

APPROACH

Significance of vocational education

The ultimate aim of education is human refinement. Education should enable the learner to formulate a positive outlook towards life and to accept a stand which suits the well being of the society and the individual as well.

The attitude and potential to work has determined the destiny, progress and cultural development of the human race. As we all are aware, the objective of education is to form a society and individuals having a positive work culture. The educational process expected in and outside our formal schools should concentrate upon inculcating concepts, abilities, attitudes and values in tune with these work culture. Hence vocationalised education cannot be isolated from the main stream of education. In another sense, every educational process should be vocationalised. However due to our inability to utilize the resources wisely, scarcity of job opportunities is a severe issue of the present society. For overcoming this deep crisis, emergent techniques have to be sorted out and appropriate researches have to be seriously carried out. It is in the sense that the content and methodology of Vocational Higher Secondary Education have to be approached. The need for meaningful linkages between the world of work and world of education is well recognized. The essence of the recommendations made by various commissions and committees is that the vocationalisation should be the main feature of the future system of education at the higher secondary stage, it can be extended to school level also.

Vocational education is system of education which intends to prepare students for identified occupations, opening several areas of activities.

The Vocational Higher Secondary course was envisaged as a part of the National Policy on Education with the noble idea of securing a job along with education. The relevance of vocational education is very great in this age of unemployment. This education system, which ensures a job along with higher education stands aloof from other systems of education.

This education imparts the life skills required by the youth to enter the world of work and assuming the responsibilities of adulthood. As per the expert meeting report (2001) of UNESCO, the life skills are grouped under 4 categories. They are:

1. Skills for personal fulfillment
2. Skills for living in society
3. Skills for dealing with changing economies
4. Skills for dealing with changing work patterns.

Vocational Education ensures fulfillment of manpower requirement or national development and for social security for the citizens through self-employment. It also helps to reduce the migration of rural youth to urban areas and thus helps in rural development.

The learners of Vocational Education get an opportunity to avail one year apprenticeship training in industries to improve their practical skill. During the course of study, on the job training (OJT) for 10 days in a year is arranged to improve the skill and

efficiency of the learner. This education system motivates the attitude towards self – employment through Production Cum Service Training Centers. (PSTC)

Objectives of vocational education

The National policy on education has accorded very high priority to the program of vocationalisation of education, considering the following objectives.

- To fulfill national goals of development and the removal of unemployment and poverty.
- To impart education relevant to increased production and productivity, economic development and individual prosperity.
- To make available skilled work force at all levels to alleviate the rural unemployment and for the development of nation.
- To develop environmental awareness to ensure sustainable development.
- To develop vocational aptitude, work culture, values and attitudes of the learners so as to enrich the productivity of the nation.
- To develop entrepreneurial competencies and skills of learners for self reliance and to undertake gainful self employment.
- To facilitate the expansion of higher education and explore future opportunities through innovative guidance and programmes.
- To develop vocational competencies, creative thinking in the related areas and facilitate training.
- To create awareness on mental, physical and social health.
- To acquire awareness about different job areas and to provide backgrounds for accruing higher level training in subjects concerned.

Approach to learning Catering and Restaurant Management

Vocational Education and Training focuses on the development of competency in learner as an outcome of training. It has a primary focus on what the learner can actually do and details out the knowledge, skills and attitudes as they relate to a specified level of competency.

As the shift from traditional setups to those of modern lifestyles took place, eating on of the basic daily needs for survival, was commercialized in the form of catering industry paving way to commercial catering or commercial food service. There is a tremendous potential of growth in this sector with spurt in tourism. To meet this growing challenges the hotel industry will have to expand. An important service of hotels and restaurant is food and beverage service and production. Besides this there are other forms of commercial catering for example, hospital catering, institutional catering, industrial catering, transport catering, outdoor catering and similar establishments. The services in each would have to meet the highest standard to complete with the best. To maintain the highest standards the need of the time is that of the skilled manpower.

In view of the above, the course catering and restaurant management has been conceived at vocational higher secondary level to train the requisite manpower for the catering industry.

