

# Facilitator Guide



Sector  
Tourism & Hospitality

Sub-Sector  
Facility Management

Occupation  
Business Support Service

Reference ID: THC/Q6011, Version 3.0  
NSQF LEVEL: 3

**Pantry Associate**

**This book is sponsored by**

Tourism and Hospitality Skill Council

#1216-1220, 12th Floor, Naurang House

Kasturba Gandhi Marg, Connaught Place

New Delhi – 110001

O-011-41608056/57 Ext.1102

www.thsc.in

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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

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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 "Pantry Associate" in the Tourism & Hospitality Sector.

This course is aligned to Qualification Pack, Pantry Associate, Reference ID: THSC/Q6011

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

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

1. THC/N6001 – Serve Office Staff, Visitors, and Maintain Pantry
2. THC/N9901 – Communicate Effectively and Maintain Service Standards
3. THC/N9903- Maintain Organizational Confidentiality and Respect Customers' Privacy
4. THC/N9906 – Follow Health, Hygiene and Safety practices
5. DGT/VSQ/N0101 : Employability Skills (30 Hours)

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

## Symbols Used



Key Learning Outcomes



Elaborate



Exercise



Activity



Facilitation Notes



Unit Objectives



Demonstrate



Do



Explain



Say



Ask



Team Activity



Summary



Resources



Tips

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The book on New Employability Skills is available at the following location:

<https://eskillindia.org/NewEmployability>



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## Bridge Module



## Key Learning Outcomes

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

1. Outline the overview of Skill India Mission
2. Describe the Hospitality Industry
3. Define the roles and responsibilities of a Pantry Associate
4. Explain the scope of work for a Pantry Associate

## Unit 1.1 Overview of Facility Management and Office Pantry

### 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 Facility Management and Housekeeping in commercial and residential properties

### 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 of 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 "Pantry Associate", in the " Tourism & Hospitality sector."
- Talk about the Qualification Pack (QP), and National Occupational Standards (NOS).
- List the compulsory NOSs to the QP "Pantry Associate".
- Say, "Before we start the program let's play a small game".

## Activity



<b>Objective</b>	The purpose of this activity is to connect with the course mates.
<b>Materials required</b>	Book (for passing)
<b>Steps/procedure</b>	<ul style="list-style-type: none"> <li>• Welcome the new participants by giving own introduction</li> <li>• Make the trainees stand in a circle, close enough to the person on each side of them so that they can pass the book quickly.</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 favorite hobbies, the place they like, 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 to know each other and also allows them to feel comfortable.

## Say



- “I hope you all liked this small activity/game.”
- “In today's session, we will learn about the objectives and benefits of the Skill India Mission, the tourism and hospitality industry and its sub-sectors, and the hierarchy of facility management and housekeeping in commercial and residential properties.”

## Explain



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

## Elaborate



- Elaborate the following topics:
  - Tourism and hospitality industry and its sub-sectors (Fig.1.3 to Fig.1.6 in the Participant Handbook)
  - Facility management and housekeeping hierarchy with the help of (Fig. 1.7 and Fig.1.8 in the Participant Handbook.)
  - Roles and responsibilities in the housekeeping department in the hospitality industry (Table.1.2 in the Participant Handbook.)

## Ask



- How much is the Indian tourism industry predicted to rise by 2029?
- What is an essential component of the tourism and hospitality industries?
- What is the purpose of the Pradhan Mantri Kaushal Vikas Yojana (PMKVY)?

## 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. 35 trillion
  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 Pantry Associate

### Unit Objectives

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

1. Discuss the roles and responsibilities of a Pantry Associate
2. Describe the attributes required for a Pantry Associate
3. Elaborate various job opportunities for a Pantry Associate 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.

### Say

- “In the last unit, we gained an understanding of the objectives and benefits of the Skill India Mission, and tourism and hospitality industry and its sub- sectors”.
- “In today's session, we will understand the roles and responsibilities of a pantry associate.”
- “Pantry Associate is responsible for serving staff and visitors while maintaining pantry as per organizational service standards”.

**Explain**

- Explain the roles and responsibilities of a pantry associate with the help of Fig.1.9 given in the Participant Handbook.
- Explain the key skills required for pantry associate with the help of Fig. 1.10 given in the Participant Handbook.
- Explain the career opportunities and the career path for pantry associates in the tourism and hospitality sector with the help of Fig. 1.11 and Fig.1.12 given in the Participant Handbook.

**Ask**

- List down any four career opportunities for pantry associates in the tourism and hospitality sector.
- Can you name any three roles and responsibilities of a pantry associate?

**Notes for Facilitation**

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

**Summarize**

- Summarize the session.
- Prepare a list of participant's doubts if they have any. 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:
  - Answers to Question I
    1. Pantry associates
    2. Effective listening and well groomed
    3. Facility Management
    4. Supervisors

◦ Answers to Question II

1. Vacuum the dining area and sweep and mop the kitchen floor
2. Good verbal communication and coordination skills
3. Cruise Lines

Scan the QR Code to watch the related video



[Skill India Mission](#)



[Hospitality and  
Tourism industry](#)



