



# Model Curriculum

**QP Name: Housekeeper cum Cook (Household and Small Establishment)**

**QP Code: DWC/Q0101**

**QP Version: 2.0**

**NSQF Level: 3**

**Model Curriculum Version: 1.0**

Domestic Workers Sector Skill Council || 59, Tughlakabad Institutional Area, New Delhi - 110062

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# Training Parameters

Sector	Domestic Workers Sector Skill Council
Sub-Sector	Household Services/ Housekeeping and Services
Occupation	Housekeeping and Cooking
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015 /9111.0100
Minimum Educational Qualification and Experience	Basic Literacy and Numeracy, Nil
Pre-Requisite License or Training	Nil
Minimum Job Entry Age	18 years
Last Reviewed On	03/06/2020
Next Review Date	01/06/2025
NSQC Approval Date	
QP Version	2.0
Model Curriculum Creation Date	03/06/2020
Model Curriculum Valid Up to Date	01/06/2025
Model Curriculum Version	1.0
Minimum Duration of the Course	400 Hours, 0 Minutes
Maximum Duration of the Course	400 Hours, 0 Minutes

# Program Overview

This section summarizes the end objectives of the program along with its duration.

## Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills:-

- Demonstrate the basic housekeeping services such as sweeping, dusting, mopping, tidying and bed making etc.
- Demonstrate basic laundry services such as washing, drying, ironing, folding and organising clothes, sheets, etc.
- Explain the ways of cleaning and maintaining kitchen premises, utensils and equipment.
- Demonstrate the different ways of cooking for the household.
- Explain the method of providing basic table service during meal times.
- Demonstrate how to maintain the standards of hygiene and work etiquette.
- Explain the ways of maintaining a clean and secure working environment.

## Compulsory Modules

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

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>Bridge Module</b>	<b>04:00</b>	<b>04:00</b>	-	-	<b>08:00</b>
Module 1: Bridge Module – Introduction to the Domestic Workers Sector and Housekeeper cum Cook (Household and Small Establishment)	<b>04:00</b>	<b>04:00</b>	-	-	<b>08:00</b>
<b>DWC/N0101 – Carry out basic housekeeping services</b> <b>NOS Version No. 2.0</b> <b>NSQF Level 3</b>	<b>12:00</b>	<b>32:00</b>	-	-	<b>44:00</b>
Module 2: Basic Housekeeping Services	<b>12:00</b>	<b>32:00</b>	-	-	<b>44:00</b>
<b>DWC/N0102 – Carry out basic laundry</b> <b>NOS Version No. 2.0</b> <b>NSQF Level 3</b>	<b>12:00</b>	<b>32:00</b>	-	-	<b>44:00</b>
Module 3: Basic Laundry	<b>20:00</b>	<b>32:00</b>	-	-	<b>44:00</b>

<b>DWC/N0103 – Clean and maintain kitchen premises, utensils and equipment</b> <b>NOS Version No. 2.0</b> <b>NSQF Level 3</b>	<b>16:00</b>	<b>40:00</b>	-	-	<b>54:00</b>
Module 4: Routine cleaning of the kitchen, utensils and equipment	<b>16:00</b>	<b>40:00</b>	-	-	<b>54:00</b>
<b>DWC/N0104 – Carry out household cooking services</b> <b>NOS Version No. 2.0</b> <b>NSQF Level 3</b>	<b>50:00</b>	<b>70:00</b>	-	-	<b>120:00</b>
Module 5: Basic household cooking	<b>50:00</b>	<b>70:00</b>	-	-	<b>120:00</b>
<b>DWC/N0105 – Provide basic table service during meal time</b> <b>NOS Version No. 2.0</b> <b>NSQF Level 3</b>	<b>30:00</b>	<b>52:00</b>	-	-	<b>82:00</b>
Module 6: Basic Table service during meal time	<b>30:00</b>	<b>52:00</b>	-	-	<b>82:00</b>
<b>DWC/N9902 – Display Standards of Hygiene and Work Etiquettes</b> <b>NOS Version No. 2.0</b> <b>NSQF Level 3</b>	<b>08:00</b>	<b>16:00</b>	-	-	<b>24:00</b>
Module 7: Hygiene and Work Etiquette	<b>08:00</b>	<b>16:00</b>	-	-	<b>24:00</b>
<b>DWC/N9903 – Maintain a Clean and Secure Working Environment</b> <b>NOS Version No. 2.0</b> <b>NSQF Level 3</b>	<b>08:00</b>	<b>16:00</b>	-	-	<b>24:00</b>
Module 8: Clean and Secure Working Environment	<b>08:00</b>	<b>16:00</b>	-	-	<b>24:00</b>
<b>Total Duration</b>	<b>140:00</b>	<b>260:00</b>	-	<b>144:00</b>	<b>400.00</b>

