

Curriculum of Matric Tech

Professional Chef I

GRADE IX

2020



GOVERNMENT OF PAKISTAN

Ministry of Federal Education and Professional Training ISLAMABAD

In Collaboration with

National Vocational and Technical Training Commission

Contents

Introduction.....	3
Rationale	4
Aims and Objectives	5
Objectives.....	5
Grade –IX	6
Assessment and Evaluation	13
Formative (Internal) Assessment	13
Methods for Internal/Formative Assessment	13
Summative /External Assessment	14
1) Theory Assessment /Written examination:	14
2) Practical Assessment/Practical examination:	14
Guidelines for Writing a Textbook	14
Guideline for planning and writing a chapter	15
Guidelines for Writing Learner Workbook.....	16
Basic Requirements for Lab (Tools/Equipment).....	17

Introduction

Pakistan is a developing country with 5th largest population in the world. More than 60% of our population is below 30 years of age which makes it second youngest country in South Asia. This “youth bulge” provides unique challenges as well as opportunities for the country’s social and economic development. The only remedy is to develop youth of Pakistan through education and training. To control the increasing un-employment, promoting entrepreneurship (self-employment), alleviate poverty and provide skilled manpower for industrial/economic growth, Govt. of Pakistan has emphasized to focus on Technical Scheme at SSC Level. For this, a stream of technical subjects has been selected including Professional Chef as one of the elective subjects.

The curriculum of Professional Chefs is designed to produce middle level human resources equipped with knowledge, skills and attitudes related to the field of Professional chef so as to meet the demand of such workforce in the country and abroad to contribute in poverty reduction in Pakistan.

Professional Chef is one of the most popular areas of hospitality trades with the highest demand in the overall hospitality job-market. “Chef” means a person who performs all phases of kitchen activities including the preparation and presentation of vegetables, soups, sauces, meat, fish and poultry, cold kitchen items; desserts, baking, pastry; basic menu planning/costing as well as knowledge of safety, sanitation and food storage and is equipped with human relation skills.

The field is of an utmost importance and is assisting individual along with employer around the globe. Moreover, on individual level one can also be certified with various levels of professional chef certification which is an industry recognized credential that can get an individual to excel in chef career, benefitting both individual and employer. Certification provides reliable validation of skills and knowledge and would lead to accelerated professional development, improved productivity, and enhanced credibility.

In connection with job market demand, there is a critical need to strengthen and promote productive working relationship between the training provider and industry to enhance quality of training delivery, Personal & professional grooming, and access to attractive employment. The program of study involves learning skills and techniques related to preparing food as a chef. Whether you are preparing a cup of coffee at a small café or an event for 500, there are basic skills in which student need to be efficient when handling various types of foods and preparing dishes for your customers and patrons. While deciding on a career to pursue, job outlook is something that needs attention. As the Bureau of Labor Statistics predicts a 10 percent job growth until 2026 in Professional chef. Employment of chefs and head cooks is projected to grow 11 percent from 2018 to 2028, much faster than the average for all occupations.

Income growth will result in greater demand for high-quality dishes at a variety of dining venues. As a result, more restaurants and other dining places are expected to open to satisfy consumer desire for

Main elements in the development of this qualification consist of learning themes, students learning outcomes, activities for Practicum, required tools and equipment and time duration.

Rationale

The Professional Chef is a profession that is increasingly getting attention in Pakistan, not only among the youth seeking to enter the industry but also among adults who wish to polish their skills to develop a career out of it. The influx of food-based TV channels, Chef Competitions and the increasing demand for home catering has been a pivotal reason for home-based cooks to hone their natural skills and to develop a professional career out of something that they are passionate about.

Students should have acquired a set of knowledge and concepts, and have developed a range of technical, personal, interpersonal, organizational, and generic skills, that can be applied in various contexts, both within and related to Professional chef domain. Furthermore, this course will stimulate the learners towards entrepreneurship in the industry. Cooking skill interventions can have a positive effect on food literacy, particularly in improving confidence on cooking and fruit and vegetable consumption, with vulnerable, low-socio economic groups gaining more benefits. Consistency across study designs, delivery and evaluation of outcomes both at short and long terms are warranted to draw clearer conclusions on how cooking programs are contributing to improve diet and health.

Within this qualification relating to cooking interventions in schools, there are important interventions that integrated within school settings. The purpose of this qualification is to strengthen connections between schools and trade, and drawing on the concept of the sociotechnical network, theories the interactions between the relevant market and school contexts.

Low education attainment, low income and high socioeconomic deprivation are main factors associated with poor diet. These factors tend to increase the likelihood of inadequate food access, low food and nutrition literacy and lack of practical cooking skills in economically deprived households. Currently, there is growing evidence linking home cooking with healthier dietary choices, particularly for higher intakes of fruits, vegetables, and whole grains; whilst eating outside the home has been associated with an increased consumption of ready-to-eat meals and calorie-dense convenient foods. Considering that 'not knowing how to cook' stands as barrier to healthful food preparation, the delivery of community cooking skill programs has gained attention in public health agendas as a vehicle to improve and promote confidence, well-

being, and enhance meal quality and preparation practices. These programs have increased and continue to increase in popularity because they offer a valuable channel to engage with vulnerable groups via inclusive social activities, whilst positively impacting their dietary profiles and health outcomes.

