

ABOUT THE COURSE

The goal of vocational higher secondary education is to fulfill the manpower requirements for national development and social security through employment. This course is designed with ample scope for self as well as wage employment. Only vocationally competent man power can increase productivity in all sectors of economy, create wealth, ensure socio economic stability and bring prosperity to nation. Realization of this basic need calls for appropriate educational input in man power development.

VISION

"To make available skilled, trained and competent work force in middle level blue collar job which will stimulate the economy and lead to increased productivity and faster development."

MISSION

"To fulfill the man power requirement for national development and for social security for the citizen through employment"

OBJECTIVES

- To introduce attractive courses and schools relevant to the present scenario.
- To modify curriculum to cope up with the changing trends.
- To convert schools into production / service cum training centers.
- To create avenues for OJT for confidence building of students.
- To initiate action for the modification of recruitment rules of other departments so as to incorporate VHS qualifications.
- To explore the possibility of apprenticeship training to all the pass outs.
- To make available the expertise of the specialized teachers and students for the benefit of the local community.
- To conduct awareness campaign for VHS scheme in the feeding schools.
- To conduct seminars by incorporating PTA and students about recent technological advancements.

Vocational Education is designed to prepare skilled work force in middle level in one or more group of occupations trade or job after matriculation at 10 + 2 stage of Education. The objective of the course is to enhance individual employability and to provide an alternative for those pursuing higher education without particular interest or purpose. It is a distinct stream intended to prepare students for identified occupations.

The objective of the Vocational Qualification is to bring service-minded, responsible, reliable and co-operative employees with self-initiative to the sector. Those holding a Vocational Qualification will enjoy excellent employee status and a strong understanding of the workplace. They will abide by contracts, regulations and social responsibilities. They will be well-mannered, tolerant and respectful of co-workers and customers with different cultural backgrounds.

They know how to plan their work, act in accordance with set guidelines and assess their own performance. They will take care of and maintain work-related tools and know how to use the necessary machines and equipment. They will ensure the ethicalness of the services they provide and act in accordance with a sustainable operating method. They will use information technology and vocational language skills in their work. They will act in a manner that promotes health and maintain their working and operating capacity.

FOOD AND RESTAURANT MANAGEMENT AS A CAREER

As the shift from traditional set up to those of modern lifestyles took place, eating, one of the basic daily needs for survival was commercialized in the form of catering industry paving way to commercial food production and service. There is a tremendous potential for growth in this sector with spurt in tourism. To meet this growing challenges the hotel industry will have to expand. An important sector in hotel and restaurant is food and beverage production and service. Besides, there are other forms of commercial catering such as hospital catering, industrial catering, commercial catering, institutional catering ...etc. The services in each would have to meet the highest standards to compare with the best. To meet this challenge the learners have to attain skill proficiency. In view of above food and restaurant management has been conceived at vocational higher secondary level to train required manpower for the industry. On completion of the course the learners will be adequately qualified to take up responsible positions in different catering establishments or set up their own catering service.

To achieve this objective the learning situations are to be provided inside and outside the classroom to develop creativity, experimentation and innovation Food and restaurant management provide a high quality education programme in the food production and service industry. We fulfill this mission through a commitment to student achievement lifelong learning. Utilizing a blend of theory, skill development and practical applications; students will gain the necessary experience to sufficiently enter the food production and service Industry.

SCOPE OF FOOD AND RESTAURANT MANAGEMENT

Food and restaurant management is one of the career options within the fast paced world of hospitality. Workers in this profession oversee the daily operation of a variety of establishment in the food service industry like... hotels, restaurants, flights, cruise liners etc. apart from above mentioned sectors workplaces include cafes, restaurants, staff restaurants, transport terminals, fast food, catering or tourist establishments, and institutional foodservice facilities. A waiter/waitress maintains customer facilities and displays products available for sale as well as presents, sells and serves the customer products and services. They serve individual customers and customer groups. They work in co-operation with other employees toward promoting customer comfort, safety and well-being. They work in accordance with the requirements for sustainability and hygiene, and observe all applicable license regulations and other sector agreements and statutes.

CONTENT OF THE SUBJECT

This course provides an introduction to the basic principles of food preparation including safety and sanitation. The students will cover the fundamentals of cookery, cooking methods, food preparation and enable them to make informed decisions about all aspects of food production. The components of purchasing, receiving, storing and issuing food are analyzed as they relate to menu planning. The creation of menus is demonstrated for a range of catering outlets and consumer requirements.

This course also provides students with knowledge and experience in food service concentrating on practical skills of providing specialist food service advice. The steps of sales and order taking are examined and students are made familiar with various dishes and accompaniments. The correct procedures with regard to restaurant service and the important characteristics of quality customer service are examined.

The course examines the basic technical knowledge, practical and social skills required to enable the food and beverage student to achieve a proficient standard for a range of cuisines and service types in different international hospitality industry.

JOB ROLES

The requirements of vocational qualification modules and the objectives of core subjects have been defined as learning outcomes (knowledge, skills, and competence). This forms the basis for describing the targets of assessment through mastering the work process, work method, equipment and material as well as underpinning knowledge and the key competences for lifelong learning. Students earning their Vocational Qualification in Food and Restaurant Management will possess a wide range of fundamental skills for the sector. They will be able to work in hotel and food service capacities for a wide variety of companies and places of business. They will perform their duties in a customer-oriented, profitable and effective manner, ensuring product quality requirements, safety, health and aesthetics.

Job roles identified under various sectors:

Govt./Semi Govt. Sector	Private Sector	Self Employment
Steward	Guest Service Associate	Open an-
Captain	Steward	Outdoor catering unit
Commis Chef -II (cook grade II)	Captain	Kiosk
Commis Chef -I (cook grade I)	Commis Chef -II (cook grade II)	Restaurant
Hospitality assistant	Commis Chef -I (cook grade I)	Fast food
Butler	Assistant waiter	Bakery
	Butler	Cafe
	Banquet steward	Small scale food- production unit
	Baker	Home stay
	Pastry chef	
	Flight steward	
	Cruise liner steward	
	Cruise liner cook	
	Canteen staff	
	Hospital catering staff	
	Industrial catering staff	
	Wine waiter	
	Barman	
	Restaurant Hostess	
	Banquet secretary	
	Banquet salesman	
	Restaurant cashier	
	Coffee barassuer	
	Sandwich maker	
	Counter staff in food courts	
	Room service waiter	
	Restaurant Operations trainee	

SUBJECT APPROACH

Approach to Food and Restaurant Management:

Food and restaurant industry is probably the most diverse but specialized industry in the world. It is certainly one of the largest, employing millions of people in a bewildering array of jobs around the globe. Sectors range from the glamorous five-star resort to the less fashionable, but arguably more specialized, institutional areas such as hospitals, industrial outfits, schools and colleges. Yet of these many different sectors, catering has to be the most challenging. Whatever the size of the catering operation, the variety of opportunities available is endless. "The sky is the limit with catering". There is no industry in the world which is not directly or indirectly, one way or the other, related to the catering industry.

Food and restaurant management course is designed to fulfill the task of planning, organizing, controlling and executing in food preparation and serving.