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

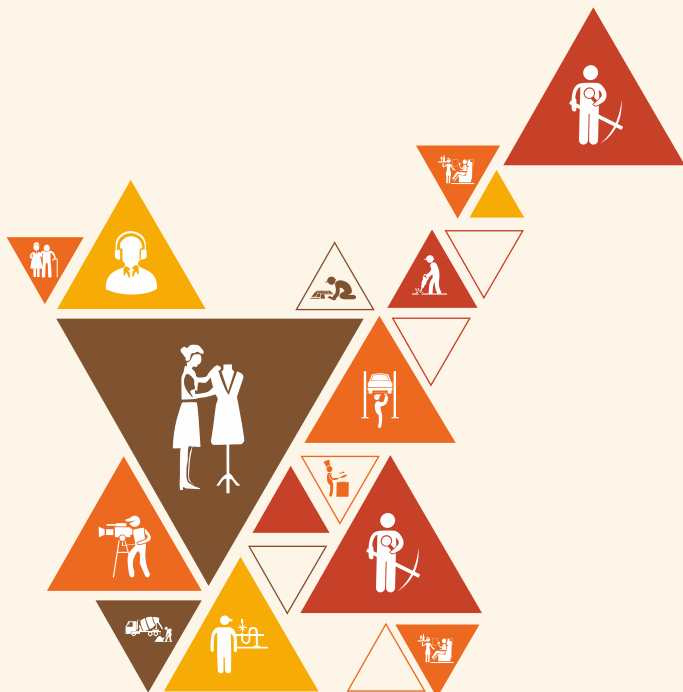




## 2. Maintain Pantry and Dining Area

Unit 2.1 - Cleaning and Maintenance of Pantry and Dining Area

Unit 2.2 - Effective Inventory Management Procedures



## Key Learning Outcomes

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

1. Explain the procedure to maintain cleanliness and hygiene of the pantry and dining area
2. Describe effective inventory management procedures
3. Prepare relevant inventory records

## Unit 2.1 Cleaning and Maintenance of Pantry and Dining Area

### Unit Objectives

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

1. Discuss the importance to maintain cleanliness and hygiene in the pantry
2. Classify various types of crockeries, cutlery, utensil, glassware and tableware and their appropriate usage
3. Explain the methods of cleaning and storing different crockery, cutlery, utensil, glassware, tableware, etc.
4. Describe the operation and maintenance procedures of various tools and equipment required for the pantry and dining 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 roles and responsibilities of a pantry associate, the career path for a pantry associate, and various job opportunities for a pantry associate in the tourism and the hospitality sector”.

- “In today's session, we will understand the importance to maintain cleanliness and hygiene in the pantry.”
- Start the session by saying, " The most important aspects of the hospitality industry are cleanliness, hygiene, and sanitation.
- “Regardless of how great the food is, how creative the dishes are, or how excellent the service is, customers will not flock to the place if it is not clean.”
- “Every F&B Services company must be concerned about food safety and comply with food and beverage safety regulations.”
- “Let us study in detail.”

## Explain



- Explain the importance to maintain cleanliness and hygiene in the pantry area and its steps with the help of Fig.2.1 given in the Participant Handbook.
- Explain the cleaning checklist for the pantry area with the help of Fig.2.2 given in the Participant Handbook.
- Explain various selection parameters for the selection of glassware and tableware with the help of Fig. 2.3 given in the Participant Handbook.
- Explain different categories and usage of glassware and tableware.

## Elaborate



- Elaborate on the classification and uses of the following tableware:
  - Serve ware with the help of the (Fig.2.4 given in the Participant Handbook).
  - Dinnerware with the help of the (Fig.2.5 and Fig.2.6 given in the Participant Handbook).
  - Flatware with the help of the (Fig.2.7 given in the Participant Handbook).
  - Glassware with the help of the (Fig. 2.9 and Table 2.1 given in the Participant Handbook).
  - Chaffing dishes

## Ask



- What are the most important aspects of the hospitality industry?
- What is used for serving?
- What is the most significant type of dinnerware?
- What is the capacity of glassware measured in?

## Notes for Facilitation

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

## Demonstration

Demonstrate the cleaning and sanitizing of the workplace with the help of a Youtube link-  
<https://www.youtube.com/watch?v=r0sWf0jf6T4>

## Elaborate

- Elaborate the following organs of the human body:
  - Different types of cleaning agents used in a commercial kitchen
  - Process of cleaning tableware and glassware with the help of (Fig.2.11 and Fig.2.12 given in the Participant Handbook.)
  - Steps for glassware wiping and polishing
  - Steps for dinnerware, cutlery, wiping and polishing
  - Maintenance check for various tools and equipment at the pantry and dining area with the help of (Table.2.2 given in the Participant Handbook.)

## Group Activity

<b>Objective</b>	The purpose of this activity is to learn about different tools and equipment used in the pantry and kitchen department.
<b>Materials required</b>	Tools/equipment chart
<b>Steps/procedure</b>	<ul style="list-style-type: none"> <li>• This is a skill practice activity.</li> <li>• Show the image of different tools and equipment used in the pantry and kitchen department through the presentation.</li> <li>• Ask the participants to recognize the respective tools and equipment of the kitchen department.</li> <li>• Ask one by one and give them 1-2 minutes to share their answers.</li> <li>• Appreciate the participants who give correct answers.</li> </ul>
<b>Conclusion / what has been achieved</b>	This activity will help them identify different tools and equipment used in the pantry/ kitchen department.

**Ask**

- What is the first step for glassware wiping and polishing?
- How do you rotate the glass cloth?
- What type of cloth should you use to polish glassware?
- What is the most commonly used form of cleaning product in residential and commercial kitchens?
- What are solvent cleaners?
- How many types of cleaning agents are in commercial kitchens?

**Notes for Facilitation**

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

**Summarize**

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

**Exercise**

- Instruct the trainees to open their Participant Handbook and complete the exercise given in unit 2.1.
- 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. Dinnerware and glassware
    2. Clean and secure
    3. Glassware
    4. Glassware

- Answers to Question II
  1. Salad Crescent – Serve ware
  2. Glassware - Champagne flute
  3. Sugar tongs - Required for cube sugar
  4. Cleaning agent - Abrasives
- Answers to Question III
  1. Keep trash in bins
  2. Rush-hour turnover
  3. Soup plate
  4. Cream jugs

## Unit 2.2 Effective Inventory Management Procedures

### Unit Objectives

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

1. Elaborate the pantry inventory management procedures
2. Explain the importance of maintaining inventory records and their timely reporting to the Manager
3. Describe 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

- “In the last unit, we gained an understanding importance to maintain cleanliness and hygiene in the pantry”.
- “In today's session, we will understand the importance of maintaining inventory records and their timely reporting to the manager, and the steps of maintaining the inventory record as per the specified format.”
- Start the session by saying, " An inventory is everything that can be seen inside a food and beverage facility.”