Professional Cooking, matric tech (9th&10th)

Aims and Objectives

The specific objectives of developing these qualifications are as under:

- Provide students with a smooth transition to work.
- Develops job-readiness & enhance students' trade-specific employable skills and provide opportunities for the development of new skills.
- Provide students with the opportunity to obtain from Level II -IV technical training certification or equivalent in a given trade.
- To set high profile standard professions for the industry to generate standard outputs.
- To validate an individual skill, knowledge and understanding regarding relevant occupations.
- Provide flexible pathways and progressions in training and assessment field.

Objectives

After completing this, the students will be able to:

- develop values and attitudes about the dynamic nature of the Professional chef and the importance of being a self-motivated problem solver and life-long learner.
- understand workplace structure and function to utilize this knowledge in hotel industry
- apply the acquired knowledge, values, and skills in the field of hospitality
- start small size entrepreneurship
- progress to higher levels of studies in the field of Professional chef.
- develop a range of technical, personal, interpersonal, organizational, and generic skills that can be applied in various contexts, both within and beyond the workplaces.

Grade -IX

Ch. # 01 Introduction to Professional Cooking			19 Periods (7 =T, 12 = P)		
Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Introduction to : ○ Cooking ○ Food Preparation	The students will be able to: • understand cooking skills • learn about industrial food preparation. • differentiate between Professional Cooking & Industrial Food Preparation	• Group presentation on concept of cooking and food preparation	Period (T) Period (P)	Multimedia	Classroom
History and Importance of Cooking	• know about the history of cooking in: - Stone age - Agrarian age - Metal age - Modern age • understand the importance of cooking food • learn about the role of food in human life	• Group discussion on cooking and food consumption patterns in different ages • Group presentation on importance of food in human life • Student will share personal experience about the effects of consuming various foods	Period (T) Period (P)	Multimedia	Classroom
Difference between domestic and professional cooking	• understand the concept of domestic cooking • learn about concept of professional cooking • compare different features of domestic and professional cooking	• Group presentation on features of domestic and professional cooking	Period (T)		
• Ch. # 02 Scope and Career Path			31 Periods (9 =T, 22 = P)		
Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Kitchen Brigade	The student will be able to: • know the hierarchy of kitchen • understand the job roles and titles of kitchen department	• Draw charts of kitchen brigade following kitchen hierarchy	Periods (T) Period (P)	Charts, stationary	Classroom
Branches of Food Industry	• recognize different branches of food industry: ○ food science and	• Group discussion on • Food Industry • Major Brands in	Periods (T) Period (P)		Classroom

	<ul style="list-style-type: none"> technology <ul style="list-style-type: none"> ○ food nutrition&dietitian ○ food & beverage production outlets 	<p>Pakistan</p> <ul style="list-style-type: none"> ● Factors affecting food industry ● The students will share personal experiences/encounters with various sectors of food 			
Cooking as a Profession	<ul style="list-style-type: none"> ● recognize cooking as a profession ● learn about availability of dynamic opportunities in hospitality sector <ul style="list-style-type: none"> ○ restaurants, hotels, café, catering services, etc ● know the changing trend of dining out 	<ul style="list-style-type: none"> ● Divide the class in groups and ask them to search about professional cooking in various sectors of hospitality 	<p>Periods (T) Periods (P)</p>		Classroom
Catering Services	<ul style="list-style-type: none"> ● identify the emerging trend of catering services ● know about different types of catering services <ul style="list-style-type: none"> ○ tiffin services ○ corporate catering ○ social catering services ○ hospital catering service ● understand the critical factors in small and large scale catering 	<ul style="list-style-type: none"> ● Arrange catering services for an organized event within school 	<p>Periods (T) Periods (P)</p>		
Professional Development	<ul style="list-style-type: none"> ● identify the opportunities of academic and professional development ● recognize career progression paths 	<ul style="list-style-type: none"> ● Search about various opportunities in Professional Cooking: <ul style="list-style-type: none"> ○ Higher studies ○ Advance diploma ○ Short Courses ○ Certifications 			
Ch.3 Introduction to Kitchen (IX)			22 Periods (7 =T, 15 = P)		
Themes	Students' LearningOutcomes	Activities	Duration	Tools	Workplace
Designing and Layout	<p>The student will be able to:</p> <ul style="list-style-type: none"> ● know about kitchen lab and tasks performed ● enlist the SOP's of professional kitchen 	<ul style="list-style-type: none"> ● Visit to kitchen of a hotel and get introduction of kitchen areas, layout and 	<p>03 Periods (T) 03 Periods (P)</p>		Classroom/ Lab