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

### Bridge Module

#### Terminal Outcomes:

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

<b>Duration:</b> 04:00	<b>Duration:</b> 04:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss objectives of the Domestic Workers Sector Skill Council.</li> <li>• Explain the categorisation of domestic workers in India.</li> <li>• Discuss about the emerging trends and reasons for growth of the domestic workers sector in India.</li> <li>• Express the draft national policy and existing statutory provisions for Domestic Workers in India</li> <li>• Describe the attributes of Housekeeper cum Cook (Household and Small Establishment)</li> <li>• Explain the roles and responsibilities of a Housekeeper cum Cook. (Household and Small Establishment)</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a table classifying the occupations available in Domestic Workers Sector.</li> <li>• Evaluate case studies outlining the statutory provisions for Domestic Workers in India.</li> <li>• Prepare a checklist of the responsibilities of the Housekeeper cum Cook (Household and Small Establishment)</li> </ul>
<b>Classroom Aids:</b>	
PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery.	
<b>Tools, Equipment and Other Requirements</b>	
N/A	

## Module 2: Basic Housekeeping Services

*Mapped to DWC/N0101 v.2*

### Terminal Outcomes:

- Describe different areas of a house and how to tidy them, such as living rooms, kitchen toilets, stores and verandas/ balconies.
- Explain the steps of operation of common household appliances/ equipment/ tools and objects.
- Demonstrate various routine cleaning activities such as sweeping, mopping, dusting, etc.

<b>Duration: 12:00</b>	<b>Duration: 32:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe different areas of a house.</li> <li>• Describe the processes of sweeping, dusting and mopping using traditional methods as well as using appliances.</li> <li>• Discuss the steps of tidying up different rooms in a house.</li> <li>• Explain the process of bed making.</li> <li>• Discuss the method of cleaning the bathroom.</li> <li>• Explain the operation and maintenance of various household appliances such as vacuum cleaner, AC, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Create parameters to choose the right cleaning agents and tools for cleaning different areas of a house.</li> <li>• Demonstrate sweeping, dusting and mopping using traditional methods as well as using appliances (if any).</li> <li>• Demonstrate the operation and maintenance of various household appliances such as vacuum cleaner, AC, etc.</li> <li>• Show how to tidy a given room/ rooms.</li> <li>• Demonstrate the process of bed making.</li> <li>• Demonstrate the correct method of cleaning the bathroom.</li> </ul>
<b>Classroom Aids:</b>	
PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery.	
<b>Tools, Equipment and Other Requirements</b>	
Brooms, various Cleaning brushes, Mops, Dusters, different Cleaning agents, Vacuum Cleaner, Floor Scrubs, Dusters, Buckets, Bed sheets, Pillow covers, Pillows, Bed, Blanket, Quilt, Quilt covers, other necessary Housekeeping Products.	

## Module 3: Basic Laundry

Mapped to DWC/ N0102 v.2

### Terminal Outcomes:

- Identify different types of fabrics and clothes.
- Explain the ways of sorting, washing and drying different types of clothes and fabrics.
- Demonstrate the ways of ironing, folding and organising different types of clothes.
- Explain the operation of automatic and semi-automatic washing machines.
- Explain the ways of using different types of irons.

