

# Facilitator Guide



Sector  
Tourism & Hospitality

Sub-Sector  
Hotels

Occupation  
Housekeeping

Reference ID: THC/Q0209, Version 3.0  
NSQF LEVEL: 4

## Housekeeping Trainee

**This book is sponsored by**

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**First Edition, November 2022**

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**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. ”

## Acknowledgements

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 endeavours.

## 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 "Housekeeping Trainee" in the Tourism and Hospitality Sector.

This course is aligned to Qualification Pack, Housekeeping Trainee, Reference ID: THC/Q0209.

This Qualification pack is developed by the Tourism and 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/N0233: Perform cleaning activities
2. THC/N9901: Communicate effectively and maintain service standards
3. THC/N9903: Maintain organisational confidentiality and respect guests' privacy
4. THC/N9906: Follow Health, Hygiene and Safety practices
5. DGT/VSQ/N0101 : Employability Skills (30 Hours)

Besides, it has endeavoured to follow the facilitator 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




Tips

## Table of Contents

Sl.No	Modules and Units	Page No
<b>1.</b>	<b>Introduction to the Hotel Industry and House Keeping Activities</b>	<b>1</b>
	Unit 1.1 – Introduction to the Hotel Management	3
	Unit 1.2 – Career Path for a House Keeping Trainee	7
<b>2.</b>	<b>Manage Inventory for Cleaning and Guests Supplies (THC/N0233)</b>	<b>10</b>
	Unit 2.1 – Various Cleaning Agents, Equipment, and Guest Supplies	12
	Unit 2.2 – Effective Inventory Management Procedures	17
<b>3.</b>	<b>Perform Cleaning Operations (THC/N0233)</b>	<b>21</b>
	Unit 3.1 – Various Cleaning Procedures	23
	Unit 3.2 – Perform Cleaning Activities	28
<b>4.</b>	<b>Perform Relevant Housekeeping Activities and Attend to Guest's Requests (THC/N0233)</b>	<b>31</b>
	Unit 4.1 – Perform housekeeping activities	33
	Unit 4.2 – Attend to guest's request	37
<b>5.</b>	<b>Maintain Effective Communication and Service Standard (THC/N9901)</b>	<b>40</b>
	Unit 5.1 – Communicate Effectively with Guests, Colleagues and Superiors	42
	Unit 5.2 – Maintain Professional Etiquette	49
	Unit 5.3 – Provide Specific Services as per Guests' Requirements	52
<b>6.</b>	<b>Organizational Confidentiality and Customer's Privacy (THC/N9903)</b>	<b>57</b>
	Unit 6.1 – Maintain the Confidentiality of the Organisation and Privacy of Customer Information	59
<b>7.</b>	<b>Basic Health and Safety Standard (THC/N9906)</b>	<b>62</b>
	Unit 7.1 – Personal and Workplace Hygiene	64
	Unit 7.2 – Risks and Potential Hazards	70
	Unit 7.3 – Standard Operating Procedures	75



# Table of Contents

Sl.No	Modules and Units	Page No
8.	<b>DGT/VSQ/N0101: Employability Skills (30 Hours)</b> <a href="https://eskillindia.org/NewEmployability">https://eskillindia.org/NewEmployability</a> 	79
9.	<b>Annexures</b>  Annexure I – QR Code  Annexure II – Training Delivery Plan  Annexure III – Assessment Criteria	81  82  85  98



## 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 Housekeeping Trainee
4. Explain the scope of work for a Housekeeping Trainee

## Unit 1.1 Introduction to the Hotel Management

### Unit Objectives

**At the end of this 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 and housekeeping department of different star categories

### Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector, Flipchart
- 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 "Housekeeping Trainee", in the " Tourism and Hospitality" sector.
- Talk about the Qualification Pack (QP), and National Occupational Standards (NOS).
- List the compulsory NOSs to the QP " Housekeeping Trainee".
- Say, "Before we start the program let's play a small game."

## Group Activity



<b>Objective</b>	The purpose of this activity is to connect with the coursemates
<b>Materials required</b>	Book (for passing)
<b>Steps/procedure</b>	<ul style="list-style-type: none"> <li>• Welcome the new participants by giving their own introduction</li> <li>• Make the participants stand in a circle, close enough to the person on each side of them so that they can pass the book quickly.</li> <li>• 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 favourite hobbies, where they stay, their favourite subject, etc.</li> <li>• The winner of the game should stand and introduce himself/herself at the end of the game.</li> <li>• At last, thank the participants for their participation.</li> </ul>
<b>Conclusion / what has been achieved</b>	This activity helps the participants know each other and allows them to feel comfortable.

## Explain



- Explain the following topics:
  - Skill India mission
  - Benefits and features of skill India mission using the figure given in Participant Handbook (Fig. 1.1).
  - Objectives of skill India mission using the figure given in Participant Handbook (Fig. 1.2).
  - Various sub-schemes of skill India mission using the table given in Participant Handbook (Table 1.1).
  - The other resources for the skill India mission

## Demonstration



Demonstrate the Skill India Mission with the help of a YouTube link –

<https://www.youtube.com/watch?v=tEdYE-35TE0>

**Ask**

- Enquire participants about their expectations from this program.
- Ask participants if they have any doubts and encourage them to ask questions.

**Notes for Facilitation**

- Write their answers on the board.

**Elaborate**

- Elaborate the following topics:
  - Tourism and hospitality industry and its sub-sectors
  - Hotels using the figures given in Participant Handbook (Fig. 1.3 and 1.4)
  - Facilities management
  - Restaurants using the figure given in Participant Handbook (Fig. 1.5)

**Explain**

- Explain the following topics:
  - Hotel and housekeeping department hierarchy in various star categories
  - Housekeeping department at a small hotel using the figures given in Participant Handbook (Fig. 1.7 a)
  - Housekeeping department at a medium-sized hotel using the figures given in Participant Handbook (Fig. 1.7 b)
  - Housekeeping department at a large-sized hotel using the figures given in Participant Handbook (Fig. 1.7 c)
  - Various job roles in the housekeeping department in the hospitality industry using the table given in the Participant Handbook (Table 1.2)

**Ask**

- Which are the different sub-sectors of the tourism and hospitality industry?
- What is the hotel and housekeeping department hierarchy in various star categories?
- List the various job roles in the housekeeping department in the hospitality industry

## 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 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 unit1.1.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
  - Answers to Question I
    1. 3
    2. 2023
    3. 35trillion
    4. Bed and breakfast hotel
  - Answers to Question II
    1. Storekeeper
    2. Assistant housekeeper
    3. Facilities Management
    4. National Skill Development Mission
    5. 6.7% and 9.2%

## Unit 1.2 Career Path for a House Keeping Trainee

### Unit Objectives

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

1. Discuss the role and responsibilities of a housekeeping trainee
2. Describe the attributes required for a housekeeping trainee
3. Elaborate various job opportunities for a housekeeping trainee in the tourism and hospitality industry

### Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector, Flipchart
- 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.

### Ask

- Start the class by asking a few questions on the tourism and hospitality industry and its subsector and give participants the chance to guess before revealing the correct answer.
- Do you know about the roles and responsibilities of a housekeeping trainee?

## Notes for Facilitation

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

## Say

- “The main responsibility of a Housekeeping Trainee is in charge of the cleaning, care, and aesthetics of the rooms, public spaces, rear regions, and surroundings”.
- "This unit will help you understand the roles and responsibilities and career path for a Housekeeping Trainee.”

## Explain

- Explain the following topics:
  - Roles and responsibilities of a Housekeeping Trainee using the figure in the Participant Handbook (Fig. 1.8)
  - Skills required for Housekeeping Trainee using the figures given in the Participant Handbook (Fig. 1.9 and 1.10)
  - Career opportunities for a Housekeeping Trainee in the tourism and hospitality industry

## 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.

## Summarize

- Summarize the session.
- Prepare a list of participant's 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 1.2.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
  - Answer to Question I
    1. To guarantee that the bedrooms, corridors, meeting spaces, and public areas are kept to the same levels of cleanliness, hygienic practices, and neatness
    2. Versatility
    3. Detailed cleaning
    4. Polishing
  - Answer to Question II
    1. Housekeeper
    2. Mistakes or blunders, glass, split a dish, or even ruin a guest's clothing while cleaning.
    3. Communicate

Scan the QR Code to watch the related video



Hospitality and Tourism industry



Different sectors of the tourism  
and hospitality industry



THC/N0233

## Key Learning Outcomes

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

1. Explain various cleaning agents, equipment, and guest supplies
2. Describe effective inventory management procedures
3. Prepare relevant inventory records

## Unit 2.1 Various Cleaning Agents, Equipment, and Guest Supplies

### Unit Objectives

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

1. List different types of cleaning agents and equipment
2. Classify different types of guest supplies
3. Explain the storage procedure of cleaning and guest supplies as per instructions
4. Discuss the importance of cleaning of the storage area

### Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector, Flipchart
- 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 job role and responsibilities of a Housekeeping Trainee”.
- “In today's session, let us begin our discussion with “different types of cleaning agents and equipment in housekeeping”.

## Explain



- Explain the following topics:
  - Different types of cleaning agents and equipment in housekeeping using the table and figure given in PH (Table 2.1 and Fig. 2.1).
  - Sub-categories of cleaning equipment.