- “It includes fresh produce, dry goods, pots and pans, uniforms, liquor, linens, and anything else that costs money to the firm.”

## Explain



- Explain the effective kitchen inventory management and its various techniques with the help of Fig. 2.13 and 2.14 given in the Participant Handbook.
- Explain the effective tips for managing the kitchen/pantry inventory with the help of Fig. 2.15 given in the Participant Handbook.

## Ask



- List down any three effective tips for managing the kitchen.
- Name any two inventory management techniques.

## Elaborate



- Elaborate on the following topics:
  - Significance and steps for maintaining inventory records
  - Fundamental record-keeping methods
  - Computerized inventory control
  - Significance of timely reporting to the manager

## Group Activity



<b>Objective</b>	The purpose of this activity is to revise the session.
<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>• Divide the whole class into 2 groups.</li> <li>• Each group will be given two different topics, on which they have to provide a broad explanation.</li> <li>• The first group will be writing about the effective kitchen inventory management techniques.</li> </ul>

	<ul style="list-style-type: none"> <li>• The second group will be writing about the significance and steps for maintaining inventory records.</li> <li>• The group, which can present their answers in the best way, within 20 minutes, will be awarded appreciation and accolades.</li> </ul>
<b>Conclusion / what has been achieved</b>	This activity will assist participants to gain knowledge of the effective kitchen inventory management techniques, significance and steps for maintaining inventory records.

## Ask



- What system is used to track sales?
- What can a computerized system do?
- How often should physical inventories be taken to constitute effective control?
- Where are inventory records documented?
- What is a critical component of effective kitchen management?
- What does inventory control allow the management to 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 of the session with the participants.
- Ask them if they have any query pertaining to the topics taught in the session.
- Encourage them to ask questions and answer their queries satisfactorily.

## Exercise

- Instruct the trainees to open their Participant Handbook and complete the exercise given in unit 2.2.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
  - Answers to Question I
    1. Perpetual inventory
    2. Timely reports
    3. Physical inventory
    4. Spreadsheet
    5. Stock review
  - Answers to Question II
    1. ABC analysis
    2. Auditing
    3. Computerized inventory control
    4. Two fundamental record-keeping methods

Scan the QR Code to watch the related video



[Cleaning and Sanitizing the workplace](#)

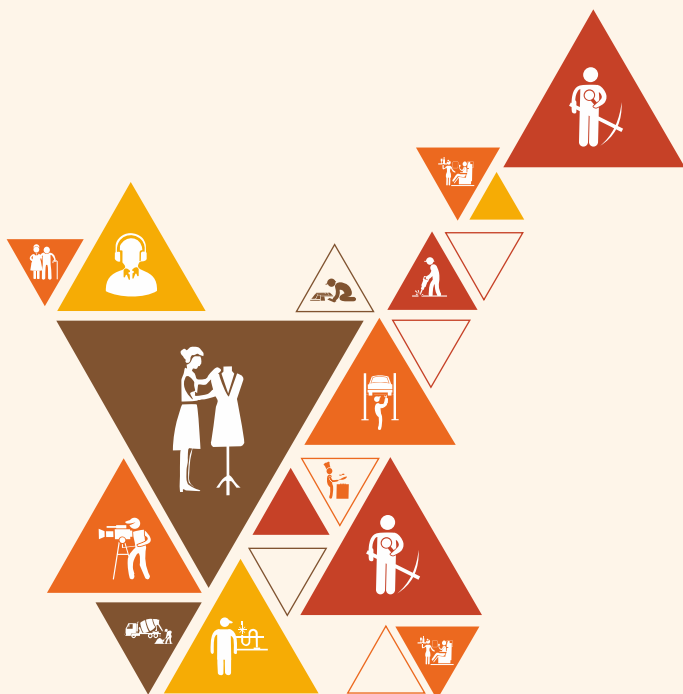


[The setting of a formal table](#)



### 3. Greet and Serve the Office Staff, Visitors, and VIP(s)

Unit 3.1 - Maintain Professional etiquette at the  
workplace



## Key Learning Outcomes

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

1. Explain professional etiquette to be maintained at the workplace
2. Describe how to greet and serve the office staff, visitors, and VIP(s)

## Unit 3.1 Maintain Professional Etiquette at the Workplace

### Unit Objectives

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

1. Discuss the importance of wearing designated uniform, footwear, and headgear
2. Discuss the importance of mannerism and body language while communicating with the office staffs, visitors, and VIPs
3. Describe different types of table setting procedures
4. Explain the communication etiquette and other protocols to be followed during serving
5. Elaborate the precautions to be taken while serving staff at the workstation
6. Discuss various equipment required for serving and their usage
7. Elaborate table clearing procedures

### 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 of assessment scores.

### Do

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

## Say



- “In the last unit, we gained an understanding of the importance of maintaining inventory records and their timely reporting to the manager, and the steps of maintaining the inventory record as per the specified format”.
- “In today's session, we will understand 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.”
- Start the session by saying, “One of the most significant aspects of the hospitality industry is having the right uniform for each job profile.”
- “The reasoning behind the use of uniforms in the workplace by hotels, restaurants, stores, and clubs is to assist consumers in determining one's job profile before seeking assistance or addressing an issue.”