The major characteristics of Learner- centered pedagogy:

- Process oriented
- Participatory learning
- Contemporary

Nature of learner:

- Adolescent learner
- Curious and ready to accept challenges and act accordingly
- Adventurous
- Eager to explore
- Leadership qualities
- Interested in group activities
- Able to think critically and logically
- Have own opinion

The learners in this age group are keen to find ways to earn their livelihood and at the same time seek new vistas of professional or academic education after their present studies. The strategies selected for the transaction of class 11 curriculums are designed to cater for nature of the learner, their mental and chronological age.

Changing role of the teacher:

The past few decades have seen a radical change in the concept of learning and the role of teacher in the learning process have also changed drastically. The transformation of the role of a teacher from the

sole of knowledge to a facilitator, scaffold and mentor is the chief characteristic of the present day. Now the role of teacher is multi dimensional and it include roles such as

- Mentor
- Facilitator
- Guide
- Motivator
- Democratic leader
- Co learner
- Researcher
- Resource person
- Friend
- Evaluator
- Philosopher

Application of Inclusive education in Food & Restaurant Management:

Children with special needs can be included in the curriculum very effectively. Effective use of ICT would be helpful in our inclusive curriculum where CWSN (Children with special needs) category learners can get a better understanding of the ideas and concepts of food & restaurant management. The classroom should also be transformed so as to cater for the above.

In constructivist paradigm, the learner constructs knowledge of his own through his experiences. It is the duty of the teacher to plan diverse learning activities and help them formulate the concept in the topics by doing/ going through these.

The role of the learning environment is very important in this process.

Learning resources:

Use of ICT in food and restaurant management learning:

Many a times the teacher in Food & Restaurant management needs to show the video presentation of hotel departments, cookery shows, servicing skills and their hygienic aspects. Thus the potentials of ICT in food & restaurant management curriculum transaction are high. The teacher must make use of these modern technologies in the class room, in order to make food & restaurant management learning meaningful.

Classrooms:

The classroom should be learner friendly democratic and inspiring. It should have all the resources to set a learner centered approaches including reference books and ICT facilities.

In order to make Food & Restaurant Management learning effective, it requires some special facilities. The most important among them is food production and service lab.

Food production and service lab:

The food and service lab is the centre of all activities in learning the subject. There should be of two rooms with the size of 40x30 ft each. There should be all equipments sufficiently supplied for better learning and skill development. The room should be well arranged to stimulate the imagination and inspire the creativity of the student. It should be set in such a way to obtain learning outcomes. Detailed list of equipments are given in annexure. In addition LCD projector and white screen along with computers are essential in the food & restaurant management lab for this purpose. Let the lab where the learners can study Food & restaurant management with passion towards food & beverage and its production and service for the coming generations as well.

Library:

The Library and learning resources center is dedicated to support the activities and programmes of the food & restaurant management as they relate to hospitality sector development and advancement. It accomplishes its mission by maintaining up to date collection of books, journal, and audio-visual items related to the food & beverage sector.

By ensuring these facilities, the skill oriented transactions in Food & restaurant management takes place smoothly whereby learning outcomes are also achieved. The outcomes so obtained are long-lasting, observable and measurable.

Learning strategies:

Learning process starts from the time of birth till last breath. The various methods of strategies adopted for the desired behavioral changes are included in the curriculum are called learning strategies. The modern approach to learning strategies relies on the basic concept that student builds knowledge based on his/her experiences of activities such as field visit, demonstration, role-play etc. Selecting learning strategies for each topic should suit the age group and mental capacity of the learner. Given below are the few strategies we have selected construct knowledge to attain various learning outcomes

- Demonstration
- Role play
- Field visit
- On the job training
- Experimentation
- Discussion
- Learning by doing
- Peer evaluation

SYLLABUS

MODULE I GUEST SERVICE ASSOICATE

Unit No.1.1 - Introduction to Hotel, Food & beverage Industry

Periods: 20

Introduction to catering establishments and hotels.

- Classification of catering establishment
- Types of hotels

Introduction to Restaurants

- Types of restaurants

Introduction to other Catering establishments

- Welfare catering
- Transport catering

Unit No.1.2 Restaurant organizational hierarchy

Periods: 20

Organization of a Restaurant

- Staff hierarchy - English, French & American terminology
- Job description of a steward
- Duties & responsibilities of steward

Attributes of a Steward

- Personal hygiene & grooming
- Other attributes

Coordinating departments

- Front office
- Housekeeping
- F& B Production

Unit No.1.3 - Restaurant layout and service equipment

Periods: 30

Restaurant Layout

Restaurant Equipments

- Restaurant furniture
- Linen
- Equipments

Unit No.1.4 - Types of Menu and cover setup Periods: 80

Classical French Menu

Types of Menu

- Ala carte
- Table d' hote
- Carte du jour
- Setting the side station

Types of Cover and Serviette folding

- Ala carte
- Table d' hote
- Serviette folding

Covers and accompaniments

Unit No.1.5 - Preparation for service Periods: 90

Mise- en- scene

Mise-en- place

Briefing

Unit No.1.6 - Service procedures Periods: 80

Restaurant Procedures

- Receive and seat the guest
- Taking an order
- Service of food & beverage
- Clearance of table
- Deal with guest payment

Unit No.1.7- Communication for Guest Service Associate Periods: 20

Communication:

- Self introduction by students
- Describing someone
- Asking simple question
- Greeting a person
- Know more about each other
- Talking about one's family
- Tell about each other

- Form teams/pairs
- Telling the time

MODULE II- COMMIS CHEF

Unit No.2.1 - Introduction to food production Periods: 30

Introduction to Food production

- Aims and objectives of cooking
- Effect of heat on food

Kitchen Layout

Kitchen staff hierarchy

- Staff hierarchy - English, French
- Workflow in a kitchen

Kitchen Equipments

- Large equipments
- Small equipments

Unit No.2.2 - Food Ingredients and Recipes Periods: 10

Food Ingredients

Food groups

Food additives

Food adulteration, poisoning and intoxication

Recipes

Unit No.2.3 - Preparation and mixing ingredients Periods: 20

Preparation of Ingredients

Mixing of ingredients

Unit No.2.4 Methods of cooking Periods: 30

Methods of cooking food

- Dry methods of cooking
- Moist methods of cooking

Unit No.2.5 - Stocks, Sauces and Soups Periods: 90

Stock

- White stock

- Brown stock
- Vegetable stock
- Fish stock

Sauce

Mother sauces-hot and cold sauces

Soup

- Thick soup
- Thin soup

Unit No.2.6 Vegetables, Salads and Egg preparations Periods: 80

Vegetables

- Classification of vegetables
- Vegetable cookery

Salads

- Parts of salads
- Salad dressing

Eggs

- Egg cookery

Unit No.2.7 - Non- alcoholic beverages and Snacks Periods: 80

Non-alcoholic beverages

- Tea
- Coffee
- Juices/mock tails

Snacks

- Indian snacks
- International snacks

LEARNING OUTCOMES

After the completion of two modules the learner will be able to:

