

Curriculum of Matric Tech

Professional Chef II

GRADE X

2020



GOVERNMENT OF PAKISTAN

Ministry of Federal Education and Professional Training ISLAMABAD

In Collaboration with

National Vocational and Technical Training Commission

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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 -X

Ch. 1 Recipe and Menu Development			15Periods (07=T, 08 = P)		
Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Introduction to Recipe	the student will be able to <ul style="list-style-type: none"> define recipe learn the main standards of recipe writing understand the role of recipe in cooking 	<ul style="list-style-type: none"> Prepare a recipe card for given food item as per instructions 	Periods(T) Periods(P)		Classroom
Types of Menus	<ul style="list-style-type: none"> learn classification of menu understand the role of menu and significance in food service 	<ul style="list-style-type: none"> Prepare a menu card for small scale restaurant 	Periods (T) Periods(P)		Classroom
Food Costing	<ul style="list-style-type: none"> learn the basic concept of yield calculation and its importance understand costing of food learn how to manage food cost and zero wastage concept 	<ul style="list-style-type: none"> Derive food cost for given recipe and set the sale price according to mentioned percentage 	Periods (T) Periods (P)		Classroom
Ch. 2 Rice, Pasta and Farinaceous Dishes (X)			27Periods (08 =T, 19 = P)		
Themes	Students' LearningOutcomes	Activities	Duration	Tools	Workplace
Types and Categories of Starches and Rice	The students will be able to: <ul style="list-style-type: none"> know about the types and categories of rice & starches understand the effect and use of starch in cooking comprehend main uses of rice and pastas as staple food 	<ul style="list-style-type: none"> Gather and enlist different types of rice available Prepare a list of different types of pasta Prepare a list of different types of starches 	Periods (T) Periods (P)		Classroom
Processing, Cooking, and Storage	<ul style="list-style-type: none"> identify cooking methods involved to prepare rice and farinaceous dishes recognize tools and equipment to cook rice and farinaceous dishes correctly understand quality points for cooking rice and pasta 	<ul style="list-style-type: none"> Prepare ingredients for rice, farinaceous in appropriate ratio as per recipe for suggested serving size Prepare rice dishes Prepare pasta 	Periods (T) Periods (P)	Kitchen equipment, knives, cutting boards, pots ,etc	Classroom/ Lab
Serving Methods	<ul style="list-style-type: none"> know different serving methods 	<ul style="list-style-type: none"> Serve prepared food, following specific plating and 	Periods (T) Periods (P)	Kitchen equipment, knives,	Classroom/ Lab

	<ul style="list-style-type: none"> • follow standards to garnish and present food • follow correct storage procedures for cooked dishes 	garnishing guidelines		cutting boards, pots, etc.	
Ch. 3 Pulses and legumes (X)			25 Periods (6 =T, 19= P)		
Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Types & Categories of Pulses and Legumes	<p>The Student will be able to:</p> <ul style="list-style-type: none"> • learn about the types and categories of pulses & legumes • understand main usage of pulses and legumes in cooking 	<ul style="list-style-type: none"> • Recognize pulses, legumes and beans • Prepare list of flours made with pulses and their usage 	Periods (T) Periods (P)		Classroom/ Lab
Processing and Cooking of Beans, Pulses and Legume	<ul style="list-style-type: none"> • understand standard processing of pulses and legume dishes • use appropriate methods to cook and process pulses and legumes e.g. simmering, sprouting, roasting etc. 	<ul style="list-style-type: none"> • Prepare sprout salads • Prepare lentil soup • Prepare main courses with legumes/beans 	Periods (T) Periods (P)	Kitchen equipment, knives, cutting boards, pots, etc.	Classroom/ Lab
Serving and Storage	<ul style="list-style-type: none"> • understand the finishing and presentation techniques • demonstrate storing cooked/ par-cooked food items as per standards 	<ul style="list-style-type: none"> • Serve prepared food items as per recipe and standard portion size • Store cooked/par-cooked food as per specification 	Periods (T) Periods (P)	Kitchen equipment, knives, cutting boards, pots, etc.	Classroom/ Lab
Ch. 4 Meat, Poultry and Seafood (X)			25Periods (11 =T, 14 = P)		
Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Types of Meat, Poultry and Seafood	<p>The Student will be able to:</p> <ul style="list-style-type: none"> • know about the types and categories of meat, poultry and seafood • understand special attributes of meat, poultry and seafood • learn about the inspection and grading of meat • know main uses & importance of meat, poultry and seafood • know about the types and 	<ul style="list-style-type: none"> • Demonstration of meat, poultry and seafood • Presentation on meat, poultry and seafood and its attributes items. 	Periods (T) Periods (P)		Classroom/ Lab