The vocational course of catering and restaurant management have been designed in such a manner to ensure that after completion of the course the products (student) would 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 which helps the learners to develop creativity, experimentation and innovation.

Objectives

- To prepare skilled human resource for the hotel and catering industry keeping in view the future projection of the requirements.
- To impart thorough knowledge and develop technical skills in various aspects of food production and service.
- To develop personality traits like confidence, good etiquette, effective communication, a pleasing personality, salesmanship and above all a willingness to serve.
- To impress upon the students the importance of hygiene, sanitation and quality control in the catering industry and maintain high standards of the same.
- To develop cost consciousness for maximum utilization of time, energy, resources and an eye for detail.
- To develop work ethics and adequate work habits essential for working in a team.
- To acquaint the students with the employment potential in catering industry.
- To inspire the students for self-employment or procure wage employment in catering industry.

Learning

Learning is construction of knowledge through a continuous mental process. It is an advancement through adding and correcting in the light of comparing the new issue with the previously learned concepts. Learning is an intellectual process rather than the mere memorization of facts. Learning is a conglomeration of a variety of activities like problem solving, finding out co-relations, prediction, arriving at conclusions, rational as well as critical thinking, finding applications, grouping for other possibilities and extracting the crux when opportunities are provided for intellectual processes learning will become effective and intellectual ability will get strengthened.

Theoretical foundations of learning

Education is the best device that can be adopted for creation of a new society. It should be democratic in content and process and should acknowledge the rights of the learner. It should also provide opportunity for better citizenship training. The concept of equality at all areas should get recognition in theory and practice. There should be conscious programme of action to develop nationality, humanness and love against the

encroachment of sectarianism of caste and religion. The learner should become cognizant of the implications of privatization, liberalization, globalization etc.

They should develop a discrimination to use the acquired learning as a liberalize weapon.

They should be able to view education and life with the perspective of social well being.

A basic awareness of all the subjects needed for life is essential for all students.

The remnants of perspectives formed in us during the colonial period still influence our educational philosophy. The solution to the present day perplexities of the society which approaches education on the basis of competitions and marketization is only a comprehensive view of life.

It is high time that education was recognized on the basis of the philosophy of human education. The human approach to education has to reflect in its content, learning process and outlook. The perspective of 'learning to be' and learning to live together as expressed by the UNESCO and the concepts of existential, interpersonal and interpersonal intelligence.

The basis of new approaches on curriculum and teaching- learning process are derived from the developments took place in the east and west of the world.

When we begin to see the learner at the Centre of the learning process, the teaching process has to be changed timely. It is the result of the rapid growth and development of Science and Technology and Pedagogy. If we want to undergo the changing process, we have to imbibe the modern hypothesis regarding learner that they have

- great curiosity
- good imagination
- numerous other qualities and interests
- independent individuality
- interest in free thinking and working In a fearless atmosphere.
- interest in enquiring and questioning.
- ability to reach conclusions after logical thinking.
- ability for manifest and establish freely the conclusions arrived at.
- interest for recognition in the society.
- determination to face the interference of society and make components which is a part of social life.

.When we consider the learning system, the domains to be stressed in education according to the modern development becomes relevant.

The knowledge domain consists of:

- Facts
- Ideas
- Laws

- The temporary conclusions and principles used presently by scientists.

The learning is a process. The continuous procedures we undergo to reach a particular goal is process. The skills which are parts of the process to analyze the collected ideas and proofs and come to a conclusion is called process skills. Some important *process skills* are,

the skills;

- To observe
- To collect data and record
- To classify
- To measure and prepare charts
- To experiment
- To predict
- To recognize and control the variables
- To raise questions
- To generalize
- To form a hypothesis and check.
- To conclude
- To communicate
- To predict and infer
- To use tools.

Observation is the process of acquiring knowledge through the senses. It is purely objective oriented. Learning experiences, which provide the use all the sense, may be used.