Module -I

- 1.1 Introduction to hotel and food service industry
 - 1.1.1 Categorize different catering establishments and hotels.
 - 1.1.2 Classify different types of restaurants.
 - 1.1.3 Explain other catering establishments.
- 1.2 Restaurant organizational hierarchy
 - 1.2.1 Recognize the roles of employees within a restaurant organization structure.
 - 1.2.2 Identify the job role and responsibilities of a steward.
 - 1.2.3 Inculcate values required for food and beverage service personnel.
 - 1.2.4 Interacts with departments associated with food and beverage service and fellow workers.
- 1.3 Restaurant layout and service equipments
 - 1.3.1 Sketch a typical restaurants layout.
 - 1.3.2 List and handle various service equipments.
- 1.4 Types of Menu and cover setup
 - 1.4.1 Construct the sequence of a menu.
 - 1.4.2 Distinguish the different types of menu and set side station.
 - 1.4.3 Acquire skill in setting cover for different menus and Serviette folding.
 - 1.4.4 Choose appropriate cover and accompaniments for popular dishes.
- 1.5 Preparation for service
 - 1.5.1 Setting the environment of a service area (mise- en- scene).
 - 1.5.2 Set the tables related items in place (mise- en -place).
 - 1.5.3 Discuss task lists, schedules, and work-loads with co-workers in briefing.
- 1.6 Service procedures
 - 1.6.1 Obtain skills to perform food and beverage service sequence professionally.
- 1.7 Communication for stewards
 - 1.7.1 Communicate effectively with others when carrying out tasks.

Module -II

- 2.1 Introduction to food production
 - 2.1.1 Identify the aims and objectives of cooking food.
 - 2.1.2 Sketch a typical kitchen layout.
 - 2.1.3 Recognize the roles of employees within a kitchen organization structure.
 - 2.1.3 Identify the job role and responsibilities of a Commis chef II.
 - 2.1.4 List and handle various kitchen equipments.
- 2.2 Food Ingredients and Recipes
 - 2.2.1 Classify the different raw materials based on their characteristics.
 - 2.2.2 Record recipes and measure ingredients required for preparing food items.
- 2.3 Preparation and Mixing ingredients
 - 2.3.1 Prepare ingredients and handle knives skillfully.
 - 2.3.2 Mix ingredients and differentiate them.
- 2.4 Methods of cooking
 - 2.4.1 Compare and distinguish different methods of cooking.
- 2.5 Stocks, Sauces and Soups
 - 2.5.1 Prepare different types of stocks.
 - 2.5.2 Prepare different types of sauces.
 - 2.5.3 Prepare different types of soups.
- 2.6 Vegetables, Salads and Egg preparations
 - 2.6.1 Prepare popular vegetable dishes.
 - 2.6.2 Prepare varieties of salad and salad dressing.
 - 2.6.3 Distinguish common methods of cooking egg and prepare them.
- 2.7 Non- alcoholic beverages and Snacks
 - 2.7.1 Classify non-alcoholic beverages and prepare them.
 - 2.7.2 Prepare variety of snacks, Indian and International.

SCHEME OF WORK

Month	Unit No.	Name of Units	Periods
July	1.1	Introduction to Hotel, Food & beverage Industry.	20
	1.2	Restaurant layout and service equipment.	30
	1.3	Restaurant organizational hierarchy.	20
August	1.4	Types of Menu and cover setup	80
	1.5	Preparation for service.	20
September	1.5	Preparation for service	70
	1.6	Service procedures	20
October	1.6	Service procedures	60
	1.7	Communication Skill for stewards.	20
November	2.1	Introduction to food production	30
	2.2	Methods of cooking	30
	2.3	Preparation and mixing ingredients	20
	2.4	Food Ingredients and Recipes	10
December	2.5	Stocks, Sauces.	60
January	2.5	Soups	30
	2.6	Vegetables, Salads and Egg preparations	80
February	2.7	Non- alcoholic beverages and Snacks	80
Total Hours			680

COURSE STRUCTURE

This course consists of Four Modules.

Module 1 - GUEST SERVICE ASSOCIATE

1.1	Introduction to hotel and food service industry	20
1.2	Restaurant organizational hierarchy	20
1.3	Restaurant layout and service equipments	30
1.4	Types of Menu and cover setup	80
1.5	Preparation for service	90
1.6	Service procedures	80
1.7	Communication for stewards	20
Total Periods		340

Module 2 - COMMIS CHEF II

2.1	Introduction to food production	30
2.2	Food Ingredients and Recipes	10
2.3	Preparation and Mixing of ingredients	20
2.4	Methods of cooking	30
2.5	Stocks, Sauces and Soups	90
2.6	Vegetables, Salads and Egg preparations	80
2.7	Non- alcoholic beverages and Snacks	80
Total Periods		340

CLASSROOM ACTIVITIES

- Field visit
- Interactive discussion
- Brain storming session
- Interactive session with an expert/industry staff
- Video presentation
- General discussion
- Group the learners and evaluate each other (peer evaluation)
- Plan and draw a restaurant lay out
- Demonstration
- Group discussion
- Seminar
- Collection of brochures
- Referring library books
- Illustrated chart
- Collecting pictures
- Role play

PRACTICAL ACTIVITIES

- Design and draw a model restaurant layout.
- Handling Restaurant service equipments.
- Setting the side station.
- Setting the covers (A-la -carte and Table d' hote menu)
- Serviette folding
- Setting restaurant environment.
- Setting side station and the table ready for service
- Practice briefing
- Receive the guest
- Seat the guest
- Take the food & beverage order
- Serve the food & beverage
- Clear the table
- Billing procedure
- Practice making 5 course menu
- Design and draw a Kitchen model layout
- Handling Kitchen equipments.
- Practicing different methods of preparing
- Practicing different methods of mixing
- Prepare basic stocks
- Prepare mother sauces
- Prepare thick and thin soups
- Cooking of vegetables dishes
- Preparing salads and dressings.
- Methods of cooking egg and varieties of egg preparation.
- Brewing Tea and Coffee preparation.
- Making Juices and Mock tails preparation.
- Preparation of Indian and International snacks
- Preparing dishes in dry cooking methods
- Preparing dishes in moist cooking methods

ON THE JOB TRAINING

On-the-Job Training is an integral component of Vocational Education, which aims at the development of proficiency and self-confidence among students. On-the-Job Training takes place in a real job situation under the supervision of an expert in-plant supervisor or master craftsman. It is designed to supplement in-school instruction by providing the dimension of practical training in a real work situation, under the guidance and supervision of a practicing and skilled supervisor.

Concept of On-the-Job Training

It is a planned and organized work experience programme. A programme of the On-the-Job Training is planned by the educational institution and the training is given in an established or organized industry or work spot. It helps the student assimilate the theory which was learnt in the classroom and practice it in the actual work spot by following part of the curriculum of each vocational course. It gives the student a supervised experience. This facilitates the student to attain mastery on the work by observation and working, supervised by a master craftsman.

Generally, the theory subjects taught within the classroom and the laboratory give little scope of exposure to the student to the real work situation. But the On-the-Job Training provided to the student enables him to feel the implications and intricacies during the work. It gives an opportunity to the student to participate in the actual production of goods and services, which leads to securing of some gainful employment. The student gets motivated by actual participation in the production of goods and services at the time of learning or training and develops self-confidence. It prepares the student psychologically to develop entrepreneurship qualities, so that he / she is in a position to take up self-employment.