	<ul style="list-style-type: none"> recognize different kitchen layouts understand various design features of professional kitchen 	<ul style="list-style-type: none"> segments Follow SOP's of professional kitchen 			
Tools and Equipment	<ul style="list-style-type: none"> identify different tools and equipment used in kitchen know the purpose and use of: <ul style="list-style-type: none"> kitchen tools equipment utensils understand the standard maintenance procedures of tools, utensils and equipment 	<ul style="list-style-type: none"> Segregate the tools, equipment, and utensils in kitchen according to their purpose Practice standard maintenance procedure 	Periods (T) Periods (P)		Classroom/ lab
Modern Kitchen Gadgets	<ul style="list-style-type: none"> learn about modern kitchen gadgets used in commercial kitchens understand the SOPs for handling kitchen gadgets 	<ul style="list-style-type: none"> Visit a nearest commercial kitchen e.g., famous restaurant, hotel etc. Prepare a questionnaire to be asked during visit (tools, equipment, safety, SOPs) 	Periods (T) Periods (P)		Classroom/ Outdoor Facility
Ch. 4 Basic Food Preparation and Cooking Methods (IX)			36 Periods (9 =T, 27 = P)		
Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Receiving and Storing Food	The student will be able to: <ul style="list-style-type: none"> understand the procedure of receiving raw material and goods for kitchen discuss food storage procedures and stock rotation cycle according to SOPs learn the basic concept of wash, peel & re-wash 	<ul style="list-style-type: none"> Present Food Production Cycle Demonstrate pantry management Demonstrate the stock rotation system <ul style="list-style-type: none"> FIFO LIFO Enlist storage temperature ranges for major food groups 	Periods (T) Periods (P)		Classroom/ Lab
Preparation Methods	<ul style="list-style-type: none"> apply measuring units and conversions 	<ul style="list-style-type: none"> Measure different foods and enlist the 	Periods (T) Periods (P)	Cutting boards (color)	Classroom/ cooking lab

	<ul style="list-style-type: none"> practice mise en place tasks <ul style="list-style-type: none"> planning organizing handling understand procedures of food preparation <ul style="list-style-type: none"> washing peeling soaking cutting grating etc. 	<ul style="list-style-type: none"> units involved Demonstrate Mise en Place set-up for given food Perform basic food preparatory procedures, i.e. Washing, Peeling, Soaking, Cutting, Grating etc. 		coded), knives, PPE	
Basic Knife Skills	<ul style="list-style-type: none"> recognize types of knives and their uses understand sharpening and honing of knife comprehend safe handling of knife and risks involved 	<ul style="list-style-type: none"> Distinguish different types of knife and perform food cutting (julienne, cubes, slice, brunoise) Perform sharpening and honing of knife. 	Periods (T) Periods(P)	Cutting boards (color coded), knives, PPE	Classroom/ Lab
Types of Cuttings	<ul style="list-style-type: none"> describe different food cutting styles of: <ul style="list-style-type: none"> fruits vegetables meat etc. identify the suitable cutting method for different food menus 	<ul style="list-style-type: none"> Perform basic cutting styles for given food item Select appropriate cutting boards and demonstrate them according to their use 	Periods (T) Periods (P)		Classroom/ Lab

Ch.5 Cooking Methods and Temperature (IX)

24 Periods (12 =T, 12 = P)

Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Introduction to Cooking Methods	Student will be able to: <ul style="list-style-type: none"> learn the concept of heat transfer and its use for cooking know about the basic concept of cooking food comprehend categories of cooking methods : <ul style="list-style-type: none"> dry heat moist heat combination cookery 	<ul style="list-style-type: none"> Presentation on cooking methods 	03 Periods (T) 03 Periods (P)	MMP	Classroom

Importance of Temperature in Cooking	<ul style="list-style-type: none"> understand internal cooking temperature of foods understand safe storage of cooked food know about effects of cooking on food 	<ul style="list-style-type: none"> Enlist various temperature ranges for different cooking methods Perform a suitable cooking method and temperature for different food items 	Periods (T) Periods (P)		Classroom
Dry Heat Cooking	<ul style="list-style-type: none"> understand the basic concept of dry heat cooking know tools and equipment used for dry heat cooking follow different types of dry heat cooking recognize heat sources in dry heat cooking 	<ul style="list-style-type: none"> Enlist all cooking methods involving dry heat along with time required 	Periods (T) Periods (P)		Classroom
Moist Heat Cooking	<ul style="list-style-type: none"> learn which foods are suitable for moist heat cooking know tools and equipment used for moist heat cooking know about required temperature for moist heat cooking follow different types of dry heat cooking know the difference of dry heat method with moist cooking methods 	<ul style="list-style-type: none"> Perform different cooking methods involving moist heat and combination cookery along with time required 	Periods (T) Periods (P)		Classroom
Ch.6 Cold Kitchen (IX)			26 Periods (9=T, 17= P)		
Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Introduction to Cold Kitchen <ul style="list-style-type: none"> Storage Cuttings Temperatures Processing 	The student will be able to <ul style="list-style-type: none"> define cold kitchen identify the equipment in cold kitchen learn how to store food as per cold kitchen policies 	<ul style="list-style-type: none"> Presentation of temperature ranges for cooked food storage Select equipment and tools used in cold kitchen 	Periods (T) Periods (P)	Multimedia, Kitchen equipment, knives, cutting boards, pots ,etc.	Classroom/ cooking lab
Preparation of	<ul style="list-style-type: none"> know different types of 	<ul style="list-style-type: none"> Prepare dressings 	Periods (T)	Kitchen	Classroom/