## Elaborate



- Explain the following topics:
  - Elaborate on the following manual cleaning tools and equipment:
    - Abrasives and brushes using the figure given in PH (fig. 2.2).
    - Chambermaid's cart/housekeeping trolley and janitor's trolley using the figure given in PH (fig. 2.3).
    - Dusting cloths and brooms using the figure given in PH (fig. 2.4).
    - Dustbin and dust pans using the figure given in PH (fig. 2.5).
    - Mops and mop wringer trolley using the figure given in PH (fig. 2.6).
    - Spray bottles using the figure given in PH (fig. 2.7).
    - Scarifying machine using the figure given in PH (fig. 2.8).
- Elaborate on the following automatic cleaning equipment:
  - Carpet sweeper using the figure given in PH (fig. 2.9).
  - Vacuum cleaner and polishing machine using the figure given in PH (fig. 2.10).
  - Scrubber using the figure given in PH (fig. 2.11).
  - Vapor cleaning machine using the figure given in PH (fig. 2.12).

## Group Activity



<b>Objective</b>	The purpose of this activity is to gain knowledge of different types of cleaning agents and equipment in housekeeping through a quiz.
<b>Materials required</b>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• Whiteboard</li> <li>• Marker</li> </ul>
<b>Steps/procedure</b>	<ul style="list-style-type: none"> <li>• This is a skill practice activity in the form of a quiz contest.</li> </ul>

**Steps/Procedure**

- This is a skill practice activity in the form of a quiz contest.
- Divide the class into 4 groups and ask the groups to sit together.
- Name the groups as A, B, C and D to conduct a quiz.
- Display a picture of either a cleaning agent or a manual or automatic cleaning equipment that are available in the PH and ask the first team i.e., team A to answer.
  - If the team gives the correct answer, then award 10 points to the team.
  - If the team does not give the correct answer, then pass the question to the next team i.e., B team. If the team gives the correct answer, then give 5 points to team B as it is not a direct question to them.
  - If B team also fails to answer, then pass to team C and so on until the correct answer is obtained.
  - If all the teams fail to give the correct answer, then write the answer on the board and none of the teams gets any points for that question.
- Display the second picture of either a cleaning agent or a manual or automatic cleaning equipment and ask the next team i.e., team B to answer and follow the same process as mentioned above and continue the quiz by showing at least 20 pictures.
- Keep track of the scores of all the groups on the whiteboard and add up the scores of each group to find the winning group.
- Congratulate the group that gets the maximum points and appreciate all the other participants for their efforts and wish them good luck for the next time.

**Conclusion / what has been achieved**

This activity will help them to learn about different types of cleaning agents and equipment in housekeeping.

**Ask**

- Ask if the participants faced any difficulty while doing the activity.
- Ask participants if they have any doubts and encourage them to ask questions.

**Notes for Facilitation**

- Write down the correct answers on the board.

## Explain



- Explain the following topics related to guest supplies:
  - Supplies for the guest room using the table given in PH (Table 2.2).
  - Bathroom supplies using the figure given in PH (Fig 2.13).
  - Standard Practices for storing cleaning chemicals and supplies using the figure given in PH (Fig 2.14).
  - Standard placement and stocking of guest and cleaning supplies in the housekeeping cart using the figure given in PH (Fig 2.15).
  - Importance of cleaning storage area using the figure given in PH (Fig 2.16).

## Ask



- Ask participants if they have any doubts about the sample datasheet and encourage them to ask questions.

## Notes for Facilitation



- Answer the participants' questions and write them on the board.

## 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 participants to open their Participant Handbook and complete the exercise given in unit 2.1.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
  - Answer to Question I
    1. Bath products- Shampoo
    2. Abrasives- Clean hard surfaces

3. Center table supplies- Room service, laundry service, and rate cards
4. Vapour cleaning machines- Eliminate the bed bugs and their eggs
- Answer to Question II
  1. Create a safe and happy place to work
  2. Helps to remove rust marks and tarnish from metal
  3. Socks
  4. Mops
- Answer to Question III
  1. False
  2. True
  3. True
  4. False

## Unit 2.2 Effective Inventory Management Procedures

### Unit Objectives

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

1. Explain the importance of maintaining an adequate inventory of cleaning and guest supplies
2. List various inventory control techniques
3. Discuss the significance of timely reporting of the shortage of supplies to the supervisor
4. Elaborate the steps of maintaining the inventory record as per the specified format

### Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector, Flipchart
- 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

- Today, let us start our discussion on “Effective inventory Management Procedures”.



## Explain



- Explain the following topics:
  - Importance of maintaining adequate inventory of cleaning and guest supplies using the figure given in PH (Fig. 2.17)
  - Various housekeeping inventory control techniques using the figure given in PH (Fig. 2.18)
  - Effective tips for managing housekeeping inventory using the figure given in PH (Fig. 2.19)
  - Significance of timely reporting to the supervisor
  - Steps for maintaining inventory records
  - Sample requisition form using the figure given in PH (Fig. 2.20)
  - Physical inventory form using the figure given in PH (Fig. 2.21)
  - Perpetual inventory form using the figure given in PH (Fig. 2.22)
  - Computerised inventory control

## Activity



<b>Objective</b>	The purpose of this activity is to understand how to fill requisition form for the inventory.
<b>Materials required</b>	Pen and paper
<b>Steps/procedure</b>	<ul style="list-style-type: none"> <li>• This is a skill practice activity.</li> <li>• Ask the participants to use the sample template to fill the requisition form which is available in the Participant Handbook (Fig 2.20).</li> <li>• Ask the participants to fill requisition form and respective fields present in the template.</li> <li>• Give 5-10 minutes to complete the activity.</li> <li>• Ask the participants to show their answers to the class.</li> </ul>
<b>Conclusion / what has been achieved</b>	This activity will help them to learn how to fill requisition form for the inventory.

## Ask



- What is inventory management?
- What are the various techniques for managing housekeeping inventory?
- What are the steps for maintaining inventory records.
- What is the perpetual inventory method?

## Notes for Facilitation

- Write down the correct answers on the board.

## 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 participants 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:
  - Answer to Questions I
    1. Timely reports
    2. Perpetual inventory system
    3. Physical inventory control
    4. Accurate
    5. Housekeeping inventories
  - Answer to Question II
    1. Set par stock
    2. Auditing
    3. Computerized Inventory control
    4. Two fundamental record-keeping methods

Scan the QR Code to watch the related video



Cleaning agents used in  
hotel housekeeping



Guest supplies in hotel

THC/N0233

## Key Learning Outcomes

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

1. Describe the procedure to clean different surfaces
2. Perform cleaning activities in the correct sequence
3. Perform maintenance activities for all the relevant documents

## Unit 3.1 Various Cleaning Procedures

### Unit Objectives

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

1. List the types of rooms, available facilities, and other service areas in a hotel
2. Elaborate various types of surfaces and appropriate cleaning equipment, and agents required for each surface
3. List various cleaning methods for different surfaces
4. List different housekeeping signages
5. Discuss the significance of using Personal Protective Equipment during the cleaning activities

### Resources to be Used

- Participant Handbooks
- 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 various cleaning agents, equipment and inventory management”.
- “In today's session, let us discuss “various cleaning procedures.”

## Explain



- Explain the following topics:
  - Hotel types by size
  - Hotel types by star rating using the table given in PH (Table 3.1)
  - Types of hotel rooms using the table given in PH (Table 3.2)
  - Hospitality facilities and services using the figure given in PH (Fig. 3.1).

## Demonstration



Demonstrate the different types of the hotel with the help of a YouTube link –  
<https://www.youtube.com/watch?v=S7GMNFoClZw>

## Ask



- Ask participants if they have any doubts and encourage them to ask questions.

## Notes for Facilitation



- Write down the correct answers on the board.

## Explain



- Explain the appropriate cleaning methods, equipment and agents for the following types of surfaces:
  - Metals- silver, steel, copper, brass, bronze, aluminium and iron
  - Glass
  - Plastics -Thermosetting plastics and thermoplastic
  - Ceramics
  - Wood – Hardwood, softwood and wood boards using the figure given in the PH (Fig. 3.2)
  - Vinyl finishes
  - Rubber – crude rubber, vulcanized rubber, foam rubber and synthetic rubber
  - Leather
  - Stones

## Group Activity



<b>Objective</b>	This activity aims to learn the appropriate cleaning methods, equipment and agents for the different types of surfaces.
<b>Materials required</b>	Pen, Paper, whiteboard and marker
<b>Steps/procedure</b>	<ul style="list-style-type: none"> <li>• This activity is in the form of a written test</li> <li>• Divide the class into 9 groups and ask the groups to sit together.</li> <li>• Provide each group with blank sheets and a pen</li> <li>• Write the following types of surfaces on the board:               <ul style="list-style-type: none"> <li>◦ Metal</li> <li>◦ Plastics</li> <li>◦ Vinyl finishes</li> <li>◦ Stone</li> <li>◦ Glass</li> <li>◦ Ceramics</li> <li>◦ Wood</li> <li>◦ Rubber</li> <li>◦ Lather</li> </ul> </li> <li>• Assign one of the above surfaces to each group and ask them to write the cleaning procedures for the surface assigned to that group.</li> <li>• The groups will get 15 minutes to answer the question</li> <li>• They should write the answer in the stipulated time</li> <li>• The Trainer will check the answers</li> </ul> <p>The groups with the best answers will be appreciated by the class.</p>
<b>Conclusion / what has been achieved</b>	This activity helps the participants to understand the appropriate cleaning methods, equipment and agents for the different types of surfaces.

## Ask



- Ask if the participants faced any difficulty while doing the activity.
- Ask participants if they have any doubts and encourage them to ask questions.



## Notes for Facilitation

- Write down the correct answers on the board.

## Elaborate

- Elaborate on the following topics:
  - Various housekeeping signages using the table given in the PH (Table 3.3)
  - Popular housekeeping signages at the workplace using the figure given in the PH (Fig. 3.3)
  - Significance of PPE during cleaning activities using the figures given in the PH (Fig. 3.4 a and b)

## Ask

- Ask participants if they have any doubts and encourage them to ask questions.