It helps in continuous evaluation of the student's work and knowledge since an expert workman and the teacher guide at the work spot supervise it. The student, as an employee, is expected to take advantage of opportunities to work in teams. This method is employed when learners have acquired a certain level of proficiency before they face live situation. This is the most effective method of training. The main challenge is to perform task under pressure of time and dealing with guest.

On-the-Job Training in Food and Restaurant Management.

OJT program aims to give the student practical skills and hands on experience in the food and beverage industry. The OJT period is of a minimum one month and students will be able to perform their training in either one or a multiple number of Food & Beverage outlets, preferably with the one employer. The duration of these days of OJT can be at a stretch or split.

The teacher coordinator assists with placements and contractual arrangements with the employers, and feedback from employers is given directly to students. Students are encouraged to excel at their work and must complete OJT and submit a report / diary. The OJT performance of the learner should be assessed in co-ordination with the employer and the teacher coordinator. Common indicators should be prepared for the assessment.

ON THE JOB TRAINING CENTRES IDENTIFIED -

GOVERNMENT SECTOR

- KTDC Hotels and Motels
- Govt. guest houses
- Govt. Canteens
- Railway Catering

PRIVATE SECTOR

- Hotels
- Restaurants
- Outdoor catering
- Cafes
- Transport terminals
- Fast food outlets
- Catering or tourist establishments
- Institutional foodservice facilities
- Shopping malls & Food courts
- Bakery

CERTIFICATION OF SKILLS IN EACH MODULE

On completion of each module, learner is entitled for a Modular Certification.

- Certificate in Food and Beverage Service -
GUEST SERVICE ASSOICATE
- Certificate in Food and Beverage Production -
COMMIS CHEF
- Certificate in Restaurant Operations Trainee
- Certification of Computer Application in Restaurant
Mangement

On the successful completion of the two year course, student is eligible for a

- TRADE CERTIFICATE IN FOOD AND RESTAURANT
MANAGEMENT
- VHSE CERTIFICATE ELIGIBLE FOR HIGHER STUDIES.

OVERVIEW OF THE MODULE I

GUEST SERVICE ASSOICATE

This module is constructed to equip the learner with knowledge and skills required to perform the job of a steward. After completing the module he /she will be able to serve food and beverages in a Restaurant, in Room, Dining and Banquet function efficiently and in a most courteous manner. The module consists of serving food and beverages to guests of the hotel, restaurant or banquet function. It entails greeting and seating of guests, taking down their orders, providing them with requisite tableware, food & beverage items, and any other related accompaniments and then clearing used dishes and settling the customer's accounts as per procedures.

Expected skills:

- Restaurant layout planning skill
- Restaurant equipment handling skill
- Menu Sequencing skill
- Side station setting skill
- Table laying skill
- Cover setting skill
- Serviette folding skill
- Service planning skill
- Guest receiving skill
- Seating skill
- Taking order skill
- Serving skill
- Clearing skill
- Communication skill

Module 1 : GUEST SERVICE ASSOICATE		Unit No.1.1 - Introduction to Hotel, Food & beverage Industry (20 periods)	
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment
<p>Introduction to catering establish-ments & hotels.</p> <p>Classification of catering establishment</p> <p>Types of hotels</p> <p>Skills:</p> <p>Observation skill</p> <p>Analytical skill</p> <p>Communication skill</p> <p>Interaction skill</p>	<p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> • Categorize different catering establishments and hotels 	<ul style="list-style-type: none"> • Initiate a Group discussion on different catering establishment • Seminar on classification of hotels • Collection of brochures from hotels 	<ul style="list-style-type: none"> • Discussion note • Seminar report • Collection of hotel brochures in portfolio
<p>Introduction to Restaurants</p> <p>Types of restaurants</p> <p>Skills:</p> <p>Planning skill</p> <p>Observation skill</p> <p>Analytical skill</p> <p>Communication skill</p> <p>Interaction skill</p>	<ul style="list-style-type: none"> • Classify different types of restaurants 	<ul style="list-style-type: none"> • Conduct a Field visit to the nearby restaurant • Interactive discussion on different types of restaurants 	<ul style="list-style-type: none"> • Field visit report in activity log • Discussion note
<p>Introduction to other Catering establishments</p> <p>Welfare catering</p> <p>Transport catering</p> <p>Skills:</p> <p>Communication skill</p> <p>Analytical skill</p> <p>Classification skill</p>	<ul style="list-style-type: none"> • Explain other establishments catering 	<ul style="list-style-type: none"> • A brain storming session on various possible outlets other than hotels and restaurants • Interactive session with an expert in the classroom on types of catering establishments 	<ul style="list-style-type: none"> • Chart • Discussion note

Module 1 : GUEST SERVICE ASSOICATE		Unit No.1.2 Restaurant organizational hierarchy (20 periods)	
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment
<p>Organization of a Restaurant Staff hierarchy - English, French & American terminology</p> <p>Skills: Observation skill Identification skill Communication skill</p> <p>Job description of a steward Duties & responsibilities of steward</p> <p>Skills: Planning skill Observation skill Communication skill Interaction skill</p> <p>Attributes of a Steward Personal hygiene & grooming Other attributes</p> <p>Skills: Planning skill Observation skill Analytical skill Communication skill Interaction skill</p> <p>Coordinating departments Front office Housekeeping F& B Production</p> <p>Skills: Planning skill Observation skill Analytical skill Communication skill Interaction skill</p>	<p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> Recognize the roles of employees within a restaurant organization structure. Identify the job role and responsibilities of a steward. Inculcate values required for food and beverage service personnel. Interacts with departments associated with food and beverage service and fellow workers. 	<ul style="list-style-type: none"> Discussions based on a restaurant organization chart. Video presentation for the better understanding of different Job roles. Interactive session with a steward working in restaurant Based on the video presentation perform the role of a steward General discussion is conducted to list out personality traits of a steward Group the learners and evaluate each other. field visit will be conducted to a nearby hotel Video presentation showing actual functioning of different departments in a hotel. 	<ul style="list-style-type: none"> Organization chart in record Quiz based on the video presentation Notes prepared in the activity log Role-play process assessed Discussion note prepared in the activity log Evaluation report Field visit report in activity log Notes based on the video presentation

Module 1 : GUEST SERVICE ASSOICATE		Unit No.1.3 - Restaurant layout and service equipment (30 periods)	
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment
Restaurant Layout Skills: Restaurant planning skill Observation skill Drawing skill	<p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> • Sketch a typical restaurants layout. 	<ul style="list-style-type: none"> • Plan and draw a restaurant lay out with the essentials based on the given chart • Re arrange the lab based on this prepared layout. 	<ul style="list-style-type: none"> • Restaurant layout drawn on a chart • Re-arranged layout is assessed
Restaurant Equipments Restaurant furniture Linen Equipments Skills: Observation skill Identifying skill Equipment handling skill	<ul style="list-style-type: none"> • Listing out and handling various service equipments. 	<ul style="list-style-type: none"> • After the demonstration, arrange all service equipments and allow the students to pick the right one. • Practice handling the equipments. 	<ul style="list-style-type: none"> • List of equipments prepared in the activity log • Proper handling techniques assessed