## Explain



- Explain the importance of wearing a designated uniform with the help of Fig.3.1 given in the Participant Handbook.
- Explain the basic components of a uniform and the dress code rules for pantry associates at the workplace with the help of Fig.3.3 given in the Participant Handbook.
- Explain the importance of mannerisms and body language communication in the workplace.
- Explain the rules for communicating with the staff, guests, and VIPs.
- Explain various equipment/components required for serving and their usage.

## Group Activity



<b>Objective</b>	The purpose of this activity is to help the trainees understand the importance of wearing a designated uniform dress code in the hotel.
<b>Materials required</b>	2 Set of formal clothing and shoes (male and female), makeup kit
<b>Steps/procedure</b>	<ul style="list-style-type: none"> <li>• Select two students as model representatives for the designated uniform dress code activity (prefer one girl and one boy).</li> <li>• Select two more students (one girl and one boy) as helping volunteers for the dress code activity.</li> <li>• Ask the helping volunteers to help their partners to get changed and ready for a designated uniform look (according to the dress code rules for pantry associates mentioned in Fig 3.3).</li> <li>• Assist both teams with this activity to achieve a designated uniform look.</li> </ul>

	<ul style="list-style-type: none"> <li>At the end of the activity, the respective models will represent themselves in front of the class as to how to look professional on the job.</li> </ul>
<b>Conclusion / what has been achieved</b>	This activity will help them to achieve a professionally designated uniform look in their job role.

## Ask



- What color is the jacket generally made of?
- What aids in maintaining an outstanding appearance?
- What is an essential skill in the workplace?
- What factors play an important role in communication?

## 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:
  - Table setting procedure
    - Formal table setting and its steps
    - Casual table setting and its steps
    - Basic table setting and its steps
  - Serving etiquette as per organizational standard with the help of (Fig.3.12 given in the Participant Handbook.)

## Demonstration



Demonstrate to set a diner table with the help of YouTube link -  
<https://www.youtube.com/watch?v=p9mzBckf3G4>



**Ask**

- Who can use various online virtual apps to select different tableware and flatware lines?
- What type of tableware should be used for formal situations?
- What can be worn while polishing to prevent fingerprints?
- What is a culinary expression that means put in position?
- What can run smoothly and without interruption if every detail is taken care of?

**Notes for Facilitation**

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

**Explain**

- Explain the cutlery etiquettes with the help of Table.3.1 given in the Participant Handbook.
- Explain the wine serving etiquettes with the help of Fig.3.13 given in the Participant Handbook.
- Explain the precautions to be taken while serving staff at the workstation.
- Explain the table clearing etiquettes and rules with the help of Fig.3.15 and Fig.3.16 given in the Participant Handbook.

**Ask**

- What does fine dining require?
- What is not recommended during service?
- What style allows you to serve visitors without touching them with your arm?
- What should be groomed properly and pulled back from the face?

**Notes for Facilitation**

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

## Summarize

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

## Exercise

- Instruct the trainees to open their Participant Handbook and complete the exercise given in unit 3.1.
- 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. 'Mise en Place'- Put in position
    2. Communicating with guests and VIPs- Upright posture and a smiling face
    3. Pause - Cutlery etiquette- Knife and fork are arranged in the shape of an inverted V
    4. Designated Dress code- Provides with an air of professionalism
  - Answers to Question II
    1. True
    2. False
    3. True
  - Answers to Question III
    1. Describe the evening's specials
    2. Socks
    3. Wear clean protective clothing, such as an apron
    4. Wait for all guests to complete the course before proceeding

Scan the QR Code to watch the related video



[F&B service equipment](#)



[Table setting and guidelines](#)

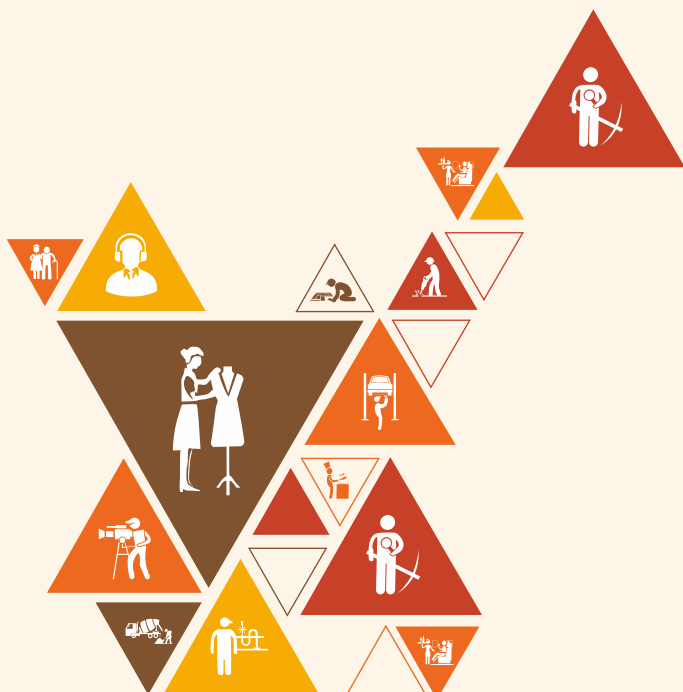


## 4. Maintain Effective Communication and Service Standard

Unit 4.1 - Communicate Effectively with Guests, Colleagues and Superiors

Unit 4.2 - Maintain Professional Etiquette

Unit 4.3 - Provide Specific Services as per Guests' Requirements



## 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 4.1 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, 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 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.4.1 given in the Participant Handbook.
- Explain the process and elements of communication with the help of (Fig 4.2 and Fig 4.3) given in the Participant Handbook.
- Explain the barriers to communication with the help of Fig 4.4 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 with the help of (Fig.4.5 given in the Participant Handbook.)
  - Tips for effective communication with the help of (Fig.4.6 given in the Participant Handbook.)
  - Customer satisfaction benefits and its measures with the help of (Fig 4.7 and Fig4.8 given in the Participant Handbook.)