## Notes for Facilitation

- Write down the correct answers on the board.

## 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 participants to open their Participant Handbook and complete the exercise given in unit3.1
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
  - Answer to Question I
    1. Guests rooms

2. Hotel services
3. Duplex room
4. Stainless steel
- Answer to Question II
  1. Party room
  2. Plywood
  3. 4
  4. Cautions wet floor
- Answer to Question III
  1. False
  2. True
  3. False
  4. True

## Unit 3.2 Perform Cleaning Activities

### Unit Objectives

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

1. Explain specific methods of cleaning spillage
2. Discuss the correct sequence of cleaning activities
3. Explain the importance of inspecting the assigned area to be cleaned
4. Discuss the importance of paying attention to the detail while cleaning guests' rooms
5. Explain waste management techniques

### Resources to be Used

- Participant Handbooks
- 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 various cleaning procedures”.
- “In today's session, let us discuss “perform cleaning activities”.

## Explain



- Explain the following topics:
  - Sequence of cleaning activities using the figure given in PH (Fig 3.5)
  - Methods of cleaning spillage
  - Significance of paying detailed attention to room cleaning activities using the figure given in PH (Fig. 3.6)
  - Importance of inspecting of housekeeping assigned area
  - Safe waste disposal and recycling activities using the figure given in PH (Fig. 3.7)
  - Effective waste management techniques using the figure given in PH (Fig. 3.8)

## Demonstration



Demonstrate how to clean a guest room in the hotel with the help of a YouTube link –  
<https://www.youtube.com/watch?v=m3oTx5KHGls>

## Ask



- What are the important areas to pay attention to while cleaning guests' rooms?
- What is the importance of inspecting of housekeeping assigned area?
- What is meant by safe waste disposal and recycling activities?
- What are the different effective waste management techniques?

## Notes for Facilitation



- Write down the correct answers on the board.

## 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 participants to open their Participant Handbook and complete the exercise given in unit3.2.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
  - Answer to Question I
    1. Systematic strategy
    2. Checklists
    3. Effective housekeeping
    4. Effective waste management
    5. Room inspection
  - Answer to Question II
    1. Switching to LED lights
    2. Change and restock bed linen and towels
    3. Removal of Rubbish
  - Answer to Question III
    1. True
    2. False
    3. True
    4. True

Scan the QR Code to watch the related video



Types of rooms in hotel



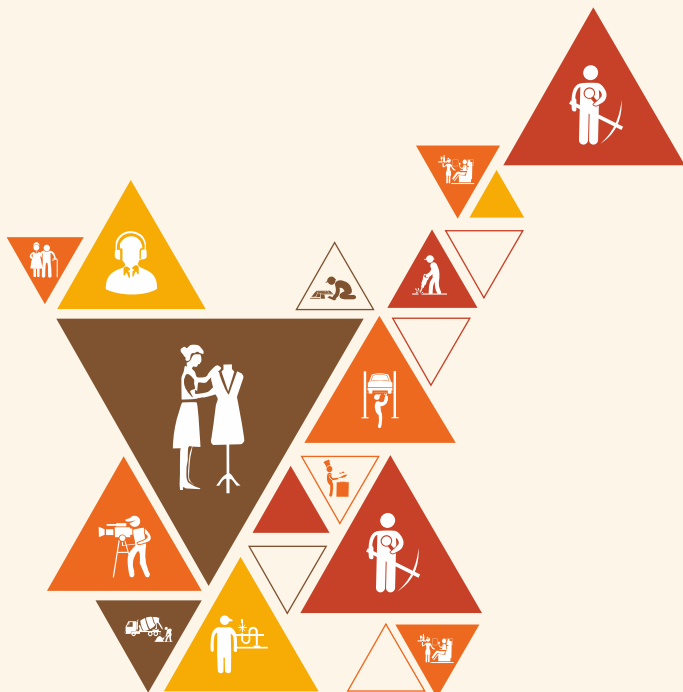
Hotel star rating



## 4. Perform Relevant Housekeeping Activities and Attend to Guest's Requests

Unit 4.1 - Perform housekeeping activities

Unit 4.2 - Attend to guest's request



THC/N0233

## Key Learning Outcomes

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

1. Perform housekeeping activities apart from cleaning
2. Explain the ways to handle guests' requests for housekeeping
3. Apply appropriate documentation practices for housekeeping

## Unit 4.1 Perform Housekeeping Activities

### Unit Objectives

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

1. Discuss different room layouts, standard arrangement of furniture and other items like stationeries, vases, etc. in the room
2. List the equipment and appliances available in a guest room
3. Discuss the importance of routine service and maintenance of cleaning equipment
4. Categorize the types of linen used in housekeeping activities
5. Discuss various methods of bed making
6. Explain the significance of replenishing the guests' supplies in the guestroom
7. List the various loan items like extra pillow, bed, linen, etc. offered to guests

### Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector, Flipchart
- 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

- "So, let's start today's session with various room layouts and its arrangements".



## Explain



- Explain the following topics:
  - Various room layouts and their arrangements using the table given in the PH (Table 4.1).
  - Various equipment and appliances available in a guest room using the figure given in the PH (Fig. 4.1).
  - Significance of routine service and maintenance of cleaning equipment using the figure given in the PH (Fig. 4.2).
  - Types of linen using the figure given in the PH (Fig. 4.3)
  - Hotel bed linen sizes using the table given in the PH (Table 4.2).
  - Pillow linen sizes using the table given in the PH (Table 4.3).
  - Bath linen sizes using the table given in the PH (Table 4.4).
  - Table linen sizes using the table given in the PH (Table 4.5).

## Elaborate



- Elaborate the following topics:
  - Various methods of bed making
  - Preparatory steps for bed making using the figure given in PH (Fig. 4.4)
  - Standard procedures for bed making using the figure given in PH (Fig. 4.5)

## Demonstration



Demonstrate the procedure for making a bed in a guest room with the help of a YouTube link –  
<https://www.youtube.com/watch?v=G3dIEdDiOuM>

## Ask



- Ask participants if they have any doubts and encourage them to ask questions.

## Notes for Facilitation



- Write down the correct answers on the board.

## Explain



- Explain the significance of replenishing guest supplies and loan items using the figure given in PH (Fig. 4.6).

## Activity



<b>Objective</b>	The purpose of this activity is to make the participants' recall the common loan items and guest supplies.
<b>Materials required</b>	Pen, Paper, whiteboard and marker
<b>Steps/procedure</b>	<ul style="list-style-type: none"> <li>• This activity is in the form of a written test</li> <li>• Provide each group with blank sheets and a pen</li> <li>• Ask every participant to make a list of all the common guest supplies and loan items in the sheet of paper.</li> <li>• Give 10 minutes to write down the list.</li> <li>• Ask the participant who has listed the maximum number of items to read out loud the list.</li> <li>• Write the missing items if any in the list on the board.</li> <li>• Appreciate the participants for their effort.</li> </ul>
<b>Conclusion / what has been achieved</b>	This activity helps the participants to recall the common loan items and guest supplies.

## Ask



- Ask if the participants faced any difficulty while doing the activity.
- Ask participants if they have any doubts and encourage them to ask questions.

## Notes for Facilitation



- Write down the correct answers on the board.

## 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 participants 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:
  - Answers to Question I
    1. Housekeeping staff
    2. Drop off
    3. Functional life
    4. Bed making
    5. Guest loan
  - Answers to Question II
    1. Remove the mattress pad if it is stained
    2. Table linen
    3. Reduce the risk of accidents
    4. Coffee machines

## Unit 4.2 Attend to Guest's Request

### Unit Objectives

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

1. Discuss the procedures to handle guests' requests and connect with different departments to ensure timely service to the guest
2. Elaborate the types of reports and records required for the housekeeping operations

### Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector, Flipchart
- 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

- "So, let's start today's session with the topic Attend to Guest's Request".

### Explain

- Explain the process of handling guest requests.
- Explain the coordination of housekeeping department with the following departments:

- Front office
- Food and beverage
- Accounts
- Human resources
- Sales and marketing
- Maintenance
- Security

## Elaborate

- Elaborate the following topics:
  - Various housekeeping registers using the figure given in PH (Fig. 4.7)
  - Various housekeeping checklists using the figure given in PH (Fig. 4.8)
  - Housekeeping assignment report using the figure given in PH (Fig. 4.9)
  - Housekeeping occupancy report using the figure given in PH (Fig. 4.10)

## Ask

- Ask participants if they have any doubts and encourage them to ask questions.

## Notes for Facilitation

- Write down the correct answers on the board.

## 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 participants 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:
  - Answers to Question I
    1. Coordinate and documentation
    2. Checklists
  - Answer to Question II
    1. Guest supplies checklist
    2. Swimming pool checklist
  - Answer to Question III
    1. True
    2. False
    3. True
    4. True

Scan the QR Code to watch the related video



Making of bed

# THC/N9901

## Key Learning Outcomes

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

1. Explain professional protocols and etiquette of effective communication with customers, colleagues, and superiors
2. Describe the ways to show sensitization towards different age groups, gender and persons with disabilities



## Unit 5.1 Communicate Effectively with Guests, Colleagues and Superiors

### Unit Objectives

**At the end of this unit, the participant will be able to**

1. Discuss the importance of effective communication
2. Explain the importance of customer satisfaction and customer feedback
3. Outline the procedure of receiving feedback and complaints constructively
4. Describe various ways to handle customer complaints
5. Discuss different ways to improve the customer experience

### 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 gained an understanding of the importance of wearing a designated uniform, footwear, and headgear, the importance of mannerisms and body language while communicating with the office staff, visitors, and VIPs, and different types of table-setting procedures”.
- “In today's session, we will understand the importance of effective communication at workplace.”
- Start the session by saying, “Communication is the process of exchanging information, and communicating effectively is very important in the workplace”.
- “Effective communication involves understanding the emotions and intentions behind the information and the method in which it is conveyed.”