Module 1 : GUEST SERVICE ASSOICATE		Unit No.1.4 - Types of Menu and cover set up		(80 periods)
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment	
Classical French Menu Skills: Planning skill Observation skill Sequencing skill Referring skill	<p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> Construct the sequence of a classical menu. 	<ul style="list-style-type: none"> Referring "Modern cookery Vol 2" by Thankam E Philip, prepare a Classical French menu with examples. Illustrated chart of French classical menu is displayed 	<ul style="list-style-type: none"> Prepared a French Classical Menu card Quiz conducted 	
Types of Menu Ala carte Table d' hote Carte du jour Setting the side station Skills: Planning skill Observation skill Sequencing skill Side station setting skill	<ul style="list-style-type: none"> Distinguish the different types of menu (Ala carte, Table d' hote, Carte du jour) and setting of a Side station. 	<ul style="list-style-type: none"> Prepare a 5 course Ala carte & Table d' hote Menu card. Demonstrate the Side station setting 	<ul style="list-style-type: none"> Menu (5 course) prepared in record Set side station 	
Types of Cover and Serviette folding Ala carte Table d' hote Serviette folding Skills: Table laying skill Cover setting skill Serviette folding skill	<ul style="list-style-type: none"> Acquire skill in setting cover for different menus and Serviette folding. 	<ul style="list-style-type: none"> Practice the laying of table cloth. Set cover for al a carte menu, table d'hote menu. Practicing different serviette folding. 	<ul style="list-style-type: none"> Laid table Prepared cover set up Folded serviette 	
Covers and accompaniments Skills: Referring skill Cover setting skill Identification skill Judging skill	<ul style="list-style-type: none"> Choose appropriate cover & accompaniment for popular dishes. 	<ul style="list-style-type: none"> Collecting pictures of cover setting for popular dishes with accompaniments Practicing cover setting for popular dishes. 	<ul style="list-style-type: none"> Collected pictures in portfolio Set cover is verified 	

Module 1 : GUEST SERVICE ASSOICATE		Unit No.1.5 - Preparation for service	(90 periods)
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment
<p>Mise- en- scene</p> <p>Skills: Service planning skill Observation skill Coordinating skill.</p>	<p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> Set the environment of a restaurant service area (mise- en- scene). 	<ul style="list-style-type: none"> Demonstration of all the activities to keep the restaurant environment comfortable, safe and hygienic Make the learner practice. 	<ul style="list-style-type: none"> Notes in the activity log Process observed and assessed
<p>Mise-en- place</p> <p>Skills: Service planning skill Observation skill coordinating skill Side station setting skill</p>	<ul style="list-style-type: none"> Set the tables related items in place (mise- en -place). 	<ul style="list-style-type: none"> Demonstrate all the activities to prepare the restaurant ready for service. Make the learner practice. 	<ul style="list-style-type: none"> Notes in the activity log Process observed and assessed
<p>Briefing</p> <p>Skills: Planning skill Observation skill communication skill Interaction skill</p>	<ul style="list-style-type: none"> Discuss task lists, schedules, and work-loads with co-workers in briefing. 	<ul style="list-style-type: none"> Conduct a Role play on briefing Conduct a group discussion, how briefing is performed 	<ul style="list-style-type: none"> Notes prepared in activity log Discussion note

Module 1 : GUEST SERVICE ASSOICATE		Unit No.Unit No.1.6 - Service procedures (80 periods)	
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment
Restaurant Procedures Receive and seat the guest Taking an order Service of food & beverage Clearance of table Deal with guest payment Skills: Planning skill Observation skill communication skill Interaction skill Receiving skill Seating skill Taking order skill Serving skill Clearing skill	<i>The learner will be able to:</i> <ul style="list-style-type: none"> Obtain skills to perform food and beverage service professionally 	<ul style="list-style-type: none"> Demonstrate restaurant procedures starting from receiving to clearance. Conduct a role play in which student play the role of guest and steward. Practicing service sequences 	<ul style="list-style-type: none"> Notes prepared in the activity log Process evaluated Role play script Service sequence assessed

Module 1 : GUEST SERVICE ASSOICATE		Unit No.Unit No.1.7- Communication for stewards (20 periods)	
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment
<p>Communication: Self introduction by students Describing someone Asking simple question Greeting a person Know more about each other Talking about one's family Tell about each other Form teams/pairs Telling the time</p> <p>Skills: Communication skill Participation skill Initiative skill</p>	<p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> Communicate effectively with others when carrying out tasks 	<p>Use Video clips and role play to transact following activities.</p> <ul style="list-style-type: none"> Introduce self to others Understand and speak some standard sentences used to describe someone. Frame some questions for a given situation Understand and speak some standard sentences used for greeting people (friends, neighbours, Strangers) Become more familiar with the information regarding fellow students and speak. Identify and speak words describing people of one's family Be more expressive Learn to form pairs Confidently ask and tell time in everyday situation. 	<ul style="list-style-type: none"> Assess the process of role play Script of role play Notes in the activity log

PRACTICAL ACTIVITIES- MODULE 1

- Design and draw a model restaurant layout.
- Handling Restaurant service equipments.
- Setting the side station.
- Setting the covers (Ala carte and Table d' hote)
- Serviette folding
- Setting restaurant environment.
- Setting side station and the table ready for service
- Practice briefing
- Receive the guest
- Seat the guest
- Take the food & beverage order
- Serve the food & beverage
- Clear the table
- Billing procedure

OVERVIEW OF THE MODULE - II

COMMIS CHEF

This module is constructed to equip the learner with knowledge and skills required to perform the job of a commis chef II. After completing the module he /she will be able to cook food and beverages efficiently and professionally. This module will help the learner to work under a chef de partie, with ample knowledge of each section in a kitchen.

This module provides an introduction to the basic principles of food preparation including safety and sanitation. The students will learn the fundamentals of cookery, cooking methods, food preparation and enable them to make informed decisions about all aspects of food production. The components of purchasing, receiving, storing and issuing food are analyzed as they relate to menu planning.