The process of grouping is known as *classifying*. Starting from simple groupings of data, it can extend to the level of classification into minute sub-

In addition to this, consider the skills related to creative domain also, they are skills:

- to visualize
- to connect facts and ideas in new ways.
- to find out new and uncommon uses of objects
- to fantasize
- to dream
- to develop creative isolated thoughts

Creativity is an essential component of process and activities. The element of creativity is involved in finding out problems, formation of hypothesis, finding 'solutions' to problems etc. Through activity oriented learning

Again, the following factors consisting in the *Attitudinal domain* are also important as;

- Self confidence
- Love for scientific knowledge
- Attitude to know and value history
- Respect human emotions
- Decide with reasonable present problems
- Take logical decisions regarding personal values

'Hypothesis' is a temporary conclusion drawn using insight. Based on knowledge and experiences relating to the problems the causes and solutions

As regards the *application domain* the important factors are the ability to:

- observe in daily life examples of ideas acquired.
- take the help of scientific process to solve the problems of daily life.
- choose a scientific life style
- connect the ideas acquired with other subjects.
- integrate the subjects with other subjects.

Some basic stands have to be taken on the new scientific knowledge about intelligence learning and teaching. When such basic concepts are accepted changes are required in the following factors.

- The vision, approach, structure and content of the curriculum.
- The vision, approach, structure and content of the textbooks.
- Role of the teacher and the learner.
- Learner atmosphere, learning materials and learning techniques.

Some scientific perspectives accepted by modern world in educational psychology are given below.

Constructivism

This approach puts forward the concept that the learner constructs knowledge. New knowledge is constructed when ideas are examined and practiced in new situations relating them with the previously acquired knowledge and experience. That is assimilated into the cognitive structure of one's knowledge. This method which gives priority to critical thinking and problem solving provides opportunity for self motivated learning.

Social' Constructivism

Social constructivism is a sub section of constructivism. Knowledge is formed, spread and imbibed and it becomes relevant in a social environment. Interactive learning, group learning, co-operative participatory learning, all these are concepts put forward by social constructivism.

The main profounders of constructivism are piaget, vygotsky and Bruner.

Discovery learning and interactive learning have prime importance. Learning takes place as a part of the attempt for problem solving. The activities of a learner who confronts cognitive disequilibria in a learning situation when he tries to overcome it leads to the renewal of cognitive structure. it is through this process construction of new knowledge and the assimilation of them take place. Observation and enquiry are unavoidable factors. The .Learner advances towards new areas of acquisition of knowledge where he tries to compare his new findings with the existing concepts.

Learning is a live mental process. Rather than the ability for memorization of facts cognitive process has to be given emphasis. The process of problem analysis, elucidation, critical thinking, rational thinking, finding out co-relation, prediction, hypothesis formation, application, probing for other possibilities, extracting the crux and other processes are of critical importance in learning.

Constructivism gives greater predominance to co-operative learning. Social and cultural factors influence learning. Sharing of knowledge and experience among learners, collective enquiry, assessment and improvement, group activity and collaborative learning by sharing responsibilities with the objective of public activity, provide opportunity for effective learning.

In learning internal motivation is more important than external motivation. The learner should have interest and initiative in learning. Learning situation should be capable of forming a sense of ownership in the learner regarding the learning process.

Learning is not a linear process. It progresses in a spiraled way advancing deeper and wider.

New concepts of Learning

1. Discovery Learning

The teacher has to create a motivating atmosphere for the learner to discover concepts and facts, instead of listening always. Creating occasion to progress towards discovery is preferred. Instead of telling everything before and compelling to initiate the models, situations are to be created to help the children act models as themselves.

2. Learning by discussion

Discussion leads to learn is Bruner's theory. Here discussion is not opposing each other. It is a sharing on the plane of ideas. New ideas are arrived at by seeking explanations, by mutual giving and taking of ideas and by problem solving.

3. Problem solving and learning

Only when the learner feels that some thing is a problem to be solved that he takes the responsibility of learning it. It is an inborn tendency to act to solve a problem that causes cognitive disequilibria in a particular area. It is also needed to have confidence that one is capable of doing it. The problems are to be presented in consideration of the ability and level of attainment of the learner.