## Activity



<b>Objective</b>	Understand the need for effective communication
<b>Materials required</b>	Paper, Pen
<b>Steps/procedure</b>	<ol style="list-style-type: none"> <li>1. Split the group into teams of 4 or 5. Participants in each team should sit in a circle, facing each other.</li> <li>2. A member from each team is given the folded sheet for Case 1.               <ol style="list-style-type: none"> <li>a. Case I: The member with the sheet is asked to whisper the sentence written on the sheet into the ear of the person on his/her right. The second person then whispers what he/she has heard in the ears of the person on his 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.</li> <li>b. Case II: Now give the Case 2 to one member of each team and ask the delegates to repeat this process again only this time, each participant has to repeat what he or she has heard in the ear of the person who just whispered it to him to ensure the sentence stays intact. At the end of the exercise, those who have written the sentences on their paper, read out aloud their writings and the final sentences are compared to the original sentence.</li> </ol> </li> </ol>
<b>Conclusion / what has been achieved</b>	This activity will highlight how communication can be distorted or some elements can be lost in the process of communication.

## Ask



- How accurate was the final sentence in each round?
- Did confirming the quote before whispering helped the accuracy of the sentence?
- How easy is it to misinterpret or change the meaning of a piece of information?

## Notes for Facilitation

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

## Say

- “Communicating effectively with all stakeholders is essential.”
- “While communicating with customers, colleagues, and superiors the communication must be clear, respectful, and courteous to make it effective.

## Activity

<b>Objective</b>	Understand the need for effective communication with the supervisor
<b>Materials required</b>	Paper, Pen, whiteboard
<b>Steps/procedure</b>	<p>Divide the participants into groups of 2. Once everyone is paired off, sit or stand back-to-back. Use a pen and paper or draw on a whiteboard. One person will take the role of the speaker and the other takes the part of the listener.</p> <p>For five to 10 minutes, the speaker will describe a geometric image from a prepared set of cards and the listener will try to draw the image strictly from the speaker's description.</p>
<b>Conclusion / what has been achieved</b>	This activity will highlight the need for clarity, listening capability, and interpreting what is said, in the process of communication.

## Explain

- Explain effective communication and its importance with the help of Fig.5.1 given in the Participant Handbook.
- Explain the process and elements of communication with the help of (Fig 5.2 and Fig 5.3) given in the Participant Handbook.
- Explain the barriers to communication with the help of Fig 5.4 given in the Participant Handbook.

**Ask**

- What is the communication process and what are its components?
- What are the different types of communication barriers?

**Notes for Facilitation**

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

**Elaborate**

- Elaborate the following topics:
  - Body language in communication(Fig.5.5)
  - Tips for effective communication(Fig.5.6)
  - Customer satisfaction benefits and its measures (Fig 5.7 and Fig 5.8)

**Ask**

- Name any three tips for effective communication.
- What are the measures to be taken to improve customer satisfaction?
- List down the benefits of customer satisfaction.

**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 taking customer feedback and its benefits with the help of Fig.5.9 given in the Participant Handbook.
- Explain the receiving feedback and complaints constructively.
- Explain the procedures and methods to obtain customer feedback with the help of Fig 5.10 and Fig.5.11 given in the Participant Handbook.

## Ask



- What type of feedback can a customer receive?
- What does positive feedback help to do?
- What is one of the most popular methods of getting feedback?
- What other means of communication can be offered during the follow-up?
- What factors do the survey results depend on?

## Notes for Facilitation



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

## Activity



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

## Elaborate



- Elaborate the following topics:
  - Ways to handle customer complaints (Fig. 5.13)
  - Steps to follow while handling and resolving customer complaints (Fig. 5.14)
  - Ways to improve customer experience (Fig. 5.15)

## Ask



- What can boost the image of the company?
- What is the result of the customer's perceptions and feelings related to the service provided by the company?
- What can complaints be related to in the tourism and hospitality sector?

## 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 5.1.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
  - Answers to Question I
    1. Train and sensitize support staff and teams
    2. Make eye contact while speaking

- 3. Promotes trust, team loyalty, and teamwork
- 4. Psychological barriers
- Answers to Question II
  - 1. Verbal and non-verbal
  - 2. Sender and a receiver
  - 3. Customer satisfaction
  - 4. Customer experience

## Unit 5.2 Effective communication with Colleagues

### Unit Objectives

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

1. Discuss the importance of professionalism, etiquette and ethical behaviour at the workplace

### Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector, Flipchart
- 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 gained an understanding of the importance of effective communication”.
- “In today's session, we will understand the importance of professionalism, etiquette, and ethical behavior at the workplace.”



**Explain**

- Explain the definition of professionalism, etiquette, and ethical behavior at the workplace.
- Explain the professional code of ethics with the help of Fig.5.16 given in the Participant Handbook.
- Explain workplace etiquette with the help of Fig 5.17 given in the Participant Handbook.

**Ask**

- List down any three workplace etiquette.
- What is the importance of professionalism, etiquette, and ethical behavior?
- Name any four professional codes of ethics.

**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 5.2.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
  - Answers to Question I
    1. Maintain confidentiality of personal data and information of the guests/customers
    2. Follow proper dress code and personal grooming
  - Answers to Question II
    1. Professionalism

- 2. Workplace etiquette
- 3. Professional
- Answers to Question III
  - 1. False
  - 2. True
  - 3. True

## Unit 5.3 Provide Specific Services as per Guests' Requirements

### Unit Objectives

**At the end of this 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 customers
3. Discuss the specific needs of People with Disabilities
4. Discuss the importance of reporting Sexual harassment at workplace
5. Discuss ways of escalating problems, reporting workplace issues, and receiving feedback from the superiors

### Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector, Flipchart
- 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 gained an understanding of the professionalism, etiquette, and ethical behavior at the workplace”.
- “In today's session, we will understand the importance of gender and age sensitivity, gender and age-specific requirements of the customers, the specific needs of people with disabilities, and the importance of reporting Sexual harassment at the workplace.”

## Activity



<b>Objective</b>	The purpose of this activity is to learn the importance of gender equality in the workplace.
<b>Materials required</b>	Pen, Paper
<b>Steps/procedure</b>	<ul style="list-style-type: none"> <li>• This activity is in the form of a written test.</li> <li>• Each Trainee will be provided with blank sheets and a pen</li> <li>• The Trainer will read out the following question to the Trainees</li> <li>• What is gender equality and workplace and how that can be implemented and strengthened?</li> <li>• The Trainees will get 15 minutes to answer the above question</li> <li>• They should write the answer in the stipulated time</li> <li>• The Trainer will check the answers</li> <li>• Trainees with the best answers will be appreciated by the class.</li> </ul>
<b>Conclusion / what has been achieved</b>	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.5.18 given in the Participant Handbook.
- Explain the gender and age-specific requirements of the customers.
- Explain the specific requirements of people with disabilities.

- Explain interacting and communicating with people with disabilities with the help of Fig.5.19 given in the Participant Handbook.
- Explain the rights and duties at the workplace concerning PwD with the help of Fig.5.20 given in the Participant Handbook.

## Demonstration

Demonstrate gender equality at the workplace with the help of a YouTube link-

<https://www.youtube.com/watch?v=zAnOC7cfrUw>

## 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

<b>Objective</b>	The purpose of this activity is to learn the laws and regulations related to PWD issued by the government.
<b>Materials required</b>	N/A
<b>Steps/procedure</b>	<ul style="list-style-type: none"> <li>• This activity is in the form of “elocution session.”</li> <li>• The Trainer will divide the class into 4 groups.</li> <li>• Each group will be assigned with one law related to PWD compliance issued by the government of India (as discussed in the unit).</li> <li>• 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.</li> <li>• The Trainer will supervise the session.</li> </ul>

<b>Steps/procedure</b>	<ul style="list-style-type: none"> <li>The best group will be appreciated by the class.</li> </ul>
<b>Conclusion / what has been achieved</b>	This activity helps the participants to understand the laws and regulations related to PWD compliance issued by the government of India

## Elaborate

- Elaborate the following topics:
  - Importance of reporting sexual harassment at the workplace
  - Impact of sexual harassment at the workplace (Fig.5.21)
  - Dealing with sexual harassment in the workplace (Fig 5.22)
  - Common issues and steps to resolve issues at the workplace (Fig.5.23 and Fig 5.24)

## Ask

- What do workplace problems and disputes lower?
- What can a workplace issue lead to?
- What should employees be informed about to report workplace issues to their reporting managers?
- What should the manager's supervisors do?