## 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.4.9 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 4.10 and Fig.4.11 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> </ul>

**Steps/procedure**

- 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.
- The facilitator will observe the participant approach and will evaluate their performance.
- If the participant make mistake, the trainer will rectify them.

**Conclusion / what has been achieved**

This activity will help them to learn about the customer feedback form.

**Elaborate**

- Elaborate the following topics:
  - Ways to handle customer complaints with the help of (Fig.4.13 given in the Participant Handbook.)
  - Steps to follow while handling and resolving customer complaints with the help of (Fig.4.14 given in the Participant Handbook.)
  - Ways to improve customer experience with the help of (Fig 4.15 given in the Participant Handbook.)

**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 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 Questions 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 4.2 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.4.16 given in the Participant Handbook.
- Explain workplace etiquette with the help of Fig 4.17 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 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 Questions 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 4.3 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.4.18 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.4.19 given in the Participant Handbook.
- Explain the rights and duties at the workplace concerning PwD with the help of Fig.4.20 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> </ul>

<b>Steps/procedure</b>	<ul style="list-style-type: none"> <li>The Trainer will supervise the session.</li> <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 with the help of (Fig.4.21 given in the Participant Handbook.)
  - Dealing with sexual harassment in the workplace with the help of (Fig 4.22 given in the Participant Handbook.)
  - Common issues and steps to resolve issues at the workplace with the help of (Fig.4.23 and Fig 4.24 given in the Participant Handbook.)

## 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 4.3.
- 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](#)



## 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 5.1 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.

**Say**

- “In the last unit, we have covered the importance of gender and age sensitivity, gender and age-specific requirements of the customers, the specific needs of people with disabilities, and the importance of reporting Sexual harassment at the workplace.”
- “Now, we will try to understand Intellectual Property issues and policies affecting the organization and customer privacy.”
- “Let's start this session by the understanding significance of maintaining organizational confidentiality and customer privacy in the hospitality industry.”
- “All business organizations, including those in the tourism and hospitality sector, aim to provide personalized services and experiences to their customers.”
- “To enable this, most companies take feedback or conduct surveys to know and understand customer needs and preferences.”

**Explain**

- Explain the importance of maintaining organizational confidentiality and customer privacy.
- Explain the measures to safeguard the customers' privacy with the help of Fig. 5.1 given in the Participant Handbook.
- Explain the Intellectual Property Rights.
- Explain the types and benefits of intellectual property rights with the help of Fig. 5.2 and Fig.5.3 given in the Participant Handbook.

**Demonstration**

Demonstrate what is IP, IPR, and their types with the help of a 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 with the help of (Fig.5.4 given in the Participant Handbook.)
  - Different ways to handle customers' confidential information with the help of (Fig.5.5 given in the Participant Handbook.)

## 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 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 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 Questions 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 6.1 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
- 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.6.1 given in the Participant Handbook.
- Explain hand washing and its steps with the help of (Fig.6.4 and Fig.6.5) given in the Participant Handbook.
- Explain shower hygiene and its steps with the help of (Fig.6.6) given in the Participant Handbook.
- Explain nail hygiene and its steps with the help of (Fig.6.7) given in the Participant Handbook.
- Explain methods of using sanitizer with the help of (Fig.6.8) 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 with the help of (Fig.6.9 and Table.6.1 given in the Participant Handbook.)
  - Practices for cleaning and disinfecting workplace area with the help of (Fig.6.10 given in the Participant Handbook.)

**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.6.11 given in the Participant Handbook.
- Explain the cleaning and maintenance process for the hospitality Industry and Equipment with the help of Fig.6.12 given in the Participant Handbook.
- Explain the PPE and its types with the help of Fig.6.13 given in the Participant Handbook.
- Explain the maintenance and the responsibilities of an employee regarding PPE with the help of Fig.6.14 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 with the help of (Fig.6.16 given in the Participant Handbook.)
  - Steps to put on and take off PPE with the help of (Fig.6.15 and Fig.6.17 given in the Participant Handbook.)
  - Importance of preventive health check-ups

## Demonstration

Demonstrate the PPE learning with the help of the 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 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. 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 6.2 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
- 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.6.18 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.6.19 given in the Participant Handbook.
- Explain the different safety warning signs and labels at the workplace with the help of Table. 6.2 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 with the help of (Fig. 6.20 given in the Participant Handbook).
  - Standard procedures for electrical safety at the workplace with the help of (Fig.6.21 given in the Participant Handbook).
  - First aid and vital signs with the help of (Fig.6.22 and Table.6.2 given in the Participant Handbook).
  - The four A's of first aid with the help of (Table 6.3 given in the Participant Handbook).
  - Tips to remember for delivering first aid
  - Type of Injuries and their Respective symptoms, Do's and Don'ts with the help of (Table 6.4 given in the Participant Handbook).
  - Components of first-aid with the help of (Fig.6.23 given in the Participant Handbook).