	<p>categories of meat, poultry and seafood. And its special attributes</p> <ul style="list-style-type: none"> • know main uses & nutritious value of meat, poultry and seafood 				
Processing, Cooking, and Storing	<ul style="list-style-type: none"> • know about standard procedures of meat, poultry and seafood preparation for cooking • recognize appropriate methods to cook : <ul style="list-style-type: none"> ○ Meat ○ Poultry ○ Seafood • learn about standard procedures of storage of meat, poultry and seafood 	<ul style="list-style-type: none"> • Use tools and equipment to cook meat, poultry and seafood dishes correctly • Prepare meat, poultry and seafood in appropriate ratio as per recipe: <ul style="list-style-type: none"> ○ Baking ○ Stewing ○ Roasting etc., 	Periods (T) Periods (P)	Kitchen equipment, knives, cutting boards, pots, etc	Classroom/ Lab
Serving	<ul style="list-style-type: none"> • know about how to garnish food for presentation • learn about how to serve food in proper manners • recognize how to store prepared food 	<ul style="list-style-type: none"> • Serve prepared food including meat, poultry and seafood 	Periods (T) Periods (P)	Kitchen equipment, knives, cutting boards, pots, etc.	Classroom/ Lab
Ch.5 Preparation of Desserts			18 Periods (7 =T, 11 = P)		
Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Desserts	<p>The Student will be able to:</p> <ul style="list-style-type: none"> • learn about dessert • understand the importance of desserts in menu • distinguish between classic and modern desserts 	<ul style="list-style-type: none"> • Enlist various desserts commonly available in nearest areas 	Periods (T) Periods (P)		Classroom/ Lab
Type of Desserts	<ul style="list-style-type: none"> • know the types of desserts i.e. hot and cold desserts • understand the requirements for preparing complex sweet dishes 	<ul style="list-style-type: none"> • Use tools and equipment for preparing frozen desserts, custards and puddings • Prepare hot and cold desserts according to given ingredients 	Periods (T) Periods (P)	Kitchen equipment, knives, cutting boards, pots, etc.	Classroom/ Lab

Presentation and Serving of Desserts	<ul style="list-style-type: none"> learn about finishing and plating of desserts recognize the correct storage temperature for holding and serving desserts 	<ul style="list-style-type: none"> Serve the prepared dessert as per their appropriate temperature 	Periods (T) Periods (P)	Kitchen equipment , knives, cutting boards, pots,etc.	Classroom/ Lab
Ch.6 Food Plating and Presentation			29 Periods (10 =T, 19 = P)		
Themes	Students' LearningOutcomes	Activities	Duration	Tools	Workplace
Basics of Food Plating	<p>The Students will be able to:</p> <ul style="list-style-type: none"> learn basic principles of food plating know about the different procedures of making food attractive know about different types of crockery understands basics of plating food with proper balancing of color,shape and texture understand arrangement of food on platters 	<ul style="list-style-type: none"> Divide the class in three groups and each group will perform plating and garnishing for: <ul style="list-style-type: none"> Starter Main Course Desserts Use food leftovers for preparing garnishes Perform crockery handling process 	03 Periods (T) 06 Periods (P)		Classroom/ Lab
Food Portioning	<ul style="list-style-type: none"> understand about matching proportion of food and plate understands how to maintain unity in different portions learn about the arrangement of portions for the convenience of guest 	<ul style="list-style-type: none"> Prepare different platters with given food Presentation on portioning of food on different types of platters 	04 Periods (T) 06 Periods (P)	Kitchen equipment, knives, cutting boards, pots ,etc	Classroom/ Lab
Importance of garnishing	<ul style="list-style-type: none"> learn about the basic principles of garnishing understand about the orderliness of garnish <ul style="list-style-type: none"> Simple arrangements Color and shapes Keep the style consistent understand how garnish enhances the primary ingredient. 	<ul style="list-style-type: none"> Prepare various garnishes with available fruits and vegetables Presentation of different types of garnishes 	04 Periods (T) 06 Periods (P)	Kitchen equipment, knives, cutting boards, pots ,etc	Classroom/ Lab