Expected skills:

- Kitchen layout planning skill
- Kitchen equipment handling skill
- Measuring skill of ingredients
- Cooking skill
- Peeling skill
- Cutting skill
- Grating skill
- Mashing skill
- Grinding skill
- Sieving skill
- Straining skill
- Creaming skill
- Blending skill
- Folding skill
- Rolling skill
- Kneading skill
- Cutting in skill
- Stirring skill
- Rubbing- in skill
- Creative cooking skill
- Garnishing skill
- Food presentation skill
- Mock tail mixing skill

Module II : Commis chef			
Unit No.Unit No.2.1 - Introduction to food production (30 periods)			
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment
Introduction to Food production Aims and objectives of cooking Effect of heat on food Skills: Observation skill identifying skill communication skill Kitchen Layout Skills: Kitchen planning skill Observation skill Drawing skill	<p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> Identify the aims and objectives of cooking food. Sketch a typical kitchen layout. 	<ul style="list-style-type: none"> Initiate a Group discussion on aims and objectives of cooking Demonstrate an experiment on the effect of heat on protein carbohydrates and fat , Plan and draw a kitchen lay out with the essentials based on the given chart Visit a nearby commercial kitchen or show a video presentation to deepen the concepts of sections in a kitchen 	<ul style="list-style-type: none"> Discussion notes prepared in activity log Result of the experiment written in the activity log Kitchen layout drawn on a chart Field visit report in activity log
Kitchen staff hierarchy Staff hierarchy - English, French Workflow in a kitchen Skills: Observation skill Communication skill Interaction skill	<ul style="list-style-type: none"> Recognize the roles of employees within a kitchen organization structure 	<ul style="list-style-type: none"> Discussions based on a Kitchen organization chart. Video presentation of different job roles and workflow. 	<ul style="list-style-type: none"> Notes prepared in activity log Hierarchy drawn in the record
Kitchen Equipments Large equipments Small equipments Skills: Observation skill Identifying skill Equipment handling skill	<ul style="list-style-type: none"> List and handle various kitchen equipments 	<ul style="list-style-type: none"> After the demonstration, arrange all Kitchen equipments and allow the students to pick the right one Practice handling the equipments accordingly. 	<ul style="list-style-type: none"> List of equipments prepared in the activity log Proper handling techniques assessed

Module II : Commis chef			
Unit No. Unit No.2.2 - Food Ingredients and Recipes (10 periods)			
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment
<p>Food Ingredients Foodgroups Food additives Food adulteration, poisoning and intoxication</p> <p>Skill: Identifying skill Classifying skill Observation skill</p>	<p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> Classify the different raw materials based on their characteristics. 	<ul style="list-style-type: none"> Identify each cooking materials Classify them accordingly with the help of charts / video clips Field visit to the nearby market deepen the concepts 	<ul style="list-style-type: none"> Quiz based on the video presentation Field visit report prepared in the activity log
<p>Recipes</p> <p>Skill: Identifying skill Classifying skill Observation skill Measuring skill Cooking skill</p>	<ul style="list-style-type: none"> Record recipes and measure ingredients required for preparing food items. 	<ul style="list-style-type: none"> Demonstrate preparation of a dish, ask the students to make it as a recipe. Make a collection of recipes as an assignment 	<ul style="list-style-type: none"> Recipe prepared in the record Collection of recipes

Module II : Commis chef		Unit No.Unit No.2.3 - Preparation and Mixing ingredients (20 periods)	
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment
Preparation of Ingredients Skill: Peeling skill Cutting skill Grating skill Mashing skill Grinding skill Sieving skill Straining skill	<p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> Prepare ingredients and handle knives and small equipments skillfully. 	<ul style="list-style-type: none"> Demonstration of preparing ingredients like washing, cutting, sieving etc... by the teacher Video presentation on different methods of preparing ingredients. 	<ul style="list-style-type: none"> Notes and drawings in the activity log Observe the process of preparation.
Mixing of ingredients Skill: Creaming skill Blending skill Folding skill Rolling skill Kneading skill Cutting in skill Stirring skill Rubbing in skill	<ul style="list-style-type: none"> Mix ingredients and differentiate them. 	<ul style="list-style-type: none"> Demonstration of different mixing procedures like Kneading, creaming, rolling etc by the teacher. Video presentation on different methods of mixing ingredients. 	<ul style="list-style-type: none"> Notes and drawings in the activity log. Observe the process of mixing ingredients.

Module II : Commis chef		Unit No. Unit No.2.4 Methods of cooking (30 periods)	
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment
<p>Methods of cooking food Dry methods of cooking Moist methods of cooking</p> <p>Skill: Cooking skill Observation skill Classification skill Measuring skill Identifying skill Comparing skill Communication skill Judging skill</p>	<p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> Compare and distinguish different methods of cooking. 	<ul style="list-style-type: none"> Demonstrate a menu which comprises all important methods of cooking. Conduct a discussion to distinguish each method of cooking. Practice each methods of cooking. 	<ul style="list-style-type: none"> Notes prepared in the activity Log Recipes written in the Record Observation of the process of cooking

Module II : Commis chef		Unit No. Unit No.2.5 - Stocks, Sauces and Soups (90 periods)	
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment
<p>Stock White stock Brown stock Vegetable stock Fish stock</p> <p>Skill: Cooking skill Observation skill Classification skill Measuring skill Identifying skill Comparing skill Communication skill Judging skill</p> <p>Sauce Mother sauces-hot and cold sauces</p> <p>Skill: Cooking skill Observation skill Classification skill Measuring skill Identifying skill Comparing skill Communication skill Interacting skill Judging skill</p> <p>Soup Thick soup Thin soup</p> <p>Skill: Cooking skill Observation skill Classification skill Measuring skill Identifying skill Comparing skill Communication skill Judging skill</p>	<p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> Prepare different types of stocks. <ul style="list-style-type: none"> Prepare different types of sauces. <ul style="list-style-type: none"> Prepare different types of soups. 	<ul style="list-style-type: none"> Demonstrate or show video of basic stocks preparation. Practice preparing the demonstrated item. <ul style="list-style-type: none"> Referring the given recipes, learners prepare mother sauces group wise and compare them. <ul style="list-style-type: none"> Based on general discussion and video tutorials soups are classified. Considering above knowledge learners, collect recipes and prepare them individually. 	<ul style="list-style-type: none"> Process and prepared stock is assessed Recipes written in the record <ul style="list-style-type: none"> Process and prepared sauce is assessed Recipes written in the record <ul style="list-style-type: none"> Collected recipes in portfolio Recipe written in the record Soup prepared and the process assessed

Module II : Commis chef		Unit No.Unit No.2.6 Vegetables, Salads and Egg preparations (80 periods)	
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment
<p>Vegetables Classification of vegetables Vegetable cookery</p> <p>Skill: Cooking skill Observation skill Classification skill Measuring skill Identifying skill Comparing skill Communication skill Judging skill</p> <p>Salads Parts of salads Salad dressing</p> <p>Skill: Cooking skill Observation skill Classification skill Measuring skill Identifying skill Comparing skill Communication skill Creative skill Judging skill Presentation skill</p> <p>Eggs Egg cookery</p> <p>Skill: Cooking skill Observation skill Classification skill Measuring skill Identifying skill Comparing skill Communication skill Garnishing skill</p>	<p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> Prepare popular vegetable dishes. Prepare varieties of salad and salad dressing. Distinguish common methods of cooking egg and prepare them. 	<ul style="list-style-type: none"> Conduct a field visit to the nearby market, and let the learner classify the different vegetable group. Demonstrate a few vegetable dishes. Let the learner prepare some popular vegetable dishes. A general discussion is conducted the basics parts of salad Using video tutorials demonstrate different salads. Learners prepare salad with their creativity. Experimentation on stages of cooking egg is demonstrated. Learner collects recipes and prepares varieties of egg dishes. 	<ul style="list-style-type: none"> Field visit report prepared in the activity log Recipes written in the record Chart showing classification of vegetable Dishes prepared is assessed Recipes written in the record Notes prepared in the activity log Dishes prepared is assessed Collected recipes of egg dishes Notes prepared in the activity log