Salads	salads and identify their origin <ul style="list-style-type: none"> learn preparation methods involved in salad making identify salad dressings understand standard process to prepare different types salads 	for salads <ul style="list-style-type: none"> Caesar Vinaigrette, etc. <ul style="list-style-type: none"> Prepare different salads involving cutting and cooking skills 	Periods (P)	equipment, knives, cutting boards, pots ,etc.	cooking lab
Preparation of Sandwiches	<ul style="list-style-type: none"> know categories of sandwiches <ul style="list-style-type: none"> grilled /hot sandwiches cold sandwiches understand standard process to prepare hot & cold sandwiches 	<ul style="list-style-type: none"> Prepare an assortment of hot and cold sandwiches Select tools and equipment to prepare hot & cold sandwiches correctly 	Periods (T) Periods (P)	Kitchen equipment, knives, cutting boards, pots ,etc.	Classroom/ Lab
Serving	<ul style="list-style-type: none"> learn how to finish & present salads and sandwiches understand the storage and display of cold kitchen items in cold bars 	<ul style="list-style-type: none"> Arrange cold items in display counters and store according to specifications 	Periods (T) Periods (P)	Kitchen equipment, knives, cutting boards, pots ,etc.	Classroom/ Lab

Ch.7 Soups, Stocks and Sauces (IX)

22 Periods (10 =T, 12 = P)

Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Stock	The student will be able to <ul style="list-style-type: none"> learn about different types of stocks know main ingredients of stock understand how stock is prepared differentiate between stock and broth understand the use of stock in cooking 	<ul style="list-style-type: none"> Prepare four basic types of stocks from given ingredients 	Periods (T) Periods (P)	Kitchen equipment, knives, cutting boards, pots ,etc.	Classroom/ cooking lab
Soups	<ul style="list-style-type: none"> know main ingredients of soup understand about different types of soups learn how soups are prepared understand the purpose of starches and thickening agents 	<ul style="list-style-type: none"> Prepare soups by using stock Prepare cold soups 	Periods (T) Periods (P)	Kitchen equipment, knives, cutting boards, pots ,etc.	Classroom/ cooking lab
Sauces	<ul style="list-style-type: none"> learn about types & purpose of sauces 	<ul style="list-style-type: none"> Prepare Mother sauces 	Periods (T) Periods (P)	Kitchen equipment	Classroom/ Lab

	<ul style="list-style-type: none">• recognize main ingredients of sauces• learn about 5 mother sauces and their derivatives	<ul style="list-style-type: none">• Prepare Derivatives of mother sauces		t, knives, cutting boards, pots ,etc.	
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Assessment and Evaluation

Assessment is the practice of collecting evidence of student learning. It aims at improving learning and teaching as well as recognizing the achievement of students. It determines students' progression through their learning experiences and enables them to demonstrate that they have achieved the intended learning outcomes. The assessment is aligned with curriculum aims, design and learning processes.

Evaluation is an integral part of teaching-learning process. It involves gathering information through various assessment techniques, making valuable judgment and sound decisions. Assessment provides information and teaching about students' achievement in relation to learning objectives. With this information, the teacher makes informed decisions about what should be done to enhance the learning of students or to improve teaching methods. Assessment must be:

- mainly open-ended, allowing for discussion and revision of new understanding.
- tolerant of divergent thinking of students and promote the notion of no "one right answer".
- presented in alternative mode, not just paper-and-pencil responses to limiting questions.
- designed to foster analysis, comparison, generalization, prediction, and modification according to the grade and development level.
- capable of promoting collaboration and team effort in demonstration of competence.
- ongoing and cumulative, showing growth over time.

Formative (Internal) Assessment

Internal assessment refers to the assessment practices employed as part of the learning and teaching process. It is an ongoing process throughout the session and uses Test — Feedback — Adjust cycle repeatedly to improve students' performance and efficiency in learning and teaching. In designing internal assessment for the subject, teachers should maintain a proper balance between the formative and summative functions of assessment. It should be comprehensive to cover all the objectives as per curriculum. A diversity of assessment modes should be adopted so that students are given opportunities to develop and demonstrate the full range of learning outcomes of the curriculum, including those of knowledge, skills and values and attitudes.

Methods for Internal/Formative Assessment

Following tasks can help in formative assessment;

- assignments • quizzes • tests • group discussions • oral/multimedia presentations • worksheets • online interactive activities • role play

- demonstration ● practical exercises

Feedback on students' work in all of the above tasks must be prompt, effective, and efficient. Assessment should have questions setting that specifically help in finding out knowledge, understanding and skills.

Summative /External Assessment

Summative assessment will be managed by concerned Board of Intermediate and Secondary Education. It will be composed of two parts;

1) Theory Assessment /Written examination: The theory examination is suggested to consist of a wide variety of questions. Its overall weight age should be 40 %. It should be based on the curriculum rather than textbook. The assessment should be designed to examine the candidate's understanding of the whole syllabus and should test the range of abilities according to Bloom Taxonomy.

