maintain a Safe and Secure Working Environment (Contd.)	5. Explain the procedure to report an accident and other health-related issues as per SOP		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1
		Effective Waste Management	1. Discuss ways to identify and segregate different types of waste at the workplace		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1
6.	Employability Skills (60 hours)	Introduction to Employability Skills	1. Discuss the importance of Employability Skills in meeting the job requirements	DGT/V SQ/N0 102	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 0.5 P: 1.0
		Constitutional values - Citizenship	1. Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen.		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 0.5 P: 1.0
		Becoming a Professional in the 21st Century	1. Discuss 21st century skills. 2. Describe the benefits of continuous learning		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1.0 P: 1.5
		Basic English Skills	1. Describe basic communication skills		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 4 P: 4

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Basic English Skills (Contd..)	2. Discuss ways to read and interpret text written in basic English		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 0 P: 2
		Career Development & Goal Setting	1. Discuss need of career development plan		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1
		Communication Skills	1. Explain the importance of active listening for effective communication 2. Discuss the significance of working collaboratively with others in a team		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 3
		Diversity & Inclusion	1. Discuss the significance of reporting sexual harassment issues in time		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1.5
		Financial and Legal Literacy	1. List the common components of salary and compute income, expenditure, taxes, investments etc. 2. Discuss the legal rights, laws, and aids		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 3

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Essential Digital Skills	1. Describe the role of digital technology in today's life		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 4 P: 2
		Essential Digital Skills (Contd...)	2. Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 0 P: 2
		Entrepreneurship	1. Explain the types of entrepreneurship and enterprises 2. Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan 3. Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 3 P: 4
		Customer Service	1. Explain the significance of identifying customer needs and addressing them. 2. Explain the significance of identifying customer needs and responding to them in a professional manner		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 3

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
			3. Discuss the significance of maintaining hygiene and dressing appropriately.				
		Getting ready for apprenticeship & Jobs	1. Discuss the significance of maintaining hygiene and confidence during an interview 2. List the steps for searching and registering for apprenticeship opportunities		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 3 P: 5
Total (In Hours)					Theory		210
					Practical		300
					On the Job Training		30
					*Grand Total (in Hours)		600 hours

Annexure III

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Demi Chef De Partie	
Job Role	Demi Chef De Partie
Qualification Pack	THC/Q0405, v3.0
Sector Skill Council	Tourism & Hospitality

Sr. No.	Guidelines for Assessment
1.	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2.	The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3.	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below).
4.	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training centre based on these criteria.
5.	In case of successfully passing only certain number of NOSs, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.
6.	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Total Marks: 450	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
THC/N0412: Undertake food preparation activities	Prepare for kitchen activities	20	20	-	10
	PC1. obtain instructions for the day from Chef de partie or Sous chef as per SOP	-	-	-	-
	PC2. organize the assigned work area or station efficiently	-	-	-	-
	PC3. ensure cleaning schedules are followed for the kitchen, allotted section and other areas as directed	-	-	-	-
	PC4. make sure the kitchenware and other equipment are clean and sterilized before use	-	-	-	-
	PC5. ensure mise - en - place for food preparation is completed in the section	-	-	-	-
	PC6. check the appliances and equipment for proper functioning	-	-	-	-
	PC7. check the quality of the ingredients to be used for the food preparation	-	-	-	-
	PC8. report any faulty equipment or appliance to the head chef	-	-	-	-
	PC9. inform F&B service staff of available items and chef's special menu	-	-	-	-
	PC10. assist the chef de partie/sous chef to plan menus, rotations, and orders	-	-	-	-
	Assist Chef de partie and Sous chef in preparation of food items	25	25	-	10
	PC11. ensure hygiene while assisting in preparing food by wearing commis apron, gloves, and cap, etc.as per standards	-	-	-	-

Total Marks: 450	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC12. arrange all materials for dishes to be prepared by Chef de partie or Sous chef	-	-	-	-
	PC13. measure dish ingredients and portion sizes accurately	-	-	-	-
	PC14. mix ingredients according to the recipes	-	-	-	-
	PC15. prepare fresh ingredients for cooking by portioning, chopping, etc.	-	-	-	-
	PC16. follow correct recipe and techniques for the basic preparation of the food items	-	-	-	-
	PC17. perform basic cooking tasks like steaming, frying etc.	-	-	-	-
	PC18. prepare basic salads and sauces as directed by the Chef	-	-	-	-
	PC19. store and use food commodities correctly when preparing dishes	-	-	-	-
	PC20. test foods to ensure proper preparation and temperature	-	-	-	-
	PC21. customize the food as per guest preference (spicy, sweet, etc.)	-	-	-	-
	PC22. present the completed dish attractively	-	-	-	-
	PC23. serve food in proper portions on the correct serving vessels and plates	-	-	-	-
	PC24. ensure the highest standards and consistent quality is maintained in the food preparation	-	-	-	-
	PC25. place food commodities as per standards after preparing the dishes	-	-	-	-