## 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 5.3.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
  - Answers to Question I
    1. Gender-sensitive policies and processes
    2. Try to speak directly to the person rather than through a companion or interpreter
    3. Ensure that the workplace is free from sexual harassment and all employees are treated with respect, decency, and dignity
    4. Gathering facts
  - Answers to Question II
    1. Gender sensitivity
    2. Special needs
    3. Sexual harassment
    4. Age sensitivity
    5. Problems and disputes
  - Answers to Question III
    1. True
    2. False
    3. True

Scan the QR Code to watch the related video

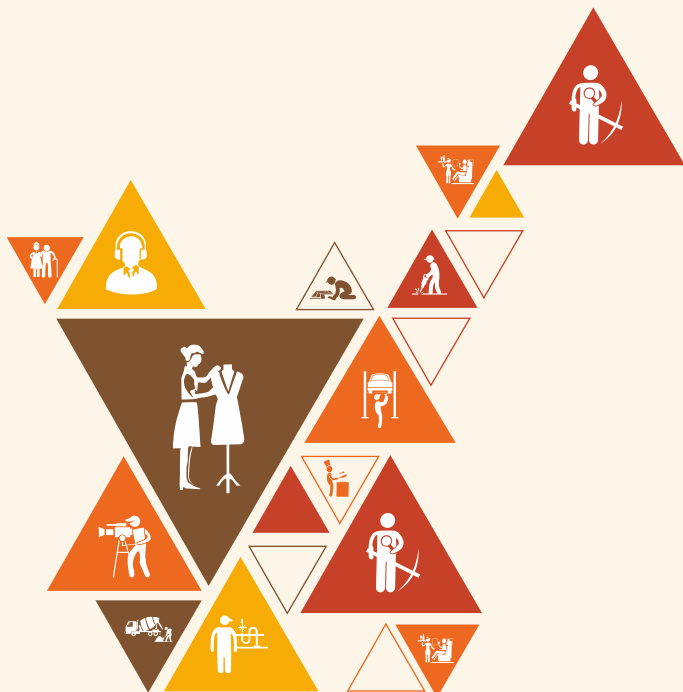


Effective communication and its barriers



## 6. Organizational Confidentiality and Customer's Privacy

Unit 6.1 - Maintain the Confidentiality of the Organisation  
and Privacy of Customer Information



THC/N9903



## Key Learning Outcomes

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

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

## Unit 6.1 Maintain the Confidentiality of the Organisation and Privacy of Customer

### Unit Objectives

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

1. Explain the significance of maintaining organisational confidentiality and customer privacy in the hospitality industry
2. Discuss the Intellectual Property issues and policies affecting the organisation and customer privacy
3. Explain the procedures to report the infringement of IPR to the concerned person
4. 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

### 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.

## Demonstration

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

## Elaborate

- Elaborate the following topics:
  - Infringement of IPR
  - Common procedures followed in the event of IP infringement (Fig.6.4)
  - Different ways to handle customer's confidential information (Fig.6.5)

## Ask

- What does a company seek protection through?
- What is the name of the IP protection that is granted to the creators of intellectual property?
- What do most companies conduct to know and understand customer needs and preferences?
- What is the responsibility of the company?
- What can be considered if the company fails to protect and secure the information?
- What do many companies sign?

## 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 6.1.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
  - Answers to Question I
    1. Maintain and respect guest privacy in their individual rooms
    2. Provides incentive for new creation
    3. Cease and desist letter in case of unauthorized use of trademarks
    4. Technical glitches
  - Answers to Question II
    1. Safeguarding
    2. Trademark
    3. GI tags

Scan the QR Code to watch the related video



IPR

THC/N9906

## Key Learning Outcomes

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

1. Employ appropriate health, hygiene, and safety practices at workplace
2. Apply precautionary health measures
3. Employ effective waste management practices

## Unit 7.1 Personal and Workplace Hygiene

### Unit Objectives

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

1. Discuss the concept and importance of personal and workplace hygiene
2. Discuss best practices to maintain personal hygiene
3. Explain the ways to clean and sanitize the workplace and related equipment
4. Outline the purpose and usage of various Personal Protective Equipment (PPE) required at the workplace
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, Flipchart
- 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 Intellectual Property issues and policies affecting the organization and customer privacy, the significance of maintaining organizational confidentiality and customer privacy in the hospitality industry.”
- “Now, we will try to understand the concept and importance of personal and workplace hygiene.”
- “Several behaviours 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 and its do's and don'ts with the help of Fig.7.1 given in the Participant Handbook.
- Explain hand washing and its steps with the help of (Fig.7.4 and Fig.7.5) given in the Participant Handbook.
- Explain shower hygiene and its steps with the help of (Fig.7.6) given in the Participant Handbook.
- Explain nail hygiene and its steps with the help of (Fig.7.7) given in the Participant Handbook.
- Explain methods of using sanitizer with the help of (Fig.7.8) given in the Participant Handbook.

## Activity



<b>Objective</b>	The purpose of this activity is to explain good hygiene practices.
<b>Materials required</b>	Whiteboard
<b>Steps/procedure</b>	<ul style="list-style-type: none"> <li>• Ask questions on the consequences of not following good health and hygiene practices.</li> <li>• Write a hygiene practice on the whiteboard and then ask the students what would happen if it is not followed.</li> <li>• Share the correct answer if the students are not able to answer.</li> <li>• Congratulate the participants who answered correctly.</li> </ul>
<b>Conclusion / what has been achieved</b>	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 the following topics:
  - Workplace hygiene
  - Tips and benefits of workplace hygiene (Fig.7.9 and Table.7.1)
  - Practices for cleaning and disinfecting workplace area (Fig.7.10)

**Demonstration**

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

**Ask**

- What contributes to a healthy workforce and is essential in the workplace?
- Which type of mask should be worn in the workplace?
- What gadgets should be disinfected regularly?
- List down the three tips to keep the workplace clean.
- 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 steps for cleaning the work area with the help of Fig.7.11 given in the Participant Handbook.
- Explain the cleaning and maintenance process for the hospitality Industry and Equipment with the help of Fig.7.12 given in the Participant Handbook.
- Explain the PPE and its types with the help of Fig.7.13 given in the Participant Handbook.
- Explain the maintenance and the responsibilities of an employee regarding PPE with the help of Fig.7.14 given in the Participant Handbook.

## Ask

- Name the steps for cleaning the work area.
- List down the steps for the cleaning and maintenance process for the hospitality industry and equipment.

## Notes for Facilitation

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

## Elaborate

- Elaborate the following topics:
  - PPE and its guidelines(Fig.7.16)
  - Steps to put on and take off PPE (Fig.7.15 and Fig.7.17)
  - Importance of preventive health check-ups

## Demonstration

Demonstrate the PPE learning with the help of YouTube link –  
<https://www.youtube.com/watch?v=r9vp1q1L2ro>

## Ask

- What types of PPE are included in PPE?
- What is a crucial habit that everyone should develop?
- What can a preventative health checkup do?
- What can modify employees' behavior and increase productivity at 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 7.1.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
  - Answers to Question I
    1. To decrease the chances of getting an ingrowing toenail
    2. Regularly empty the trash cans
    3. Head protection
    4. PPE should be removed safely as per the prescribed procedure

- Answers to Question II

1. Personal hygiene
2. Nail
3. Hand washing
4. Sanitizer
5. PPE

## Unit 7.2 Risks and Potential Hazards

### Unit Objectives

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

1. Describe the causes of risks and potential hazards in the workplace and ways to prevent them
2. List different safety warning signs and labels at the workplace
3. Discuss ways to identify hazards at the workplace
4. List the components of the first-aid

### Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector, Flipchart
- 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 causes of risks and potential hazards in the workplace and ways to prevent them, different safety warning signs and labels at the workplace, and ways to identify hazards at the workplace.”
- “A danger or hazard is anything or someone who poses a threat to cause significant injury, property damage, or adverse health impacts.”

## Explain



- Explain the potential hazards and risks at the workplace and their causes with the help of Fig.7.18 given in the Participant handbook.
- Explain the ways to prevent hazards and risks.
- Explain the different ways to identify hazards and risks with the help of Fig.7.19 given in the Participant Handbook.
- Explain the different safety warning signs and labels at the workplace with the help of Table. 7.2 given in the Participant Handbook.

## Activity



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

## Ask



- What can be avoided by using several types of matting?
- How much do anti-fatigue mats contribute?
- What does the risk management strategy aim to accomplish?
- List any three potential hazards and risks at the workplace.

## Notes for Facilitation



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

## Elaborate



- Elaborate the following topics:
  - Organizational safety procedures (Fig. 7.20)
  - Standard procedures for electrical safety at the workplace (Fig.7.21)
  - First aid and vital signs (Fig.7.22 and Table.7.2)
  - The four A's of first aid (Table 7.3)
  - Tips to remember for delivering first aid
  - Type of Injuries and their Respective symptoms, Do's and Don'ts (Table 7.4)
  - Components of first-aid(Fig.7.23)

## Activity



<b>Objective</b>	The purpose of this activity is to learn the concept of first aid and medical assistance.
<b>Materials required</b>	Whiteboard, Marker for scores
<b>Steps/procedure</b>	<ul style="list-style-type: none"> <li>• This activity will be in the form of “Role Play”.</li> <li>• The trainer will ask the trainees to form pairs.</li> <li>• Each pair will take part in the role play.</li> <li>• 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.</li> </ul>

**Steps/procedure**

- 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 emergencies.

**Ask**

- What kind of assistance is given to someone who has suffered an unexpected illness or injury to prolong life?
- In what ways can risks and mishaps be avoided when using tools and equipment at work?
- What can cause a worker discomfort, injury, and even death?
- Which risks do employees face when using machinery, tools, and equipment?

**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:
  - Answers to Question I
    1. Physical hazards
    2. Four
    3. Be cautious of conductive tools and cleaning supplies
    4. Promote recovery
  - Answers to Question II
    1. Wet-area mats
    2. First-aid
    3. Standard operating procedure
  - Answers to Question III
    1. True
    2. False
    3. True

## Unit 7.3 Standard Operating Procedures

### Unit Objectives

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

1. Describe standard safety procedures to be followed while handling tools, material, and equipment
2. Explain the procedure to report accident and other health related issues as per SOP

### Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector, Flipchart
- 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 causes of risks and potential hazards in the workplace and ways to prevent them, different safety warning signs and labels at the workplace, and ways to identify hazards at the workplace”.
- “Now, we will try to understand the standard safety procedures to be followed while handling tools, material, and equipment.”