<b>Duration: 12:00</b>	<b>Duration: 32:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss how to sort clothes as per types of colour, fabric and texture for washing</li> <li>• Explain the operation of the semi-automatic and automatic washing machines.</li> <li>• Explain the method of washing and drying different types of clothes/ fabrics using appropriate products manually as well as using semi-automatic/ automatic washing machine.</li> <li>• Discuss about different types of irons and their operation and maintenance.</li> <li>• Explain the methods of ironing different types of clothes/ fabrics.</li> <li>• Describe the method of organising different types of clothes/ fabrics.</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to choose the right cleaning agents for washing different types of clothes.</li> <li>• Demonstrate the sorting of laundry before washing before washing</li> <li>• Show different ways to wash clothes using hands, or washing machine as per fabric, colour and texture</li> <li>• Demonstrate the methods of drying different types of fabrics.</li> <li>• Demonstrate the operation and maintenance of washing machines and irons.</li> <li>• Demonstrate the methods of ironing and folding different types of clothes.</li> <li>• Show how to organise (stack/ hang etc) clothes at appropriate places including cupboards, making optimum use of the available space.</li> </ul>
<b>Classroom Aids:</b>	
PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery.	
<b>Tools, Equipment and Other Requirements</b>	
Automatic and Semi-automatic Washing Machines, Detergent Powder, various Liquid detergents, Soap Bars, Brush, different Types of Clothes, Clothesline or Drying stand, Clothespins, Bed sheets, pillow covers, Clothes of different fabrics, Buckets, Dry Iron, Steam Iron, Ironing stand, Organisers, Hangers, Cloth shelves, Laundry basket, Wardrobes, other relevant Laundry items, Bed sheets, Pillow covers, Blanket, Quilt, other necessary items.	

## Module 4: Routine Cleaning of the Kitchen, Utensils and Equipment

*Mapped to DWC/N0103 v.2*

### Terminal Outcomes:

- Demonstrate the process of cleaning and organising different areas of the kitchen.
- Explain the steps to clean various kitchen appliances, utensils and tools.

<b>Duration:</b> 16:00	<b>Duration:</b> 40:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the way to prepare a daily/ periodic cleaning routine.</li> <li>• Discuss the steps of cleaning the kitchen walls, floor and ceiling.</li> <li>• Discuss the steps of cleaning and sanitising the kitchen countertop, cooking stove, cabinets and the sink.</li> <li>• Explain how to clean kitchen appliances, utensils and tools with the appropriate cleaning agents</li> <li>• Discuss various ways of storing different types of utensils.</li> <li>• Explain the ways to keep the kitchen safe and hygienic.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare sample routines for cleaning the kitchen on daily, weekly and monthly basis.</li> <li>• Demonstrate the ways of cleaning and sanitising the kitchen countertop, cabinets, cooking stove and the sink.</li> <li>• Demonstrate how to organise the kitchen including the cabinets.</li> <li>• Demonstrate washing, storing different types of utensils and tools.</li> </ul>
<b>Classroom Aids:</b>	
PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery.	
<b>Tools, Equipment and Other Requirements</b>	
Kitchen cleaning agents, Mop, Duster, Sponges, Scrubs, Wire mesh utensil scrubber, Floor and slab cleaner, Broom, Ceiling cleaning broom, Dust pans, Rough clothes, Wipes, Scrubs, Sponges, Dishwashing Gel, Cleaning Agents, various Kitchen Appliances and Tools, Dishwasher, Refrigerator, Utensil, Bottles, Jars, other relevant items, Personal Protective Equipment (PPE), Sanitizers, Garbage bins, other relevant items.	

## Module 5: Basic Household Cooking

Mapped to DWC/N0104 v.2

### Terminal Outcomes:

- Explain how to maintain the stocks at a level decided by the employer.
- Describe the basics of cooking different categories of food items.
- Demonstrate the operation and maintenance of various kitchen tools, equipment and appliances.
- Explain about storing and preservation of various types of cooked dishes/ food items.
- Discuss the methods of maintaining hygiene and safety while cooking.