Total Marks: 450	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC26. ensure effective usage of materials and zero wastage	-	-	-	-
	Provide Guidance to the Commis chefs	20	20	-	10
	PC27. communicate and coordinate with Commis chefs while food preparation	-	-	-	-
	PC28. train the Commis chefs on basic food ingredients' preparation as per the organizational requirements	-	-	-	-
	PC29. supervise Commis chefs so that kitchen operates professionally and efficiently at all times	-	-	-	-
	PC30. ensure Commis chefs comply with the food hygiene policies	-	-	-	-
	PC31. report Commis chefs' performance to Chef de partie or Sous chef	-	-	-	-
	PC32. ensure that Commis chefs' grooming and presentation is of the highest standard at all times	-	-	-	-
	Assist in monitoring stock of the inventory	15	15	-	10
	PC33. check all delivered goods against the invoice for quantity and quality with the help of Commis chef	-	-	-	-
	PC34. check food stocks and stock movements in the allotted section or kitchen	-	-	-	-
	PC35. label all food items in storage area as per standards	-	-	-	-
	PC36. inform chef of excess food items for use in daily specials	-	-	-	-

Total Marks: 450	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC37. notify the chef of low or depleted supplies	-	-	-	-
	PC38. discard all expired and spoiled food items stored in the stock rooms, refrigerators, and freezers	-	-	-	-
	PC39. rotate the stock as per standards (first in first out, as per usage date, etc.) to minimize wastage	-	-	-	-
	PC40. monitor and order required supplies	-	-	-	-
	PC41. ensure adequate food par stocks, for the efficient operation of the kitchen	-	-	-	-
	PC42. report any discrepancies or poor quality in food deliveries to the Head Chef	-	-	-	-
	NOS Total	80	80	-	40
THC/N9902:	Promote effective communication	20	20	-	10
Ensure effective communication and service standards at workplace	PC1. greet the guests promptly and appropriately as per organization's procedure	-	-	-	-
	PC2. communicate with the guests in a polite and professional manner	-	-	-	-
	PC3. build effective yet impersonal relationship with guests	-	-	-	-
	PC4. identify guests' dissatisfactions and address complaints effectively	-	-	-	-
	PC5. inform guests of any issue/problem well in advance	-	-	-	-
	PC6. seek feedback from the guests and incorporate them to improve the guest experience	-	-	-	-

Total Marks: 450	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC7. ensure essential information is passed on in a timely manner	-	-	-	-
	PC8. ensure team members to maintain etiquette while interacting with each other	-	-	-	-
	PC9. ensure the team members provide feedback to their peers	-	-	-	-
	Maintain professional etiquette	10	10	-	5
	PC10. ensure self and team members report to work on time	-	-	-	-
	PC11. use the guests' names as many times as possible during the conversation with proper salutation	-	-	-	-
	PC12. maintain personal integrity & ethical behaviour	-	-	-	-
	PC13. make sure personal hygiene is maintained by self and others at all times	-	-	-	-
	PC14. ensure self and team members adhere to the dress code as per organizational policy	-	-	-	-
	PC15. respect privacy of others at the workplace	-	-	-	-
	Ensure rendering of specific services as per the guests' requirements	10	10	-	5
	PC16. provide assistance to Persons with Disability, if asked	-	-	-	-
	PC17. ensure self and team members comply to the organizational policies towards Persons with Disability	-	-	-	-
	PC18. make sure gender and age sensitive service practices are followed at all times	-	-	-	-

Total Marks: 450	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC19. ensure compliance to the organizational policies related to prevention of sexual harassment, both physical and verbal by self and team members	-	-	-	-
	PC20. support PwD team members in overcoming any challenges faced at work	-	-	-	-
	PC21. make sure the workplace is accessible for the Persons with Disability	-	-	-	-
	NOS Total	40	40	-	20
THC/N9910: Ensure to maintain organisational confidentiality and guest's privacy	Maintain organisational confidentiality	6	3	-	3
	PC1. prevent leak of new plans and designs to competitors	-	-	-	-
	PC2. ensure protection of employee information	-	-	-	-
	PC3. prevent leak of organisation's policies like pricing strategies, revenue management policies, marketing plans etc.	-	-	-	-
	PC4. take immediate and appropriate action in case of any IPR violation	-	-	-	-
	PC5. make sure that the subordinates report any infringement observed by anyone in the organisation to the immediate supervisor	-	-	-	-
	PC6. protect sensitive data with strong passwords and change passwords on a regular basis	-	-	-	-
	PC7. ensure policies around confidential information are followed by all staff members	-	-	-	-