Module II : Commis chef			
Unit No. Unit No..2.7 - Non- alcoholic beverages and Snacks (80 periods)			
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment
Non-alcoholic beverages Tea Coffee Juices/mock tails Skill: Mixing skill Observation skill Classification skill Measuring skill Identifying skill Comparing skill Communication skill Preparing skill Presentation skill Snacks Indian snacks International snacks Skill: Cooking skill Observation skill Classification skill Measuring skill Identifying skill Comparing skill Communication skill Creative cooking skill	<p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> Classify non-alcoholic beverages and prepare them. <ul style="list-style-type: none"> Prepare variety of snacks, Indian and International. 	<ul style="list-style-type: none"> Demonstrate the standard procedure for preparing tea and coffee and the learner practices. Learner collects or creates their own recipes of mock tails <ul style="list-style-type: none"> Based on general discussion and video tutorials, varieties of Indian and International snacks are practiced Learner has the choice to bring fusion. 	<ul style="list-style-type: none"> Recipes written in the record Notes in the activity log Dishes prepared and process assessed <ul style="list-style-type: none"> Recipes written in the record Notes in the activity log Dishes prepared and process assessed

PRACTICAL ACTIVITIES MODULE II

- Design and draw a Kitchen model layout
- Handling kitchen equipments.
- Practicing different methods of preparing
- Practicing different methods of mixing
- Prepare basic stocks
- Prepare mother sauces
- Prepare thick and thin soups
- Cooking of vegetables dishes
- Preparing salads and dressings.
- Methods of cooking egg and varieties of egg preparation.
- Brewing Tea and Coffee preparation.
- Making Juices and Mock tails preparation.
- Preparation of Indian and International snacks
- Preparing in dry cooking methods
- Preparing in moist cooking methods

Module 1 : GUEST SERVICE ASSOICATE		Unit No.1.1 - Introduction to Hotel, Food & beverage Industry (20 periods)	
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment
<p>Introduction to catering establishments & hotels. Classification of catering establishment Types of hotels</p> <p>Skills: Observation skill Analytical skill Communication skill Interaction skill</p>	<p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> • Categorize different catering establishments and hotels 	<ul style="list-style-type: none"> • Initiate a Group discussion on different catering establishment • Seminar on classification of hotels • Collection of brochures from hotels 	<ul style="list-style-type: none"> • Discussion note • Seminar report • Collection of hotel brochures in portfolio
<p>Introduction to Restaurants Types of restaurants</p> <p>Skills: Planning skill Observation skill Analytical skill Communication skill Interaction skill</p>	<ul style="list-style-type: none"> • Classify different types of restaurants 	<ul style="list-style-type: none"> • Conduct a Field visit to the nearby restaurant • Interactive discussion on different types of restaurants 	<ul style="list-style-type: none"> • Field visit report in activity log • Discussion note
<p>Introduction to other Catering establishments Welfare catering Transport catering</p> <p>Skills: Communication skill Analytical skill Classification skill</p>	<ul style="list-style-type: none"> • Explain other catering establishments 	<ul style="list-style-type: none"> • A brain storming session on various possible outlets other than hotels and restaurants • Interactive session with an expert in the classroom on types of catering establishments 	<ul style="list-style-type: none"> • Chart • Discussion note

UNIT 1.1 - Introduction to hotel and food service industry

Hotel and Food service Industry is indispensable for the development of tourism and overall growth of economy. The first thing a traveler wants to know about a town or a city is the standard of accommodation, food and drinks. This is provided by the hotels and restaurants. The evolution of catering industry follows closely with the history of travelling. Growth of hotel and catering industry caters all the needs and wishes of the guest and we hope the future holds a promise for further mushrooming of modernizing of this industry.

Learning outcomes:

On completion of this unit the learner will be able -

- Categorize different catering establishments and hotels
- Classify different types of restaurants
- Explain other catering establishments

Syllabus:

1. Introduction to catering establishments and its classification
2. Introduction to hotel and its classification based on location and facilities offered
3. Introduction to restaurant and types of restaurants
4. Types of catering establishments under the title of commercial, welfare transport and service catering.

Introduction to catering establishments and hotels.

This topic aims to develop an understanding of the significance of catering industry. Positive attitude towards the scope of the industry should be developed among the learners

Suggested strategy: - General discussion and Seminar

A discussion may be initiated by citing various examples from real life situations.

Lead points:

- What are the basic necessities of a human being?
- If preparing for a vacation away from home what all things come to your mind?
- Can you commercialize the kitchen at home?

The above discussion leads to the development of significance of catering industry and hotels. Consolidation of the discussion should be based on the needs of various clients and how catering establishments fulfill those needs

UNIT 1.1 - Introduction to hotel and food service industry

Hotel and Food service Industry is indispensable for the development of tourism and overall growth of economy. The first thing a traveler wants to know about a town or a city is the standard of accommodation, food and drinks. This is provided by the hotels and restaurants. The evolution of catering industry follows closely with the history of travelling. Growth of hotel and catering industry caters all the needs and wishes of the guest and we hope the future holds a promise for further mushrooming of modernizing of this industry.

Learning outcomes:

On completion of this unit the learner will be able -

- Categorize different catering establishments and hotels
- Classify different types of restaurants
- Explain other catering establishments

Syllabus:

1. Introduction to catering establishments and its classification
2. Introduction to hotel and its classification based on location and facilities offered
3. Introduction to restaurant and types of restaurants
4. Types of catering establishments under the title of commercial, welfare transport and service catering.

Introduction to catering establishments and hotels.

This topic aims to develop an understanding of the significance of catering industry. Positive attitude towards the scope of the industry should be developed among the learners

Suggested strategy: - General discussion and Seminar

A discussion may be initiated by citing various examples from real life situations.

Lead points:

- What are the basic necessities of a human being?
- If preparing for a vacation away from home what all things come to your mind?
- Can you commercialize the kitchen at home?

The above discussion leads to the development of significance of catering industry and hotels. Consolidation of the discussion should be based on the needs of various clients and how catering establishments fulfill those needs

Through a general discussion students are enabled to understand the importance of catering establishments. A seminar can be initiated with the following stages.

1. Planning stage
 - Brief introduction of the topic- types of catering establishment
 - Identify the presenters
 - Small areas are assigned to presenters
 1. Hotels (definition and classification based on location, length of stay, facilities offered, size - plans - etc)
 2. Other catering establishments (transport, welfare catering, commercial catering)
2. Data collection stage
 - Brochures
 - Reference books
 - Internets
 - Photo collection
 - Field visit
3. Presentation stage

While presenting the seminar

 - The students can comment on the topic including corrections, opinions and suggestions
 - Moderator will conclude the session by expressing his views like
4. Evaluation stage

A discussion should be initiated on the seminar in such a way that all major concepts should be made clear to the students
5. Expected outcome
 - Seminar report showing types of catering establishments
 - Log book

UNIT 1.1.2 Introduction to Restaurants

Conduct a field visit to the nearby restaurants and prepare a field visit report.