## 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> </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 6.2.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
  - Answers to Questions
    1. Physical hazards
    2. Four
    3. Be cautious of conductive tools and cleaning supplies
    4. Promote recovery
  - Answers to Questions II
    1. Wet-area mats
    2. First-aid
    3. Standard operating procedure
  - Answers to Questions III
    1. True
    2. False
    3. True

## Unit 6.3 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
- 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.6.24 and Fig.6.25 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. 6.26 and Fig. 6.27 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 complete 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.6.27).</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 6.3.
- 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. When lifting objects, avoid twisting or bending
    2. b) Make every effort to handle any scenario without placing oneself in danger and
    - c) 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



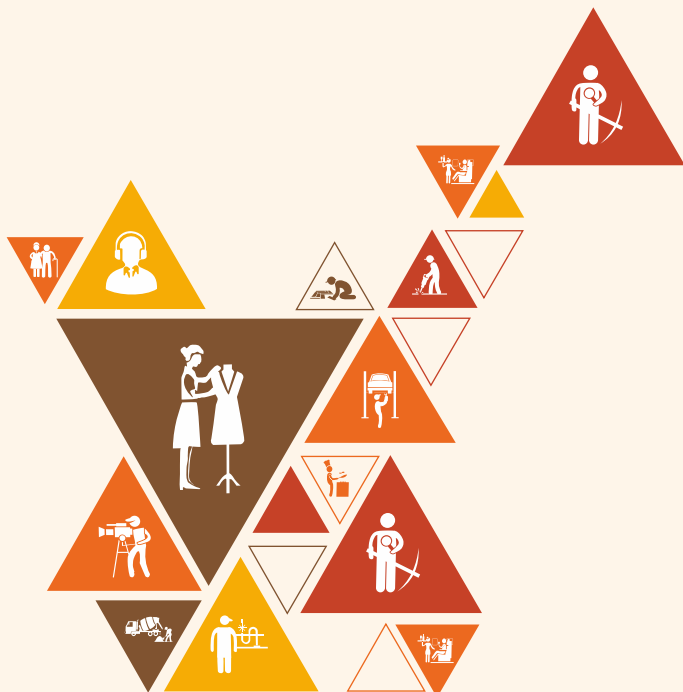
[Steps to wash hands properly](#)

DGT/VSQ/N0101






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<https://eskillindia.org/NewEmployability>




## Annexure - I

Serial No.	Module No.	Unit Number	Topic Name	Page No.	URL	QR Code
1	Introduction to the Facility Management and Office Pantry	Unit 1.1 - Overview of Facility Management and Office Pantry	Skill India Mission	9	<a href="https://www.youtube.com/watch?v=tEdYE-35TE0">www.youtube.com/watch?v=tEdYE-35TE0</a>	 Skill India Mission
2.	Introduction to the Facility Management and Office Pantry	Unit 1.2 - Career Path for a Pantry Associate	Hospitality and Tourism industry	9	<a href="https://www.youtube.com/watch?v=8Z1O0gBGPyl">www.youtube.com/watch?v=8Z1O0gBGPyl</a>	 Hospitality and Tourism industry
3.	Introduction to the Facility Management and Office Pantry	Unit 1.2 - Career Path for a Pantry Associate	Different sectors of the tourism and hospitality industry	9	<a href="https://www.youtube.com/watch?v=iAkPEgDlt7k">www.youtube.com/watch?v=iAkPEgDlt7k</a>	 Different sectors of the tourism and hospitality industry
4.	Maintain Pantry and Dining Area	Unit 2.1 - Cleaning and Maintenance of Pantry and Dining Area	Cleaning and Sanitizing the workplace	20	<a href="https://www.youtube.com/watch?v=r0sWf0jf6T4">www.youtube.com/watch?v=r0sWf0jf6T4</a>	 Cleaning and Sanitizing the workplace
5.	Maintain Pantry and Dining Area	Unit 2.2 - Effective Inventory Management Procedures	The setting of a formal table	20	<a href="https://www.youtube.com/watch?v=p9mzBckf3G4">www.youtube.com/watch?v=p9mzBckf3G4</a>	 The setting of a formal table

## Annexure - I

Serial No.	Module No.	Unit Number	Topic Name	Page No.	URL	QR Code
6.	Greet and Serve the Office Staff, Visitors, and VIP(s)	Unit 3.1 - Maintain Professional etiquette at the workplace	F&B service equipment	<a href="#">27</a>	<a href="http://www.youtube.com/watch?v=D_d96Jzd_dk">www.youtube.com/watch?v=D_d96Jzd_dk</a>	 F&B service equipment
7.	Greet and Serve the Office Staff, Visitors, and VIP(s)	Unit 3.1 - Maintain Professional etiquette at the workplace	Table setting and guidelines	<a href="#">27</a>	<a href="http://www.youtube.com/watch?v=nX4d1xYeNgU">www.youtube.com/watch?v=nX4d1xYeNgU</a>	 Table setting and guidelines
8.	Maintain Effective Communication and Service Standard	Unit 4.1 - Communicate Effectively with Guests, Colleagues and Superiors	Effective communication and its barriers	<a href="#">44</a>	<a href="http://www.youtube.com/watch?v=NNVZxTkiX1Y">www.youtube.com/watch?v=NNVZxTkiX1Y</a>	 Effective communication and its barriers
9.	Organizational Confidentiality and Customer's Privacy	Unit 5.1 - Maintain the Confidentiality of the Organisation and Privacy of Customer Information	IPR	<a href="#">50</a>	<a href="http://www.youtube.com/watch?v=avSdoMz6OuA">www.youtube.com/watch?v=avSdoMz6OuA</a>	 IPR
10.	Basic Health and Safety Standard	Unit 6.1 - Personal and Workplace Hygiene	Steps to wash hands properly	<a href="#">67</a>	<a href="http://www.youtube.com/watch?v=lignbMfKvI">www.youtube.com/watch?v=lignbMfKvI</a>	 Steps to wash hands properly

## Annexure - I

Serial No.	Module No.	Unit Number	Topic Name	Page No.	URL	QR Code
11	7. Employability and Entrepreneurship Skills			69	<a href="https://eskillindia.org/NewEmployability">https://eskillindia.org/NewEmployability</a>	