<b>Duration: 20:00</b>	<b>Duration: 40:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the elements of the balanced diet and meal planning.</li> <li>• Explain how to prepare a list for grocery items based on existing stock and meal plans.</li> <li>• Explain the basics of cooking different types of food.</li> <li>• Discuss how to use/ operate and maintain various kitchen tools, equipment, appliances and utensils.</li> <li>• Explain how to prepare different dressings, sauces, pickles, puree etc.</li> <li>• Explain storing and preserving various types of cooked/ half cooked dishes.</li> <li>• Describe hazards and safety measures that should be kept into mind while working in the kitchen.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare list of groceries as per given situation/ instructions.</li> <li>• Demonstrate the use/ operation and maintenance of various kitchen tools, utensils, equipment and appliances.</li> <li>• Demonstrate preparation of different types of veg and non-veg dishes as per given meal requirements and instructions.</li> <li>• Demonstrate storing groceries in an organised way.</li> <li>• Demonstrate the process of preserving and storing different types of cooked/ half cooked dishes/ food items.</li> <li>• Prepare a checklist of various hygiene and safety practices while cooking, and cleaning the kitchen after cooking, etc.</li> </ul>
<b>Classroom Aids:</b>	
PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery.	
<b>Tools, Equipment and Other Requirements</b>	
Cooking Gas Stove & Cylinder, Kitchen Utensils – Cookware, Serve- ware, Grocery items – Pulses, Flours, Grains, Spices, Fruits, Vegetables, Meat etc., Containers and Canisters , Aprons, Kitchen cleaning agents, and tools as Mop, Duster, Sponges, wipes, brooms and Scrubs, various Kitchen Appliances and Tools, Refrigerator, Bottles, Jars, Personal Protective Equipment (PPE), Sanitizers, Garbage bins etc	

## Module 6: Basic Table Service during Meal Time

Mapped to DWC/N0105 v.2

### Terminal Outcomes:

- Demonstrate laying of table for service.
- Demonstrate serving of food while maintaining a hygienic and hospitable environment.
- Explain about management of the leftover food effectively.

<b>Duration: 20:00</b>	<b>Duration: 40:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain how to lay and decorate the dining table prior to serving meals, cocktails etc.</li> <li>• Discuss about various types of serve-ware, their uses and how to present food and drinks in them.</li> <li>• Discuss etiquettes, rules and principles about serving the meals and beverages.</li> <li>• Explain how to develop and maintain a hospitable environment during the meals.</li> <li>• Explain how to manage (store/ discard) leftover food.</li> <li>• Explain how to maintain hygiene while serving the meals.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ways of creating a hygienic and hospitable environment for serving food.</li> <li>• Demonstrate laying clean table linen/ mats on the dining.</li> <li>• Demonstrate the setting of a dining table as per the rules and usages on the subject</li> <li>• Demonstrate placing and arranging crockery, cutlery/ serve-ware, decorative items on the dining table for different meals.</li> <li>• Demonstrate how to serve the people having meals based on the commonly followed procedure on the subject</li> <li>• Demonstrate the ways of managing various leftover foods.</li> <li>• Demonstrate various hygiene and safety practices while serving food and drinks.</li> </ul>
<b>Classroom Aids:</b>	
PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery.	
<b>Tools, Equipment and Other Requirements</b>	
Dining table, Table linen, Table-wares, Serve-wares, Crockery and cutlery, Cooked foods and drinks, Rough clothes, Wipes, various Kitchen Appliances and Tools, Refrigerator, Bottles, Jars, other relevant items, Personal Protective Equipment (PPE), Sanitizers, Garbage bins, other relevant items.	