2) Practical Assessment/Practical examination: This is designed to test Practical skills of students. Its overall weight age should be 60%. It will comprise of written exam (10%), practical (70 %) and viva/oral exam (20%).

A standards-referenced approach will be adopted for grading and reporting student performance. The purpose of this approach is to recognize what each student can do in the subject at the end of the 2-year secondary school level education. The performance of each student will be matched against a set of performance standards, rather than comparing to the performance of other students. It makes the implicit standards explicit by providing specific indication of individual student performance. Descriptions will be provided for the set of standards.

Guidelines for Writing a Textbook

A textbook is an important teaching and learning resource and one of the most extensively used resources in classrooms. To reflect national needs and aspirations the needs and aspirations, the textbooks should be written in accordance with this curriculum. This curriculum meets not only the general aims and objectives but also fulfills the specific requirements of the individual subject. As the textbook serves as a framework for teaching, the author/authors should consider the following features:

- A textbook must include an introduction to the textbook, explaining how to use the textbook
- The textbook must be in line with the National Curriculum, covering all SLOs of each theme or concept.
- Content and illustrations must be culturally, contextually and age appropriate.

- All text and material must be accurate, up-to-date and error-free.
- The continuity of the concepts, their integration and logical development should be ensured.
- Horizontal and vertical overlapping of the concepts should be avoided.
- The textbook should be informative and interactive with questions to be put at suitable intervals to provoke the students to think.
- The language used should be simple, clear, straight forward, unambiguous and easily comprehensible by the students of the particular level.
- Simple questions may be asked within the chapter, which requires students to recall, think, and apply what they have just learnt as well as to reinforce the learning of the concepts and principle.
- The examples and applications should be from everyday life and be supportive of our cultural values.
- Photographs and illustrations should be clear, labeled and supportive of the text. Tables, flow charts and graph may be given wherever needed.
- Key points at the end of each chapter should provide a summary of the important concepts and principles discussed in the chapter.
- End-of-the-Chapter exercises must include a variety of assessment styles based on levels of Bloom's Taxonomy. These should encourage students to think, develop skills, and use information for a variety of purposes.
- Textbooks should be free from all kinds of biases including, gender, religion, occupation, social background etc.
- To make the students self-learner use of IT based resources may be encouraged. Relevant internet links and other online resources may be included.
- Glossary of the new vocabulary must be included.

Guideline for planning and writing a chapter

The textbook author may decide the titles of each chapter and can choose to cover students' learning outcomes (SLOs) from any themes in developing the content of the chapter. The textbook author must also keep in mind that a number of SLOs cannot be addressed in the text (as if this is done it would lead students to simply memorize the text and not serve the realization of the curriculum). These SLOs could be realized through questions and practical activities within and at the end of the chapter exercises.

- Learning outcomes must be given at beginning of each chapter.
- Decide on key ideas, facts, concepts, skills and values that can be developed.
- Illustrations must clearly convey the desired concept.

- Activities must demand from students to do inquiry and problem solving according to grade level.
- Ensure that the content is up to date, accurate and developmentally appropriate.
- Contents must be in line with chapter outcomes.
- Language must be consistent, culturally appropriate and grammatically correct (as if talking to a group).
- Language must engage and hold reader's attention.
- Recall previous learning, where possible.
- Structure the writing so that the sentence is simple, paragraphs deal with single ideas etc.
- Interesting information in the form of tidbits, fact file, point to ponder etc. must be given.
- Write a summary/concept map at end of each chapter, reviewing key knowledge and skills.
- End-of-chapter exercises
- Recall and integrate previous learning
- Engage students and develop their creativity
- Move from lower to higher order thinking
- Focus on multiple intelligences
- Keep the text contextually relevant in line with local teaching and learning.
- Provide website links for further research

Guidelines for Writing Learner Workbook

Workbooks are books that contain writing activities and exercises that build upon each chapter in the textbook. Workbook exercises help students to develop conceptual understanding of the concepts dealt with in the text, to develop skills and to apply knowledge to new situations. Basic features of a workbook, a workbook should have:

- Various exercises and activities for each chapter, topic, subtopic.
- Exercises and activities that will enable student to develop and practice the content knowledge, skills and higher order thinking.
- Accurate and variety of exercises.
- Clear illustrations/ examples/ explanations to show what students are supposed to do, and/or what product looks like.
- Exercises and activities with a variety of purposeful, stimulating, challenging and innovative items to encourage students to review and practice the knowledge and skills they have learnt.
- Exercises that include both constructed and restricted response items.
- Activities, which requires readily available, acceptable, and affordable materials and resources.