- “Safe work practices help to manage risks and control hazards associated with non-routine work.”
- “These procedures are typically the ways to carry out a task with the least amount of danger to people, machinery, supplies, the environment, and processes.”

## Explain



- Explain the standard procedure to handle tools and equipment and materials with the help of Fig.7.24 and Fig.7.25 given in the Participant handbook.
- Explain the procedure for reporting accidents and health issues.
- Explain the common accidents, health issues, and emergency scenarios encountered at hotels and the steps to deal with and handle the situation.
- Explain the standard procedure to report an incident with the help of Fig.. 7.26 and Fig. 7.27 given in the Participant Handbook.

## Activity



<b>Objective</b>	The purpose of this activity is to understand how to fill out the hotel incident report.
<b>Materials required</b>	Pen and paper
<b>Steps/procedure</b>	<ul style="list-style-type: none"> <li>• This is a skill practice activity.</li> <li>• The facilitator needs to provide a case study or victim/incident information to the students for filling out the sample report and completing the activity.</li> <li>• Ask the participants to use the sample template to document the hotel incident report which is available in the Participant Handbook (Fig.7.27).</li> <li>• Give 5-10 minutes to complete the activity.</li> <li>• Ask the participants to show their answers to the class.</li> </ul>
<b>Conclusion / what has been achieved</b>	This activity will help them to learn how to fill out the hotel incident report.

**Ask**

- What helps to manage risks and control hazards associated with non-routine work?
- What are the essential component of any organization s health and safety protocols?
- What did an accident cause?

**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 7.3.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
  - Answers to Question I
    1. Keep the body in good shape
    2. Operate tools according to manufacturers' instructions
  - Answers to Question II
    1. Safe work
    2. Tools and equipment
  - Answers to Question III
    1. True
    2. True
    3. True
    4. False

Scan the QR Code to watch the related video



Steps to wash hands properly

DGT/VSQ/N0101

Scan the QR Code to watch the related video



<https://eskillindia.org/NewEmployability>

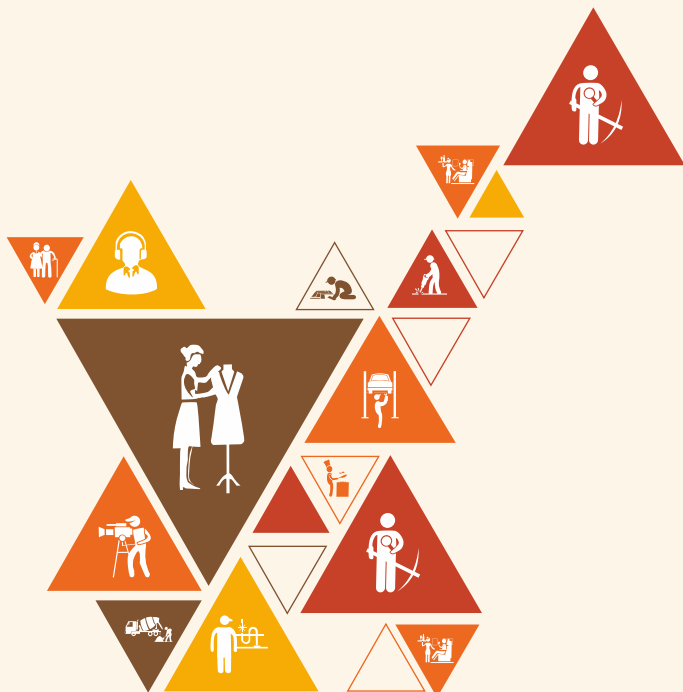


## 9. Annexures

Annexure I : QR Code






Annexure II : Training Delivery Plan

Annexure III : Assessment Criteria










## Annexure - I

Serial No.	Module No.	Unit Number	Topic Name	Page No.	URL	QR Code
1.	Introduction to the Hotel Industry and House Keeping Activities	Unit 1.1 - Introduction to the Hotel Management	Hospitality and Tourism industry	9	<a href="https://www.youtube.com/watch?v=8Z1O0gBGPyl">https://www.youtube.com/watch?v=8Z1O0gBGPyl</a>	 Hospitality and Tourism industry
2.	Introduction to the Hotel Industry and House Keeping Activities	Unit 1.2 - Career path for a House Keeping Trainee	Different sectors of the tourism and hospitality industry		<a href="https://www.youtube.com/watch?v=jAkPEgDlt7k">https://www.youtube.com/watch?v=jAkPEgDlt7k</a>	 Different sectors of the tourism and hospitality industry
3.	Manage Inventory for Cleaning and Guests Supplies	Unit 2.1 - Various Cleaning Agents, Equipment, and Guest Supplies	Cleaning agents used in hotel house-keeping	20	<a href="https://www.youtube.com/watch?v=9CQssaPrIfQ">https://www.youtube.com/watch?v=9CQssaPrIfQ</a>	 Cleaning agents used in hotel housekeeping
4.	Manage Inventory for Cleaning and Guests Supplies	Unit 2.2 - Effective Inventory Management Procedures	Guest supplies in hotel		<a href="https://www.youtube.com/watch?v=uXDOn_XIJ_o">https://www.youtube.com/watch?v=uXDOn_XIJ_o</a>	 Guest supplies in hotel
5.	Perform Cleaning Operations	Unit 3.1 - Various Cleaning Procedures	Types of rooms in hotel	30	<a href="https://www.youtube.com/watch?v=S7GMNFoClZw">https://www.youtube.com/watch?v=S7GMNFoClZw</a>	 Types of rooms in hotel

## Annexure - I

Serial No.	Module No.	Unit Number	Topic Name	Page No.	URL	QR Code
6.	Perform Cleaning Operations	Unit 3.2 - Perform Cleaning Activities	Hotel star rating	30	<a href="https://www.youtube.com/watch?v=aCEP1ZSWSAO">https://www.youtube.com/watch?v=aCEP1ZSWSAO</a>	 Hotel star rating
7.	Perform Relevant Housekeeping Activities and Attend to Guest's Requests	Unit 4.1 - Perform housekeeping activities	Making of bed	39	<a href="https://www.youtube.com/watch?v=G3dIEdDiOuM">https://www.youtube.com/watch?v=G3dIEdDiOuM</a>	 Making of bed
8.	Maintain Effective Communication and Service Standard	Unit 5.1 - Communicate Effectively with Guests, Colleagues and Superiors	Effective communication and its barrier	56	<a href="https://www.youtube.com/watch?v=NNVZxTkiX1Y">https://www.youtube.com/watch?v=NNVZxTkiX1Y</a>	 Effective communication and its barriers
9.	Organizational Confidentiality and Customer's Privacy	Unit 6.1 - Maintain the Confidentiality of the Organisation and Privacy of Customer Information	IPR	61	<a href="https://www.youtube.com/watch?v=avSdoMz6OuA">https://www.youtube.com/watch?v=avSdoMz6OuA</a>	 IPR
10.	Basic Health and Safety Standard	Unit 7.1 - Personal and Workplace Hygiene	Steps to wash hands properly	78	<a href="https://www.youtube.com/watch?v=lisgnbMfKvI">https://www.youtube.com/watch?v=lisgnbMfKvI</a>	 Steps to wash hands properly

## Annexure - I

Serial No.	Module No.	Unit Number	Topic Name	Page No.	URL	QR Code
11	8. Employability and Entrepreneurship Skills			80	<a href="https://eskillindia.org/NewEmployability">https://eskillindia.org/NewEmployability</a>	

## Annexure II

### Training Delivery Plan

Training Delivery Plan			
Program Name	Housekeeping Trainee		
Qualification Pack, Name and Reference ID	Housekeeping Trainee THC/Q0209, v2.0		
Version No.	2.0	Version Update Date	24/12/2020
Pre-requisites to Training (If any)	NA		
Training Outcome	<p><b>After completing this programme, trainee will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Describe cleaning operations and relevant housekeeping activities</li> <li>2. Employ appropriate practices to communicate effectively with guests, colleagues, and superiors to achieve a smooth workflow</li> <li>3. Apply gender and age-sensitive service practices</li> <li>4. Describe the protocols related to confidentiality of the organizational information and guests' privacy</li> <li>5. Apply health, hygiene, and safety practices at the workplace</li> </ol>		

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
1.	Introduction to the Hotel Management	Overview of Facility Management and Office Pantry	<ol style="list-style-type: none"> <li>Discuss the objectives and benefits of the Skill India Mission</li> <li>Describe the tourism and hospitality industry and its sub- sectors</li> <li>Elaborate the hierarchy of hotel and housekeeping department of different star categories</li> </ol>	N/A Bridge Module	Interactive Lecture in the Class, Team Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 0
		Career Path for a House Keeping Trainee	<ol style="list-style-type: none"> <li>Discuss the role and responsibilities of a housekeeping trainee</li> <li>Describe the attributes required for a housekeeping trainee</li> <li>Elaborate various job opportunities for a housekeeping trainee in the tourism and hospitality industry</li> </ol>		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 0
2.	Manage Inventory for Cleaning and Guests Supplies	Various Cleaning Agents, Equipment, and Guest Supplies	<ol style="list-style-type: none"> <li>List different types of cleaning agents and equipment</li> </ol>	THC/N0 233	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 2
		Various Cleaning Agents, Equipment, and Guest Supplies (Contd....)	<ol style="list-style-type: none"> <li>Classify different types of guest supplies</li> </ol>		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 2