Total Marks: 450	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	Maintain guests' privacy	4	2	-	2
	PC8. ensure the team refrains from infringing upon guest's professional deals and plans	-	-	-	-
	PC9. make sure guest's personal information and financial data is protected all times	-	-	-	-
	PC10. ensure proper disposal of guest's information like booking details, credit card slips etc.	-	-	-	-
	NOS Total	10	5	-	5
THC/N9907: Monitor and maintain health, hygiene and safety at workplace	Ensure personal and workplace hygiene	15	15	-	5
	PC1. ensure that self and team's work area is clean and tidy	-	-	-	-
	PC2. ensure washing and sanitizing hands at regular intervals using hand wash & alcohol- based sanitizers by self as well as team members	-	-	-	-
	PC3. make sure workplace is cleaned with appropriate cleaning solution and disinfectants as recommended	-	-	-	-
	PC4. ascertain cleaning of the crockery and other articles as per established standards	-	-	-	-
	PC5. monitor sanitization of all tools, equipment and machine touch-points at regular intervals	-	-	-	-
	PC6. ensure that the trashcans are cleared regularly following the cleanliness and maintenance schedule	-	-	-	-

Total Marks: 450	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC7. maintain personal hygiene and ensure the team members do the same	-	-	-	-
	PC8. report to the concerned authority in case any co-worker is unwell	-	-	-	-
	PC9. report personal health issues related to injury, food, air and infectious disease and avoid going to work if unwell	-	-	-	-
	Maintain safe and secure working environment	10	10	-	5
	PC10. ensure safety procedures are followed while handling materials, tools, acids etc. and lifting or moving equipment and supplies	-	-	-	-
	PC11. ensure use of appropriate PPE (gloves, three layered masks, long gown, headwear, glasses, goggles, footwear, etc.) by self and others at all times	-	-	-	-
	PC12. make sure first aid procedures are followed appropriately	-	-	-	-
	PC13. identify hazards at the workplace and report to the concerned person in time	-	-	-	-
	Follow effective waste management and recycling practices at workplace	5	10	-	5
	PC14. identify and segregate recyclable, non- recyclable and hazardous waste at workplace	-	-	-	-
	PC15. segregate waste into different coloured dustbins	-	-	-	-
	PC16. handle waste as per SOP	-	-	-	-

Total Marks: 450	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC17. recycle waste wherever applicable	-	-	-	-
	PC18. dispose of PPEs in a plastic bag, sealed and labelled as infectious waste	-	-	-	-
	NOS Total	30	35	-	15
DGT/VSQ/N01 02: Employability Skills (60 Hours)	Introduction to Employability Skills	1	1	-	-
	PC1. identify employability skills required for jobs in various industries	-	-	-	-
	PC2. identify and explore learning and employability portals	-	-	-	-
	Constitutional values – Citizenship	1	1	-	-
	PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
	PC4. follow environmentally sustainable practices	-	-	-	-
	Becoming a Professional in the 21st Century	2	4	-	-
	PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
	PC6. practice the 21st Century Skills such as Self- Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-

Total Marks: 450	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	Basic English Skills	2	3	-	-
	PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
	PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
	PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
	Career Development & Goal Setting	1	2	-	-
	PC10. understand the difference between job and career	-	-	-	-
	PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
	Communication Skills	2	2	-	-
	PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
	PC13. work collaboratively with others in a team	-	-	-	-
	Diversity & Inclusion	1	2	-	-
	PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
	PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
	Financial and Legal Literacy	2	3	-	-

Total Marks: 450	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC16. select financial institutions, products and services as per requirement	-	-	-	-
	PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
	PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
	PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
	Essential Digital Skills	3	4	-	-
	PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
	PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
	PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-
	Entrepreneurship	2	3	-	-
	PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
	PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
	PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-

Total Marks: 450	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	Customer Service	1	2	-	-
	PC26. identify different types of customers	-	-	-	-
	PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
	PC28. follow appropriate hygiene and grooming standards	-	-	-	-
	Getting ready for apprenticeship & Jobs	2	3	-	-
	PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
	PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
	PC31. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
	PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
	PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
	NOS Total	20	30	-	-

Glossary

- **Sector:** Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
- **Sub-sector:** Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
- **Occupation:** Occupation is a set of job roles, which perform similar/ related set of functions in an industry. **Job role:** Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
- **Occupational Standards (OS):** OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
- **Performance Criteria (PC):** Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
- **National Occupational Standards (NOS):** NOS are occupational standards which apply uniquely in the Indian context.
- **Qualifications Pack (QP):** QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
- **Unit Code:** Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
- **Unit Title:** Unit title gives a clear overall statement about what the incumbent should be able to do.
- **Description:** Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
- **Scope:** Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
- **Knowledge and Understanding (KU):** Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.



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