Basic Requirements for Lab (Tools/Equipment)

Sr.#	Item Description	Brand Name/ Model No	Standard Quantity
1.	Cleaning equipment, including small equipment (cloths, dusters, mops, brushes, buckets, hand-held cleaning spray),	Local	3 x class sets
2.	Guest services resources, handouts, articles, journals	Local printed	3 x class sets
3.	Memo forms	Local printed	20
4.	Menus, drinks lists, brochures, prices (including room rates), other promotional materials (including posters, blackboard / whiteboards, illustrated menu boards, vouchers and loyalty cards, additional promotional information)	Local printed	3 x class sets
5.	Notepads for recording messages	Local printed	20
6.	Operating manuals and specifications for tools and equipment relevant to hotel industry	Software	Class set
7.	Supplies, including bed sheets, pillow cases, towels, cleaning agents, equipment and supplies, paper towels	Local (White Linen)	Class set
8.	Food outlet log books		1 class set
9.	Food outlet logs for recording accidents and incidents		1 completed class copy as example 20 blank copies
10.	Guest services resources, handouts, articles, journals		1 class set
11.	Record of guest reservations		20 copies

12.	Record of guest needs, likes and dislikes		1 completed class copy as example 20 blank copies
13.	Tableware (table coverings, cruet sets, table decorations, menu holders, ashtrays)		20 sets
14.	Service list/menu dishes/flats, plate rings, sauce boats, soup tureens, service cloths		20 sets (minimum)
15.	Service equipment and utensils for serving food at the counter		20 sets
16.	Holders for order pads		20 sets
17.	Hot plates/plate warmers (stocked as required for service)		5
18.	Trays/trolleys		10
19.	Sideboards/side tables/service station		5
20.	Counter service materials, including posters, black/white board, menus board, promotional materials showing special offers		1 set
21.	Waiters' pantry		2 installations
22.	Front office stationery, including booking and amendment forms, arrivals and departure lists, house lists, accounting stationery, invoices Reception desk	Local designed ,Printed	Class set
23.	Telephone system		1 installation
24.	Room keys or cards	Local designed	Class set
25.	Standard operating procedures for front office, including handling problems and managing payments		20 sets
26.	Work area logs book	Local designed	20 sets
27.	Complaints Log book	Local designed	3 sets
28.	Bill/Check folders	Local designed	20 sets

29.	Cash till (mechanical/electronic)		1
30.	Cash float and mechanism for keeping cash secure	Artificial currency , local and international	5 sets
31.	Illustrative range of emergency notices		1 set
32.	Fire equipment including the provision of fire exits, fire doors, fire extinguishers, alarm systems, emergency lighting, fire safety and exit signs		1 set
33.	First aid equipment properly stocked: Food safety plasters, in a variety of different sizes and shapes; small, medium and large sterile gauze dressings; sterile eye dressings; triangular bandages; crêpe rolled bandages; safety pins; disposable sterile gloves; scissors; alcohol-free cleansing wipes; tape; distilled water, for cleaning wounds and as an eye bath		1 set
34.	Food outlet logs for recording accidents and incidents		1 example copy
35.	Tools and equipment for disposing of waste, including waste disposal units, recycling bins, garbage drums on wheels (foot operated) with garbage bags included		2 sets
36.	Floor mop bucket	Material: Plastic with Steel Handle and 4 Wheels 63*27*67cm pack size: 46.5*27*29cm	1
37.	With 02 Dry Mops with handles and 02 Wet mops with handles.		
38.	Lemons Squeezer (Steel made, Local)	SUS 201 (Non-Magnetic) Size: 20.5x6.5cm (LXW)	3

39.	Air Tight Jars	500ml+1500ml+2000ml+5000ml	40
40.	Pressure Cooker		3
	Industrial Aluminum Stainless Steel		
	Capacity	9L	
	Body Material	Aluminum A00	
41.	Woks / Karahi	Chinese	6
42.	French Fried Cutter (Local)	Iron	1
43.	Microwave Oven (Conventional)		1
	Capacity		
	62 Liters		
	Power Output		
	1200w		
	Power input (Grill)		
	1200w		
	Colors		
	Black / Silver		
	Digital Control Panel		
	Huge Capacity		
SS front & handle			
Grill Function			
Weight / Time defrost			
Attractive LED Display			
44.	POTS:		2each
	Material: Aluminum		
	Sizes:		
	Number 10 with round bottom:		

	Number 9 with round bottom: Number 8 with round bottom: Number 7with round bottom: Number 6 with round bottom:		
45.	KARAHIS: Material: Aluminum Sizes: Number 5 with round bottom: Number 4 with round bottom: Number 3 with round bottom: Number 5 with Flat bottom: Number 4 with Flat bottom: Number 3 with Flat bottom:		2 each
46.	SAUCE PANS: Sizes: Number 9 Number 7	Aluminum milk pans	6
47.	FRY PANS: Sizes: Number 4	Aluminum with Bakelite handle	6
48.	NON-STICK FRY PANS: Sizes: 30cm Diameter	Aluminum	
49.	NON-STICK SPOON SET (06- PCS)		4
50.	STEAMER: 3 Piece Steamer Stockpot 18/10 Stainless Steel) 6 QUART/5.7 LITRE 3 PIECE STAINLESS STEEL	STAINLESS STEEL	4