## Module 7: Hygiene and Work Etiquette

Mapped to DWC/N9902 v.2

### Terminal Outcomes:

- Demonstrate the ways of effective communication and maintaining work etiquettes.
- State the ways of dressing professionally and maintaining a well-groomed personality.
- Demonstrate ways of communication that reflects gender and PwD sensitivity.
- Explain the ways of maintaining the standards of personal hygiene.
- Manage time and workload appropriately while having a positive attitude.

<b>Duration: 08:00</b>	<b>Duration: 16:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain how to communicate effectively with employer, co-workers, the family and others.</li> <li>• Describe how to practice ethical behaviour, positive outlook and personal integrity.</li> <li>• Discuss the method of dressing professionally, maintaining personal hygiene and grooming.</li> <li>• Explain gender discrimination, gender equality and various ways of being gender sensitive.</li> <li>• Discuss the provisions of Sexual Harassment of Women at the Workplace (Prevention, Prohibition and Redressal) Act, 2013.</li> <li>• List health and safety requirements of the PwD (Persons with Disabilities).</li> <li>• Describe the rights, duties and benefits available at workplace for PwD.</li> <li>• Explain the procedure to report various issues (e.g., sexual harassment, infectious disease, health issue to the appropriate authority).</li> <li>• Describe how to recognize indicators of harassment and discrimination based on gender, disability, caste, religion, colour, sexual orientation and culture</li> <li>• Discuss about personal, social and telephone etiquette.</li> <li>• Explain the ways of managing time</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ways of communicating effectively with employer, his/ her family, co-workers, visitors and guests.</li> <li>• Demonstrate the ways of dressing/ grooming professionally and maintaining personal hygiene.</li> <li>• Demonstrate ways of communication that reflects gender and PwD sensitivity.</li> <li>• Demonstrate ways to support the PwD with their chores as required by them.</li> <li>• Demonstrate telephone etiquette while taking a call.</li> <li>• Prepare a sample plan to manage time and workload based on one’s personal and professional life.</li> </ul>
<b>Classroom Aids:</b>	
PPT, Laptop, White Board, Marker, Projector and Screen, Audio-visual, Chart paper, Telephone connection, Landline phone, and other required stationery.	
<b>Tools, Equipment and Other Requirements</b>	
Mobile phones, Papers, Pen, Fax, Computer, Cleaners, Broom, Wiper, Napkins, Handkerchief, PPE, Clean Clothes, Tooth Brush, Soap, Dresses, Shoes, Sandals, Wrist Watch, Notepad, etc.	

## Module 8: Clean and Secure Working Environment

*Mapped to DWC/ N9903 v.2*

### Terminal Outcomes:

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

<b>Duration: 08:00</b>	<b>Duration: 16:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain how to identify unsafe conditions and hazards in the households/ workplace, and various safety measures to deal with them.</li> <li>• Discuss the various responses to different emergency situations/ hazards</li> <li>• Describe the causes of fire and the various fire extinguishants.</li> <li>• Describe how to carry out first aid, ABC procedure and CPR (Cardiopulmonary Resuscitation).</li> <li>• Explain environment friendly practices to minimise pollution of air, water, noise, earth etc.</li> <li>• Describe different types of waste, their segregation, and applying 3 Rs (reduce, recycle and re-use) of waste management.</li> <li>• Discuss the methods of keeping the workplace bugs/ germs/ rodent free.</li> <li>• State the importance of conservation of energy and materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Inspect the given area for unsafe conditions, hazards and to respond to such conditions.</li> <li>• Demonstrate responses to different emergency situations.</li> <li>• Operate different types of fire extinguishers</li> <li>• Address given medical emergencies through process of ABC and provision of first aid, evacuation thereof.</li> <li>• Perform CPR or mouth to mouth respiration.</li> <li>• Demonstrate ways of conserving energy and material at the workplace.</li> <li>• Demonstrate how to sort and dispose waste of different categories.</li> <li>• Demonstrate the ways of disinfecting and keeping the house bugs free</li> </ul>
<b>Classroom Aids:</b>	
PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, telephone connection, landline phone, and other required stationery.	
<b>Tools, Equipment and Other Requirements</b>	
Cleaners, Broom, Wiper, PPE, Ladder, Carpets, Ropes, Gas Stove, Gas Cylinder, Matchsticks, Fire Extinguishers, Water, Hose Pipe, Different Colour Dustbins As Per Waste Categorisation, Different Types Of Waste, Water, Household gadgets and appliances, Coal, Wood, Matchstick, First Aid Kit, Garbage Bags, Etc.	