## Annexure II

### Training Delivery Plan

Training Delivery Plan			
Program Name	Pantry Associate		
Qualification Pack, Name and Reference ID	Pantry Associate THC/Q6011, 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. Perform the activities to maintain cleanliness in pantry and dining area</li> <li>2. Explain the procedure of managing pantry inventory</li> <li>3. Describe the procedure to serve food and beverages to the office staffs, VIPs and other visitors</li> <li>4. Employ appropriate practices to communicate effectively with guests, colleagues, and superiors to achieve a smooth workflow</li> <li>5. Apply gender and age-sensitive service practices</li> <li>6. Describe the protocols related to confidentiality of the organizational information and guests' privacy</li> <li>7. 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 Facility Management and Office Pantry	Overview of Facility Management and Office Pantry	<ol style="list-style-type: none"> <li>1. Discuss the objectives and benefits of the Skill India Mission</li> <li>2. Describe the Tourism and Hospitality Industry and its sub-sectors</li> <li>3. Elaborate the hierarchy of Facility Management and Housekeeping in commercial and residential properties</li> </ol>	THC/N 6001	Interactive Lecture in the Class, Team Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 3 P: 0
		Career Path for a Pantry Associate	<ol style="list-style-type: none"> <li>1. Discuss the roles and responsibilities of a Pantry Associate</li> <li>2. Describe the attributes required for a Pantry Associate</li> <li>3. Elaborate various job opportunities for a Pantry Associate in the Tourism and Hospitality Industry</li> </ol>		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 3 P: 0
2.	Maintain Pantry and Dining Area	Cleaning and Maintenance of Pantry and Dining Area	<ol style="list-style-type: none"> <li>1. Discuss the importance to maintain cleanliness and hygiene in the pantry</li> </ol>	THC/N 6001	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 6 P: 2
		Cleaning and Maintenance of Pantry and Dining Area (Contd....)					T: 0 P: 4

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Cleaning and Maintenance of Pantry and Dining Area (Contd....)	2. Classify various types of crockeries, cutlery, utensil, glassware and tableware and their appropriate usage		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard , Marker, and Duster	T: 6 P: 2
		Cleaning and Maintenance of Pantry and Dining Area (Contd....)					T: 0 P: 4
		Cleaning and Maintenance of Pantry and Dining Area (Contd....)	3. Explain the methods of cleaning and storing different crockery, cutlery, utensil, glassware, tableware, etc.		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard , Marker, and Duster	T: 6 P: 2
		Cleaning and Maintenance of Pantry and Dining Area (Contd....)					T: 0 P: 8
		Cleaning and Maintenance of Pantry and Dining Area (Contd....)	4. Describe the operation and maintenance procedures of various tools and equipment required for the pantry and dining area		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard , Marker, and Duster	T: 6 P: 2

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Cleaning and Maintenance of Pantry and Dining Area (Contd....)					T: 0 P: 8
		Effective Inventory Management Procedures	1. Elaborate the pantry inventory management procedures		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 6 P: 2
		Effective Inventory Management Procedures (Contd.)					T: 0 P: 8
		Effective Inventory Management Procedures (Contd.)	2. Explain the importance of maintaining inventory records and their timely reporting to the Manager		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 6 P: 2
		Effective Inventory Management Procedures (Contd.)					T: 0 P: 8
		Effective Inventory Management Procedures (Contd.)	3. Describe 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: 6 P: 2
		Effective Inventory Management Procedures (Contd.)					T: 0 P: 8

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
3.	Greet and Serve the Office Staff, Visitors, and VIP(s)	Maintain Professional etiquette at the workplace	1. Discuss the importance of wearing designated uniform, footwear, and headgear	THC/N 6001	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard , Marker, and Duster	T: 8 P:0
		Maintain Professional etiquette at the workplace (Contd....)					T: 1 P: 7
		Maintain Professional etiquette at the workplace (Contd....)					T: 0 P: 4
		Maintain Professional etiquette at the workplace (Contd....)	2. Discuss the importance of mannerism and body language while communicating with the office staffs, visitors, and VIPs		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard , Marker, and Duster	T: 8 P: 0
		Maintain Professional etiquette at the workplace (Contd....)					T: 1 P: 7
		Maintain Professional etiquette at the workplace (Contd....)					T: 0 P: 4
		Maintain Professional etiquette at the workplace (Contd....)	3. Describe different types of table setting procedures		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard , Marker, and Duster	T: 8 P: 0

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Maintain Professional etiquette at the workplace (Contd....)					T: 1 P: 7
		Maintain Professional etiquette at the workplace (Contd....)					T: 0 P: 5
		Maintain Professional etiquette at the workplace (Contd....)	4. Explain the communication etiquette and other protocols to be followed during serving		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard , Marker, and Duster	T: 8 P: 0
		Maintain Professional etiquette at the workplace (Contd....)					T: 1 P: 7
		Maintain Professional etiquette at the workplace (Contd....)					T: 0 P: 5
		Maintain Professional etiquette at the workplace (Contd....)	5. Elaborate the precautions to be taken while serving staff at the workstation		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 8 P: 0
		Maintain Professional etiquette at the workplace (Contd....)					T: 0 P: 8

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Maintain Professional etiquette at the workplace (Contd....)	6. Discuss various equipment required for serving and their usage		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard , Marker, and Duster	T: 8 P: 0
		Maintain Professional etiquette at the workplace (Contd....)					T: 0 P: 8
		Maintain Professional etiquette at the workplace (Contd....)	7. Elaborate table clearing procedures		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard , Marker, and Duster	T: 8 P: 0
		Maintain Professional etiquette at the workplace (Contd....)					T: 0 P: 8
4.	Maintain Effective Communication and Service Standard	Communicate Effectively with Guests, Colleagues and Superiors	1. Discuss the importance of effective communication	THC/N 9901	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard , Marker, and Duster	T: 1.5 P: 1.5
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: 1.5 P: 1.5	