	<p>SITS FLAT</p> <p>IMPACT BONDED FOR EVEN HEAT DISTRIBUTION 18/10</p> <p>Size: 10" IN DIAMETER AND 8 1/2" TALL</p>		
51.	<p>CAST IRON GRILL:</p> <p>Sizes: 35cm diameter</p> <p>Sizes: 24cm diameter</p>	Cast Iron	<p>3</p> <p>4</p>
52.	<p>Cutlery Utensils (124 Pieces Set)</p> <p>Tea Spoon 12 PCS</p> <p>Dessert Spoon 12 PCS</p> <p>Dessert Fork 12 PCS</p> <p>Dessert Knife 12 PCS</p> <p>Service Curry Spoon 4 PCS</p> <p>Service Rise Spoon 4 PCS</p> <p>Demitasse Spoon 6 PCS</p> <p>Sugar Spoon 2 PCS</p> <p>Butter Knife (Sheet) 2 PCS</p> <p>Service Fork 2 PCS</p> <p>Cake Fork 12 PCS</p> <p>Ice Cream Spoon 12 PCS</p> <p>Soup Spoon 12 PCS</p> <p>Cake Lifter 2 PCS</p> <p>Soup Ladle 9" 2 PCS</p> <p>Tea Spoon Big 12 PCS</p> <p>Service Tong 2 PCS</p> <p>Ice Tong 2 PCS</p>	Full Dual Finish 14 Gauge	1
53.	Refrigerator		1

	<p>Single Door</p> <p>Size 30"x28"x80"</p> <p>Upright , Stainless Steel Body</p> <p>Commercial Usage</p>		
54.	<p>Deep Freezer Double Door,</p> <p>Single Door</p> <p>Size 30"x28"x80"</p> <p>Stainless Steel Body</p> <p>Commercial</p>		1
55.	<p>Salamander Grill (Stainless Steel)</p> <p>Dimension</p> <p>880*440*610 mm</p> <p>Controllers</p> <p>6</p> <p>Power</p> <p>10.3Kw</p> <p>Weight</p> <p>47Kg</p>		1
56.	<p>Bain Marie</p> <p>Mobile Dry Bain Marie With</p> <p>Cabinet(Hot)</p> <p>4 Bowls</p> <p>Dimension</p> <p>1060*668*900mm</p> <p>Voltage</p> <p>220V-240V</p>		1

	<p>Max Height of GN Pans</p> <p>150mm</p> <p>*Hot air circulation heating</p> <p>*With four 1/2 GN pans and one 1/1 GN pan</p>		
57.	Bakery oven Single Deck 56x36x35 Stainless Steel		1
58.	Cutting boards Teflon (Different Colors) 24x18x2		12
59.	<p>Dinner-ware set (One)</p> <p>Shape: Square</p> <p>Pattern: Solid</p> <p>Set Include: 80-piece</p> <p>Care Instruction: Dishwasher Safe</p> <p>Exact Color: White</p> <p>Color: White</p> <p>Set Includes:</p> <p>12 x 10-inch Dinner Plates</p> <p>12 x 7-inch Salad Plates</p> <p>12 x 7-inch Bowls</p> <p>12 x 10.5-ounce Mugs</p> <p>12 x 4-inch Sauce Dishes</p> <p>2 x 2-ounce Salt Shaker</p> <p>2 x 2-ounce Pepper Shaker</p>	<p>Product Features: Dishwasher Safe, Microwave Safe</p> <p>Material: Porcelain</p> <p>Style: Restaurant-ware</p>	1

	<p>2 x 8-ounce Sugar bowl with lid</p> <p>2 x 8.75-ounce Milk creamer</p> <p>2 x 8.5-inch Butter dish with lid</p> <p>2 x 20-ounce Gravy boat</p> <p>2 x 10-inch Large Serving bowl</p> <p>2 x 13.75-inch Rectangular platter</p>		
60.	<p>Various knives & choppers (Set)</p> <p>Description:</p> <p>High-carbon stainless steel blades</p> <p>Durable bolster</p> <p>Ergonomic hollow stainless steel handle</p> <p>Includes all-purpose household shears</p> <p>Dishwasher safe</p> <p>Dimensions:</p> <p>Chef's knife: 8 inches long</p> <p>Slicing knife: 8 inches long</p> <p>Santoku knife: 5.5 inches long</p> <p>Serrated utility knife: 5.5 inches long</p> <p>Paring knife: 3.5 inches long</p> <p>Bird's peak paring knife: 2.75 inches long</p> <p>Cleaver: 8 Inches</p> <p>Serrated Knife: 18 inches</p> <p>Palette Knives: 10 inches</p> <p>Sharpening steel: 8 inches long</p> <p>Steak knives: 4.5 inches long</p>	(Kiwi Knives Set)	4

	Block: 14.5 inches high x 7.2 inches long x 6.8 inches wide		
61.	Strainer different size Fry Jali with wooden handle (03 numbers) Stainless steel basket with 28 cm diameter(02 numbers) Flour sieves set (04 sieves)(01 set)	Material: Stainless Steel with Bakelite handles	6
62.	Measuring tools & equipment (Set) Measuring cups 01 sets Measuring spoons 01 sets Measuring jugs 01 Number Local Made		4
63.	Various moulds for baking (Set of 3)	local	8
64.	Baking trays	local	6
65.	Lava Rock Gas Griller with Shelves Dimension : 800*900*(850+60) mm Power : 17KW/58188BTU LPG Gas Pressure : 2800Pa LPG Gas Consumption : 1.238kg/h NG Gas Pressure : 2000Pa NG Gas Consumption : 1.588m3/h N.W : 137 Kg G.W : 208 Kg Free Standing		1
66.	Deep Fat Fryer (Gas operated)		2