On the basis of field visit report, a discussion is conducted. Make sure the following concepts are discussed:

- Continental restaurant
- Multi- cuisine restaurant
- Specialty restaurant
- Coffee shop
- Takeaways
- Fast food restaurants
- Self service counters

Learner should take out notes on the basis of above discussions.

UNIT1.1.3 Introduction to other Catering establishments

As the learners have previous knowledge on hotels & restaurants, the teacher asks them to list out all other catering establishments through a brain storming session. Teacher consolidates the list with the following points.

- Welfare catering (Institutional, hospital, Industrial, Military, prison etc.)
- Transport Catering (Road, Rail, Flight, Ship etc...)

Learner prepares notes with the information he has inculcated.

Assessment

- Discussion note
- Seminar report
- Collection of hotel brochures in portfolio
- Field visit report in activity log
- Chart

Sample questions

1. Classify the following catering establishments as Commercial , welfare, transport ...
(Hotels, Cruise liner, Bar, School canteens, cafes, Restaurant, Flight catering)
2. Differentiate between commercial catering and welfare catering.
3. Illustrate classification of catering establishments with a chart.
4. Classify the hotels based on facilities offered.
5. Pick the odd one out :
(Coffee shop, takeaways, resorts, continental restaurants)

List of Tools, Equipments and Materials

FOOD & BEVERAGE PRODUCTION

Sl. No.	Name of Equipments	Quantity
1.	Deep freezer- Vertical 3 doors	1
2.	Refrigerator 165 Ltr	1
3.	Gas Tandoori with skewers and roti set	1/12/1nos.
4.	Bain-marie cum hot cabinet	1
5.	Gas burner range having 6 burners	2
6.	Chinese gas burner	1
7.	Stainless steel work table	10
8.	Dough kneading table	2
9.	Electrical oven	1
10.	Trainees locker	1
11.	Stainless steel rack	3
12.	Salamander	1
13.	Electric geyser 25 Ltr	1
14.	Dough kneading machine 5 Kg	1
15.	Water boiler 15 Ltr	1
16.	Wet grinder 7 Ltr	1
17.	Weighing machine Electrical	1
18.	Weighing machine Manual	1
19.	Grinding stone Flat type	1
20.	Mixer cum grinder	1
21.	Wash basin	1
22.	Dust bins foot press (Plastic)	1
23.	LPG gas cooking range (over griller)	10
24.	Frying pan MS	6
25.	Frying pan nonstick	2/4 no.
26.	Kadai (copper) medium/small	2/2 no.
27.	Aluminum Dekshi 12/15 Ltr	4
28.	Tawa Medium	4
29.	Wok Chinese kadai	2
30.	Pressure cooker 21 Ltr 5 Ltr	8
31.	Aluminum Dekshi 4 Ltr 2 Ltr	16/ 8
32.	Aluminum Sauce pan 3 Ltr	8
33.	Chopping board 8"x 12"	4

Sl. No.	Name of Equipments	Quantity
34.	Chopping board 1 feet x 1 feet	24
35.	Wooden spoon	24
36.	Perforated spoon	12
37.	Steel slicer	18/6/4
38.	Steel bowls small/ medium/ big	2
39.	Colander	6
40.	Baking tray 2 feet x 2 feet	2
41.	Baking tray 2 feet x 3 feet	2
42.	Baking cake tin (round)	2
43.	Baking cake tin (square)	2
44.	Handy tongs	12
45.	Serving kitchen spoon (big)	12
46.	Steel plates	24
47.	Balloon whisk	6
48.	Measuring cup (glass/ plastic)	4
49.	Plastic containers	48
50.	tainless steel containers 5 Kg	6
51.	Egg cutters	2
52.	Steak hammer	2
53.	Barbeque skewers	12
54.	Barbeque Fork	2
55.	Tea/ coffee urns	4
56.	Chinese chopper	2
57.	MS chopper	1
58.	Kitchen Knife Big	2
59.	Vegetable Knife	2
60.	Bread knife	2
61.	Paring Knife	2
62.	Pallet Knife	2
63.	Coconut grater Hand type	8
64.	Bread tin	6
65.	Ring moulds	48
66.	Pizza Cutter	4
67.	Dough Cutter	4
68.	Box Type grater	10
69.	MS cupboard	2

Sl. No.	Name of Equipments	Quantity
70.	Trainer table / chairs	1/3
71.	Hand Blender	1
72.	BBQ trolley	1
73.	Sieve	4
74.	Strainers	8
75.	Tea strainers	4
76.	Sizzler plates	6
77.	Spagatti strainer	2
78.	Water purifier	1
79.	Exhaust	8
80.	Insect killer	3
81.	Pasta machine	1
82.	Rolling Pins	12
83.	Spatula	12
84.	Storage racks	6
85.	Fans	Asrequired
86.	Lighting in the kitchen	Asrequired
87.	Gas piping	Asrequired
88.	Electrical connections	Asrequired
89.	Deep Fat fryer	1

FOOD & BEVERAGE SERVICE

Sl. No.	Name of Equipments	Quantity
90.	Service tables with base (6 x 2 1/2)	Asrequired
91.	Additional chairs	Asrequired
92.	Wash basins	2
93.	Soap Dispenser	1
94.	Crockery set for 16 trainees	20
95.	Glass & jugs (including different types of wine class)	20
96.	Table linen	20
97.	Side board of 8 tables	2
98.	Storage cupboards	2
99.	Sets of tea pots/coffee pots/sugar pots (silver type)	20
100.	Service counter	2
101.	Tea urn	1
102.	Cutlery set as per 11 course menu	For 30 trainees
103.	Electric geyser	1
104.	Weighing scale	1
105.	Silver service trays/ salver etc	For 30 trainees
106.	Sample preparation trolleys	1
107.	Cona coffee set	1
108.	Refrigerator	1
109.	Hot plate	1
110.	Sundry equipments	Asrequired
111.	Rolling black board	1
112.	Table & chair for 30 trainees	Asrequired
113.	Trainer cupboards/ table and chairs	Asrequired
114.	Dust bin with foot press	3
115.	Trainee locker	Asrequired
116.	Furniture & Furnishings	Asrequired
117.	Bar counter with mirror & bar equipments	Asrequired
118.	Water boiler	1
119.	NCR Machine/ computer	1
120.	Bain-marie	1
121.	Library books	Asrequired
122.	Trolley racks	2

LIST OF REFERENCE BOOKS

PRODUCTION :

1. K.Arora & K.N.Gupta - Theory of cookery
2. Philip Thangam - Modern cookery for teaching &The Trade(Orient Longmans ltd)
3. Gisslen wayne - professional cookery (john wiley and sons)
4. Montage - Larousse gastronomique (Himalaya publishing group)

SERVICE:

1. Mastering restaurant service?H.L.craschnell and G>Nobis
2. Food and beverage training manual?Sudhir Andrews
3. The waiter?fuller and curie
4. Food and beverage service?D.R.Liilicrap
5. Modern restaurant service -John fuller
6. Essential table service?John fuller
7. Food and beverage management?Bernard Davis
8. Professional food service management? Habisthayar