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.)	3. Outline the procedure of receiving feedback and complaints constructively		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1.5 P: 1.5
		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
		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: 1.5 P: 1.5
		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: 1.5 P: 1.5



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.)	3. Discuss the specific needs of People with Disabilities		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1.5 P: 1.5
		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
		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
5.	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/N 9903	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 3 P: 3
		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: 4

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		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: 4
6.	Basic Health and Safety Practice	Personal and Workplace Hygiene	1. Discuss the concept and importance of personal and workplace hygiene  2. Discuss best practices to maintain personal hygiene	THC/N 9906	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 3 P: 3
		Personal and Workplace Hygiene (Contd.)	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		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 3 P: 3
		Risks and Potential Hazards	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 workplace		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 3 P: 3

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Risks and Potential Hazards (Contd.)	3. Discuss ways to identify hazards at the workplace 4. List the components of the first-aid		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 3 P: 3
		Standard Operating Procedures	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		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 3 P: 3
7	Employability Skills (30 hours)	Introduction to Employability Skills	Discuss the importance of Employability Skills in meeting the job requirements	DGT/V SQ/NO 101	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 0.5 P: 0.5
		Constitutional values - Citizenship	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
		Becoming a Professional in the 21st Century	Discuss 21st century skills.		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
		Basic English Skills	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  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	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	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	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.  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  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		183
					Practical		177
					On the Job Training		60
*Grand Total (in Hours)							420

## Annexure III

### Assessment Criteria

#### CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Pantry Associate	
Job Role	Pantry Associate
Qualification Pack	THC/Q6011, 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: 350	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>THC/N6001: Serve office staff, visitors and maintain pantry</b>	<b>Maintain pantry and dining area</b>	<b>5</b>	<b>10</b>	<b>-</b>	<b>5</b>
	PC1. clean crockery, cutlery, utensils, and equipment and keep them at their respective places	-	-	-	-
	PC2. ensure maintenance of tea/coffee vending machine, refrigerator & other equipment	-	-	-	-
	PC3. check service equipment for cleanliness and functionality	-	-	-	-
	PC4. assess the requirement of resources viz. tableware, cutlery etc.	-	-	-	-
	PC5. maintain the required inventory of supplies and materials in the pantry	-	-	-	-
	PC6. notify the material requirements to the concerned person	-	-	-	-
	PC7. maintain inventory record as per specified format	-	-	-	-
	PC8. maintain cleanliness of the pantry and dining area at all times	-	-	-	-
	PC9. segregate and dispose the waste as per prescribed standards	-	-	-	-
	<b>Serve office staff</b>	<b>10</b>	<b>15</b>	<b>-</b>	<b>5</b>
	PC10. wear a proper uniform, footwear and headgear as per organizational policy and service standards	-	-	-	-
	PC11. greet office staff with a smile	-	-	-	-
	PC12. provide water in glass/bottle to employees at their work station and in pantry as per organizational service standards	-	-	-	-
	PC13. prepare tea and coffee manually or through vending machine, and serve office staff as per organizational service standards	-	-	-	-

Total Marks: 350	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC14. set up crockery in the pantry as per organisational standards	-	-	-	-
	<b>Serve visitors</b>	<b>10</b>	<b>15</b>	-	<b>5</b>
	PC15. greet visitors with a smile	-	-	-	-
	PC16. serve water and tea/coffee or cold beverages to the visitors as per organizational service standards	-	-	-	-
	PC17. serve snacks to the visitors as per organizational service standards	-	-	-	-
	<b>Greet VIP(s) and serve food &amp; beverages</b>	<b>5</b>	<b>10</b>	-	<b>5</b>
	PC18. wear a proper uniform, footwear and headgear for serving the VIP (s) as per organizational policy and service standards	-	-	-	-
	PC19. greet, escort VIP (s) to seat, and offer chair assistance	-	-	-	-
	PC20. address the visitor by surname to the extent possible	-	-	-	-
	PC21. ask for VIP's choice for beverages and serve them as per organizational service standards	-	-	-	-
	PC22. serve food at the recommended temperature using clean and hygienic service equipment	-	-	-	-
	PC23. check the VIP(s) glasses and plates regularly and offer a refill	-	-	-	-
	PC24. clear the table of crockery, cutlery, and glassware at the appropriate time and with minimal disruption	-	-	-	-
	PC25. remove leftover food items, condiments & accompaniments and clear table at the end of the dining to clean the area	-	-	-	-
	<b>NOS Total</b>	<b>30</b>	<b>50</b>	-	<b>20</b>



Total Marks: 350	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<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	-	-	-	-
	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>-</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	-	-	-	-

Total Marks: 350	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	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	-	-	-	-
	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>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>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>2</b>

Total Marks: 350	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	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>5</b>
<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	-	-	-	-

Total Marks: 350	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	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	-	-	-	-
	<b>Follow standard safety procedure</b>	<b>5</b>	<b>10</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>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>15</b>
<b>2. DGT/VSQ/N010 1: Employability Skills (30 Hours)</b>	<b>Introduction to Employability Skills</b>	<b>1</b>	<b>1</b>	-	-
	PC1. understand the significance of employability skills in meeting the job requirements	-	-	-	-

Total Marks: 350	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	<b>Constitutional values – Citizenship</b>	<b>1</b>	<b>1</b>	-	-
	PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
	<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.	-	-	-	-

Total Marks: 350	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	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>	-	-
	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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MINISTRY OF SKILL DEVELOPMENT  
& ENTREPRENEURSHIP



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