Ch.7 Life Skills			Theory: 9 Periods Practical: 14 Periods		
Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Introduction to Life Skills	The students will be able to: <ul style="list-style-type: none"> know the basic life skills including 21st century skills with special reference to SDG-4.7 understand the importance of life skills in daily life 	<ul style="list-style-type: none"> Group Discussion and model presentation on soft skills 	Periods (T) Periods (P)		Classroom
Introduction to Soft Skills	<ul style="list-style-type: none"> know the basic soft skills learn the importance of soft skills in daily life apply soft skills for academic and professional success 	<ul style="list-style-type: none"> Group Discussion and model presentation on soft skills 	Periods (T) Periods (P)		Classroom
Personal Development	<ul style="list-style-type: none"> learn the personal and professional aspects of life. understand the importance of self-image develop self-confidence	<ul style="list-style-type: none"> Role play to enhance self-awareness, self-confidence and self-image 	Periods (T) Periods (P)		Classroom
Attitude, Behavior and Customer Care	<ul style="list-style-type: none"> learn the concepts of attitude and behavior understand the impact of positive and negative attitude in daily life 	<ul style="list-style-type: none"> Through different scenarios practically apply the principles of customer care and positive attitude. Exercise and deal with problematic and angry persons by conducting role plays 	Periods (T) Periods (P)		Classroom
Ch. 7 Entrepreneurship Skills			19 Periods (08 =T, 11 = P)		
Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Introduction to Entrepreneurship	The Students will be able to: <ul style="list-style-type: none"> define entrepreneurship know key concepts of entrepreneurship. understand main 	<ul style="list-style-type: none"> Develop a small business model Exposure to successful entrepreneur from 	Periods (T) Periods (P)		Classroom

	component of entrepreneurship.	hospitality			
Feasibility and Business Plan	<ul style="list-style-type: none"> • know how to identify business opportunity. • know how to develop Feasibility and Business Plan. • prepare a business plan. 	<ul style="list-style-type: none"> • Design a Business plan keeping in view of your own skills. 	Periods (T) Periods (P)		Classroom
Marketing and Marketing Mix	<ul style="list-style-type: none"> • learn about concept of marketing and marketing mix • understand 6P's of marketing • calculate costing and pricing 	<ul style="list-style-type: none"> • Develop a marketing strategy for your business model developed under first topic of this chapter. 	Periods (T) Periods (P)		Classroom

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>Controllors</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 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

88.	Piping Bag (Canvas Material) with different shaped 6 nozzles		4
89.	Soup Bowls/ Suitable for all hob types. Black Bakelite handles with glass lid. 23cm Diameter. 7 Liters capacity		4
90.	Bread Toaster		1
91.	Deep dish (Stainless Steel) Small:- Stainless Steel Deep Square Balti Dish Size: 200x200x95mm Capacity: 2.5L Medium:- Stainless Steel Square Balti Dish Size: 255x255x65mm Capacity: 3.2L Large:- Stainless Steel Deep Tray Size: 410x310x55mm Capacity: 4.8L		10 10 10

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