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Various Cleaning Agents, Equipment, and Guest Supplies (Contd....)	3. Explain the storage procedure of cleaning and guest supplies as per instructions		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 2
		Various Cleaning Agents, Equipment, and Guest Supplies (Contd....)	4. Discuss the importance of cleaning of the storage area		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 2
		Effective Inventory Management Procedures	1. Explain the importance of maintaining an adequate inventory of cleaning and guest supplies		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 3
		Effective Inventory Management Procedures (Contd.)	2. List various inventory control techniques		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 3
		Effective Inventory Management Procedures (Contd.)	3. Discuss the significance of timely reporting of the shortage of supplies to the supervisor		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 3
		Effective Inventory Management Procedures (Contd.)	4. Elaborate the steps of maintaining the inventory record as per the specified format		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.	Perform Cleaning Operations	Various Cleaning Procedures	1. List the types of rooms, available facilities, and other service areas in a hotel	THC /NO 233	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard , Marker, and Duster	T: 1 P: 7
		Various Cleaning Procedures (Contd....)	2. Elaborate various types of surfaces and appropriate cleaning equipment, and agents required for each surface		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard , Marker, and Duster	T: 1 P: 7
		Various Cleaning Procedures (Contd....)	3. List various cleaning methods for different surfaces		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard , Marker, and Duster	T: 2 P: 6
		Various Cleaning Procedures (Contd....)					T: 0 P: 5
		Various Cleaning Procedures (Contd....)	4. List different housekeeping signages		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard , Marker, and Duster	T: 2 P: 6
		Various Cleaning Procedures (Contd....)	5. Discuss the significance of using Personal Protective Equipment during the cleaning activities		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard , Marker, and Duster	T: 2 P: 6

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Perform Cleaning Activities	1. Explain specific methods of cleaning spillage		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 6
		Perform Cleaning Activities (Contd....)	1.				T: 0 P: 5
		Perform Cleaning Activities (Contd....)	2. Discuss the correct sequence of cleaning activities		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 6
		Perform Cleaning Activities (Contd....)	3. Explain the importance of inspecting the assigned area to be cleaned		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 6
		Perform Cleaning Activities (Contd....)	4. Discuss the importance of paying attention to the detail while cleaning guests' rooms		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 6
		Perform Cleaning Activities (Contd....)	5. Explain waste management techniques		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 6
4.	Perform Relevant Housekeeping Activities and Attend to Guest's Requests	Perform Housekeeping Activities	1. Discuss different room layouts, standard arrangement of furniture and other items like stationeries, vases, etc. in the room	THC /NO 233	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
		Perform Housekeeping Activities (Contd..)	2. List the equipment and appliances available in a guest room		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 1
		Perform Housekeeping Activities (Contd..)	3. Discuss the importance of routine service and maintenance of cleaning equipment		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 1
		Perform Housekeeping Activities (Contd..)	4. Categorize the types of linen used in housekeeping activities		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 1
		Perform Housekeeping Activities (Contd..)	5. Discuss various methods of bed making		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 1
		Perform Housekeeping Activities (Contd..)	6. Explain the significance of replenishing the guests' supplies in the guestroom		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 1
		Perform Housekeeping Activities (Contd..)	7. List the various loan items like extra pillow, bed, linen, etc. offered to guests		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 1

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Attend to Guest's Request	1. Discuss the procedures to handle guests' requests and connect with different departments to ensure timely service to the guest		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 1
		Attend to Guest's Request (Contd.)	2. Elaborate the types of reports and records required for the housekeeping operations		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 1
5.	Maintain Effective Communication and Service Standard	Communicate Effectively with Guests, Colleagues and Superiors	1. Discuss the importance of effective communication	THC /N9 901	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 2
		Communicate Effectively with Guests, Colleagues and Superiors (Contd.)	2. Explain the importance of customer satisfaction and customer feedback		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 2
		Communicate Effectively with Guests, Colleagues and Superiors (Contd.)	3. Outline the procedure of receiving feedback and complaints constructively		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 2
		Communicate Effectively with Guests, Colleagues and Superiors (Contd.)	4. Describe various ways to handle customer complaints		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
		Communicate Effectively with Guests, Colleagues and Superiors (Contd.)	5. Discuss different ways to improve the customer experience		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1
		Maintain Professional Etiquette	1. Discuss the importance of professionalism, etiquette and ethical behaviour at the workplace		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 2
		Provide Specific Services as per 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
		Provide Specific Services as per Guests' Requirements (Contd.)	2. Discuss gender and age-specific requirements of the customers		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1
		Provide Specific Services as per 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
		Provide Specific Services as per Guests' Requirements (Contd.)	4. Discuss the importance of reporting Sexual harassment at 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
		Provide Specific Services as per Guests' Requirements (Contd.)	5. Discuss ways of escalating problems, reporting workplace issues, and receiving feedback from the superiors		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1
6.	Organizational Confidentiality and Customer's Privacy	Maintain the Confidentiality of the Organisation and Privacy of Customer Information	1. Explain the significance of maintaining organisational confidentiality and customer privacy in the hospitality industry	THC /N9 903	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 3 P: 5
		Maintain the Confidentiality of the Organisation and Privacy of Customer Information (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
		Work in a Disciplined and Ethical Manner	3. Explain the procedures to report the infringement of IPR to the concerned person		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 4 P: 3
		Work in a Disciplined and Ethical Manner (Contd....)	4. 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: 3
7.	Basic Health and Safety Practice	Personal and Workplace Hygiene	1. Discuss the concept and importance of personal and workplace hygiene	THC /N9 906	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.)	2. Discuss best practices 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 ways to clean and sanitize the workplace and related equipment		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 2
		Personal and Workplace Hygiene (Contd.)	4. 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: 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
		Risks and Potential Hazards	1. Describe the causes of risks and potential hazards in the workplace and ways to prevent them		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1
		Risks and Potential Hazards (Contd.)	2. List different safety warning signs and labels at 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
		Risks and Potential Hazards (Contd.)	3. Discuss ways to identify hazards at the workplace		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1
		Risks and Potential Hazards (Contd.)	4. List the components of the first-aid		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1
		Standard Operating Procedures	1. Describe standard safety procedures to be followed while handling tools, material, and equipment		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1
		Standard Operating Procedures (Contd.)	2. Explain the procedure to report 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
8.	Employability Skills (30 hours)	Introduction to Employability Skills	1. Discuss the importance of Employability Skills in meeting the job requirements	DGT /VS Q/N 010 1	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 0.5 P: 0.5
		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: 0.5

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Becoming a Professional in the 21st Century	1. Discuss 21st century skills.		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 0.5 P: 0.5
		Basic English Skills	1. Discuss need of basic English skills.		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1
		Communication Skills	1. Discuss need of communication skills 2. Describe importance of team work		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1.5 P: 2.5
		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: 0.5 P: 0.5
		Financial and Legal Literacy	1. Discuss the significance of using financial products and services safely and securely. 2. Explain the importance of managing expenses, income, and savings. 3. Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1.5 P: 2.5

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Essential Digital Skills	1. 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: 1 P: 2
		Entrepreneurship	1. Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenge		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2.5 P: 4.5
		Customer Service	1. Differentiate between types of customers. 2. Explain the significance of identifying customer needs and addressing them. 3. Discuss the significance of maintaining hygiene and dressing appropriately.		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1.5 P: 2.5
		Getting ready for apprenticeship & Jobs	1. Discuss the significance of dressing up neatly and maintaining hygiene for an interview 2. Discuss how to search and register for apprenticeship opportunities		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P: 1
Total (In Hours)					Theory		123
					Practical		147
					On the Job Training		90
					*Grand Total (in Hours)		360 hours



## Annexure III

### Assessment Criteria

#### CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Housekeeping Trainee	
Job Role	Housekeeping Trainee
Qualification Pack	THC/Q0209, v2.0
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: 300	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>THC/N0233: Perform cleaning activities</b>	<b>Manage inventory for cleaning and guest supplies</b>	<b>10</b>	<b>10</b>	-	<b>5</b>
	PC1. maintain adequate inventory of cleaning material like mops, brushes, cleaning agent etc.	-	-	-	-
	PC2. check availability of adequate quantity of supplies like teabags, cookies, minibar items, water, toiletries in assigned areas	-	-	-	-
	PC3. report any material/supply shortages to supervisor immediately	-	-	-	-
	PC4. maintain inventory record as per specified format	-	-	-	-
	PC5. maintain cleanliness of the store room at all times	-	-	-	-
	<b>Perform pre-cleaning activities</b>	<b>5</b>	<b>10</b>	-	<b>5</b>
	PC6. inspect the assigned area to be cleaned	-	-	-	-
	PC7. identify the types of surfaces to be cleaned	-	-	-	-
	PC8. identify the appropriate cleaning agent as per the requirement	-	-	-	-
	PC9. arrange cleaning equipment required for performing cleaning operation	-	-	-	-
	PC10. arrange protective gear like thick cleaning gloves, close toe-non slip footwear, head cover, and masks or goggles, if required	-	-	-	-
	<b>Perform cleaning operations</b>	<b>15</b>	<b>20</b>	-	-
	PC11. collect the waste carefully in proper waste disposal bags without any spillage	-	-	-	-

Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC12. clean the waste bins regularly	-	-	-	-
	PC13. ensure that carry bags are placed on waste bins after cleaning	-	-	-	-
	PC14. take the trolley/bin to the assigned waste disposal area	-	-	-	-
	PC15. carry out the cleaning procedures in the correct sequence (e.g. sweeping, dusting, mopping/vacuum cleaning, disinfecting, and air freshening)	-	-	-	-
	PC16. handle cleaning agents without spilling in the assigned area to be cleaned	-	-	-	-
	PC17. clean and polish the surface without causing any damage to the surfaces	-	-	-	-
	PC18. choose correct method of clearing up the spillage in accordance with/as per the floor and the size and type of spillage	-	-	-	-
	PC19. use appropriate signages to notify that cleaning process is on or to mark wet floors etc.	-	-	-	-
	PC20. complete the documentation accurately	-	-	-	-
	PC21. report damage to the supervisor, if any	-	-	-	-
	<b>Perform relevant housekeeping activities</b>	<b>15</b>	<b>20</b>	<b>-</b>	<b>5</b>
	PC22. ensure proper functioning of equipment/appliances like ACs, hair dryer, TV, remotes, etc. in guest rooms	-	-	-	-
	PC23. report to manager regarding any faulty equipment	-	-	-	-

Total Marks: 300	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC24. ensure routine service and maintenance of cleaning equipment	-	-	-	-
	PC25. collect soiled linen and other items like towels, bathrobes, etc. in trolley bag	-	-	-	-
	PC26. arrange the items in the assigned area like flowers, paintings, linen/towel, guest stationery as per standard procedure	-	-	-	-
	PC27. arrange the bed and other furniture in the assigned area as per hotel's guidelines	-	-	-	-
	PC28. make the bed with fresh linen, pillow cases, and bedside mat	-	-	-	-
	PC29. replenish the bathroom supplies	-	-	-	-
	<b>Attend to guest's requests</b>	<b>10</b>	<b>10</b>	<b>-</b>	<b>10</b>
	PC30. handle guest requests such as extra pillows, beds, linen, towel, etc. to ensure guest satisfaction	-	-	-	-
	PC31. contact F&B department to ensure timely service to the guests	-	-	-	-
	PC32. report to the manager for any other requests outside of housekeeping	-	-	-	-
	<b>NOS Total</b>	<b>55</b>	<b>70</b>	<b>-</b>	<b>25</b>
<b>THC/N9901: Communicate effectively and maintain service standards</b>	<b>Communicate effectively with guests, colleagues and superiors</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>10</b>
	PC1. greet the guests promptly and appropriately as per organization's procedure	-	-	-	-
	PC2. communicate with the guests in a polite and professional manner	-	-	-	-

Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC3. clarify guest's requirements by asking appropriate questions	-	-	-	-
	PC4. address guest's dissatisfactions and complaints effectively	-	-	-	-
	PC5. build effective yet impersonal relationship with guests	-	-	-	-
	PC6. inform guests on any issue/problem beforehand including any developments involving them	-	-	-	-
	PC7. seek feedback from the guests and incorporate them to improve the guest experience	-	-	-	-
	PC8. escalate any negative feedback received from the guests to immediate reporting authority on high priority	-	-	-	-
	PC9. pass on essential information to the colleagues timely	-	-	-	-
	PC10. report any workplace issues to the superior immediately	-	-	-	-
	<b>Maintain professional etiquette</b>	<b>10</b>	<b>10</b>	-	<b>5</b>
	PC11. report to work on time	-	-	-	-
	PC12. follow proper etiquette while interacting with colleagues and superiors	-	-	-	-
	PC13. follow the dress code as per organizational policy	-	-	-	-
	PC14. maintain personal hygiene	-	-	-	-
	PC15. respect privacy of others at the workplace	-	-	-	-
	<b>Provide specific services as per the guests' requirements</b>	<b>10</b>	<b>10</b>	-	<b>5</b>
	PC16. offer services and maintain the quality of facilities to cater to specific needs of every individual, across all gender and age group as per company standards	-	-	-	-

Total Marks: 300	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC17. provide assistance to Persons with Disability, if required	-	-	-	-
	PC18. follow the organisational policies specified for Persons with Disability	-	-	-	-
	PC19. follow gender and age sensitive service practices at all times	-	-	-	-
	PC20. adhere to the company policies related to prevention of sexual harassment	-	-	-	-
	<b>NOS Total</b>	<b>40</b>	<b>40</b>	<b>-</b>	<b>20</b>
<b>THC/N9903: Maintain organisational confidentiality and respect guests' privacy</b>	<b>Maintain organisational confidentiality</b>	<b>6</b>	<b>6</b>	<b>-</b>	<b>3</b>
	PC1. ensure not leaving any confidential information visible and unattended on the workstation	-	-	-	-
	PC2. comply to organizational IPR policy at all times	-	-	-	-
	PC3. report any infringement of IPR observed by anyone in the company to the concerned person	-	-	-	-
	PC4. maintain the confidentiality of the organisational information through appropriate use, storage and disposal	-	-	-	-
	<b>Respect guest's privacy</b>	<b>4</b>	<b>4</b>	<b>-</b>	<b>2</b>
	PC5. protect personal and financial information of the guest	-	-	-	-
	PC6. refrain self from infringing upon guest's professional deals and plans	-	-	-	-
	<b>NOS Total</b>	<b>10</b>	<b>10</b>	<b>-</b>	<b>5</b>

Total Marks: 300	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>THC/N9906: Follow Health, Hygiene and Safety practices</b>	<b>Maintain personal and workplace hygiene</b>	<b>10</b>	<b>10</b>	-	<b>5</b>
	PC1. wash and sanitize hands at regular intervals using hand wash & alcohol-based sanitizers	-	-	-	-
	PC2. clean the workplace with appropriate cleaning solution and disinfectants as recommended	-	-	-	-
	PC3. clean the crockery and other articles as per established standards	-	-	-	-
	PC4. sanitize all tools and equipment requiring touch points at regular intervals	-	-	-	-
	PC5. ensure that the trashcans are cleared regularly following the cleanliness and maintenance schedule	-	-	-	-
	PC6. use appropriate PPE (headwear, glasses, goggles, footwear etc.) considering the task to be performed and the working environment	-	-	-	-
	PC7. dispose of the waste as per the prescribed standards	-	-	-	-
	PC8. maintain personal hygiene by brushing teeth regularly, wearing clean clothes, following a healthy diet etc.	-	-	-	-
	<b>Take precautionary health measures</b>	<b>5</b>	<b>5</b>	-	-
	PC9. attend regular health check-ups organized by the management	-	-	-	-
	PC10. report personal health issues related to injury, food, air and infectious disease	-	-	-	-
	PC11. report to the concerned authority in case any coworker is unwell	-	-	-	-

Total Marks: 300	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	<b>Follow standard safety procedure</b>	<b>5</b>	<b>10</b>	<b>-</b>	<b>5</b>
	PC12. follow safety procedures while handling materials, tools, equipment etc.	-	-	-	-
	PC13. follow first aid procedures appropriately	-	-	-	-
	PC14. identify hazards at the workplace and report to the concerned person in time	-	-	-	-
	<b>Follow effective waste management</b>	<b>5</b>	<b>10</b>	<b>-</b>	<b>5</b>
	PC15. identify and segregate recyclable, non- recyclable and hazardous waste at workplace	-	-	-	-
	PC16. segregate waste into different coloured dustbins	-	-	-	-
	PC17. handle the waste as per SOP	-	-	-	-
	PC18. recycle waste wherever applicable	-	-	-	-
	PC19. dispose of PPEs in a plastic bag, sealed and labelled as infectious waste	-	-	-	-
	<b>NOS Total</b>	<b>25</b>	<b>35</b>	<b>-</b>	<b>15</b>
<b>DGT/VSQ/N010 1: Employability Skills (30 Hours)</b>	<b>Introduction to Employability Skills</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>-</b>
	PC1. understand the significance of employability skills in meeting the job requirements	-	-	-	-
	Constitutional values – Citizenship	1	1	-	-
	PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-



Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	<b>Becoming a Professional in the 21st Century</b>	<b>1</b>	<b>3</b>	-	-
	PC3. explain 21st Century Skills such as Self- Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.	-	-	-	-
	<b>Basic English Skills</b>	<b>2</b>	<b>3</b>	-	-
	PC4. speak with others using some basic English phrases or sentences	-	-	-	-
	<b>Communication Skills</b>	<b>1</b>	<b>1</b>	-	-
	PC5. follow good manners while communicating with others	-	-	-	-
	PC6. work with others in a team	-	-	-	-
	<b>Diversity &amp; Inclusion</b>	<b>1</b>	<b>1</b>	-	-
	PC7. communicate and behave appropriately with all genders and PwD	-	-	-	-
	PC8. report any issues related to sexual harassment	-	-	-	-
	<b>Financial and Legal Literacy</b>	<b>3</b>	<b>4</b>	-	-
	PC9. use various financial products and services safely and securely	-	-	-	-
	PC10. calculate income, expenses, savings etc.	-	-	-	-
	PC11. approach the concerned authorities for any exploitation as per legal rights and laws	-	-	-	-
	<b>Essential Digital Skills</b>	<b>4</b>	<b>6</b>	-	-

Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC12. operate digital devices and use its features and applications securely and safely	-	-	-	-
	PC13. use internet and social media platforms securely and safely	-	-	-	-
	<b>Entrepreneurship</b>	<b>3</b>	<b>5</b>	-	-
	PC14. identify and assess opportunities for potential business	-	-	-	-
	PC15. identify sources for arranging money and associated financial and legal challenges	-	-	-	-
	<b>Customer Service</b>	<b>2</b>	<b>2</b>	-	-
	PC16. identify different types of customers	-	-	-	-
	PC17. identify customer needs and address them appropriately	-	-	-	-
	PC18. follow appropriate hygiene and grooming standards	-	-	-	-
	<b>Getting ready for apprenticeship &amp; Jobs</b>	<b>1</b>	<b>3</b>	-	-
	PC19. create a basic biodata	-	-	-	-
	PC20. search for suitable jobs and apply	-	-	-	-
	PC21. identify and register apprenticeship opportunities as per requirement	-	-	-	-
	<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-

## 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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