# Annexure

## Trainer Requirements

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

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: "Housekeeper cum Cook (Household and Small Establishment)" mapped to QP: "DWC/Q0101, v2.0". Minimum accepted score is 80%.	Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MEP/Q2601, v1.0". Minimum accepted score is 80%.

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification <i>&lt;Select the minimum educational requirements, such as 12<sup>th</sup> Pass, Graduate or NSQF certified.&gt;</i>	Specialization <i>&lt;Specify the areas of specialization that are desirable.&gt;</i>	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	Desired Assessor Profile
2 Years Diploma	Hospitality Management/ Hotel Management or Equivalent or Relevant Education	5	As Supervisor/ Chef/ Cook in any housekeeping agency/ Facility Management Company/ Hospitality/ Tourism organisations	4	Faculty/ Trainer in Hospitality Management/ Facility Management or Similar types of Institutions or Home Science Teacher	-
Graduate	Home Science/ Hospitality / Hotel Management or Equivalent/ Relevant Education	3	or equivalent to above in organisations such as Hotels/ Restaurants	2	Or Equivalent experience as above	-
Post Graduate		2		1		

Assessor Certification	
Domain Certification	Platform Certification
Certified ToA for Job Role: Housekeeper cum Cook (Household and Small Establishment) mapped to QP: "DWC/Q0101, v 2.0". Minimum accepted score is 75%.	Recommended that the Assessor is certified for the Job Role: "Assessor", mapped to the Qualification Pack: "MEP/Q2701, v1.0" Minimum accepted score is 80%.

## Assessment Strategy

1. Assessment System Overview:
  - Batches assigned to the assessment agencies for conducting the assessment on SDSM/SIP or email
  - Assessment agencies send the assessment confirmation to VTP/TC looping SSC
  - Assessment agency deploys the ToA certified Assessor for executing the assessment
  - SSC monitors the assessment process & records
2. Testing Environment:
  - Confirm that the centre is available at the same address as mentioned on SDMS or SIP
  - Check the duration of the training.
  - Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
  - If the batch size is more than 30, then there should be 2 Assessors.
  - Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
  - Check the mode of assessment—Online (Tablet/Computer) or Offline (OMR/PP).
  - Confirm adequate number of Tablets available to execute the Assessment smoothly.
  - Check the availability of the Lab Equipment for the particular Job Role.
3. Assessment Quality Assurance levels / Framework:
  - Question papers created by the Subject Matter Experts (SME)
  - Question papers created by the SME verified by the other Subject Matter Experts
  - Questions are mapped with NOS and PC
  - Question papers are prepared considering that level 1 to 3 are for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
  - Assessor must be ToA certified & trainer must be ToT Certified
  - Assessment agency must follow the assessment guidelines to conduct the assessment
4. Types of evidence or evidence-gathering protocol:
  - Time-stamped & geo-tagged reporting of the assessor from assessment location
  - Centre photographs with signboards and scheme specific branding
  - Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
  - Time-stamped & geo-tagged assessment (Theory + Viva + Practical) photographs & videos
5. Method of verification or validation:
  - Surprise visit to the assessment location
  - Random audit of the batch
  - Random audit of any candidate
6. Method for assessment documentation, archiving, and access
  - Hard copies of the documents are stored
  - Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage
  - Soft copies of the documents & photographs of the assessment are stored in the Hard Drives

# References

## Glossary

Terms	Description
<b>Declarative Knowledge</b>	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
<b>Key Learning Outcome</b>	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of the training</b> .
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module</b> . A set of terminal outcomes help to achieve the training outcome.

## Acronyms and Abbreviations

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