	<p>Freestanding Gas 2-Tank 2-Basket Fryer with chip dump table, with two Basket</p> <p>Dimension : 500*700*1080 mm</p> <p>Power : 27KW/92125BTU</p> <p>Capacity :36L</p> <p>LPG Gas Pressure :2800Pa</p> <p>LPG Gas Consumption :1.70kg/h</p> <p>NG Gas Pressure :2000Pa</p> <p>NG Gas Consumption :5.53m3/h</p> <p>N.W:62kg</p> <p>G.W :80Kg</p>		
67.	<p>Sink</p> <p>Triple Sink Bench</p> <p>Dimension:1500x610x900+200mm</p> <p>Package Dimension</p> <p>1520x630x680 mm</p> <p>Cube :0.65 m3</p> <p>Weight: 24Kg</p> <p>Gross Weight: 27Kg</p> <p>Legs: 4</p>		1
68.	<p>Working Table (Stainless Steel) Two Shelves</p> <p>60x24x35 inches</p>		4

69.	Food Processor (1000 W Motor)21x22x40		2
70.	Meat Grinder Metal Body 3.6 KG Material: Stainless Steel(450x360x340mm)		1
71.	Stoves / Cooking Range Dimension : 60"x24"x35" Gas Nozzle 3 Commercial burners with Tray heavy duty commercial Stove. Full Stainless steel.		3
72.	Multimedia Projector with white screen	Sony or Equivalent	1
73.	Computer Core i7 with 21" LCD	Acer	1
74.	Printer LaserJet with Wi-Fi		1
75.	Exhaust Hood Dimensions : As per individual lab Exhaust Hood (Stainless Steel) with Filters, Shape and size: as per the site of the lab individually		1 (24 feet)
76.	Griddle/ Hot Plate Dimension : 1220*840*360+60 mm Grilled Board Dimension : 1216*612*20 mm Power : 35.2KW/120000BTU Burners : 4		1
77.	Exhaust Ducting and Blower (50 ft.) Material: MS Ducting and Blower Size: As per site of individual lab		1 (50 foot)

	Dimensions: As per individual lab.		
78.	Storage Rack/ Shelves Stainless Steel (4 shelves) Dimension : 36"x18"x72" Legs: 4		2
79.	Barbeque Counter 4ft x 22" x 40" With 50 Standard Kebab Bars and 50 Seekers Bars of Iron		1
80.	Tandoor (Gas Operated) Height x Top Length x Mouth Dia. X Belly Dia. 32"x28"x12"x24" Stone clay body 2" Hard Coated Stainless Steel Body Reinforcement Metal Rings Triple layer insulation Disposal Tray Cast Iron Gas Plate Include 12 Skewers 6" wheels 13" Butler Plate to detect Flame Warranty required		1
81.	Stainless Steel Food Pan		6

82.	Stainless Steel Bowls Small : 30 Medium: 20 Large: 20 Extra Large: 10		
83.	Stainless Steel Bowls Capacity 1500 mL		6
84.	Dough Mixer Electric, with Stainless Steel 9 Liter Bowl capacity		1
85.	Rolling Pin with Board set Wooden		2
86.	Egg Slicer		4
87.	Wire Whisk Stainless Steel Material Small (10 inches) Medium (14 inches) Large (18 inches)		4 4 4

92.	Jug (Hotel and Restaurant Glass water Jug / cold water jug / high polishing finishing Capacity: 1.7 Liters Size: Dia8.8*22.2cm		4
93.	Dust Bin/Waste Bin (foot Operated) Material: Plastic, HDPE (High Density Polyethylene) Structure: Standing Type: with wheels & pedal and lid cover Capacity: 60 Liters Top(mm): 360 x 360 Bottom(mm): 300 x 300 Height(mm): 620 Color: Yellow or Red		4
94.	Steel Brush (Wire Brush) Wooden Handle		4
95.	Egg Beater	Commercial Type	2
96.	Steak Hammer	Material: Aluminum Alloy	2
97.	Mandolin Type: Adjustable Operations	Material: Stainless Steel	4

98.	Electric Fly Killer Blue light for insect attraction	Material: Metal Chinese	2
99.	Hot Air Hand Dryer		1
100.	Water Filter System Size: Medium		1
101.	Scrubbing Pads (Metal, Plastics, etc.)		20
102.	Rubber Spatulas		6
103.	Rice Strainers		6
104.	S.S Cooking Spoon set		3
105.	Silicone Molds and shapes		
106.	Food Containers Plastic. 500 ml 1000ml 2000ml 5000ml		5 5 5 5
107.	Measuring Scale Digital 0.1g to 25kg		2
108.	Food Brush		6
109.	Liquid Bottles Plastic 1 liter 1.5 liter		5 5