4. Collaborative learning

This is the learning in which the responsibilities are distributed among the members of the group keeping common learning objectives. The common responsibility of the group will be successful only if each member discharges his duties. All the members will reach a stage of sharing the result of learning, equally through the activity with mutual understanding. The teachers who arrange collaborative learning will have to make clear the responsibilities to be discharged. This is possible through the discussion with the learners. Collaborative learning will help to avoid the situations of one person working for the whole group.

5. Co-operative learning

This is the learning in which the learners help one another. Those who have more knowledge, experience and competency, will help others. By this exchange of resources the learners develop a plane of social system in learning also. As there are no high ups and low ones according to status among the learners they can ask the fellow students doubts and for helps without any hesitation or in hesitation Care should be taken not to lead this seeking of help to mechanical copying. It should be on the basis of actual needs. So even while encouraging this exchange of ideas, among the members of the group cautious acceptance is to be observed as a convention. There should be an understanding that satisfactory responses should come from each member and that the achievement of the group will be assessed on the basis of the achievement of all the members

6 Zone of Proximal Development

Vygotsky observes that there is a stage of achievement where a learner can reach by himself and another higher zone where he can reach with the help of his teachers and peers and elders. Even though some can fulfill the learning activity by themselves there is the possibility Of a higher excellence. If appropriate help is forth covering every learner can better himself.

7 Scaffolding

It is natural that the learner may not be able to complete his work if he does not get support at the proper-time-The learner may require the help of the teacher in several learning activities. Here helping means to make the learner complete the activity taking

responsibility by himself. The teacher has to keep in mind the objective of enabling the learner to take the responsibility and to make it successful.

8 . Learning an active mental process

Learning being a cognitive process, the teacher needs to know cognitive processes to facilitate the creation of learning opportunities. Learning can be made effective by providing learning experiences involving mental processes like

- Retrieves/recollects/retells information
- Readily makes connections to new information based on past experiences and formulates initial ideas /concepts.
- Detects similarities and differences
- Classifies/categories/organizes information approximately.
- Translates/transfer knowledge or understanding and applies them in a new situation.
- Establishes cause-effect relationships
- Makes connections/relates prior knowledge to new information/applies reasoning and draw inferences
- Communicates knowledge/understanding through different media.
- Imagines/fantasizes/designs/predicts based on received information
- Judges /appraises/evaluates the merits or demerits of an idea/develops own solutions to a problem.

9 . Intrinsic Motivation

Intrinsic motivation is given more importance than extrinsic motivation. The teacher has to arouse the internal motivation of the learner. A person internally motivated alone can immerse in learning and own its responsibility.

7. Intrapersonal Intelligence

This is the ability to understand oneself. These people can recognize their own abilities and disabilities. Writing diaries truthfully and in an analyzing way and assessing the ideas and activities of others will help developing this areas of intelligence

8 Naturalistic Intelligence

A great interest in the flora and fauna of the nature, love towards fellow beings interest in spiritual and natural factors will be capable of developing this area.

9. Existential Intelligence

The ability to see and distinguish ours own existence as a part of the universe, ability to distinguish the meaning and meaninglessness of life, the ability to realize the ultimate nature of mental and physical existences, all these re the peculiarities of this faculty of intelligence.

Emotional Quotient

The concept of emotional intelligence put forward by Daniel Golman was used in framing the new curriculum. The fact that one's Emotional Quotient (E.Q) is the greatest factor affecting success in life is now widely accepted. The teacher who aims to focus on improving the emotional intelligence of students need to concentrate on the following.

i) Ability to take decisions

Rather than imposing decision on students while planning and executing activities, the students may be allowed to take part in the decision making process. Taking decisions through open discussion in the class, inviting students suggestions on common problems etc. are habits to be cultivated.

ii) Ability to reach consensus

- When different opinions, ideas and positions arise, the students may be given the responsibility to reach a consensus.
- Imagining what would be the course of action in some situations, allowing to intervene in a healthy way in problems between individuals.

iii) Problem solving

- Developing the idea that there is reason and solution to any problem.
- Training in finding reasons for problems.
- Suggesting solutions through individual or group efforts.
- Discussing social problems.
- Analyzing the shortcomings in methods to solve problems.

Whether plastic can be banned within school premises can be given as a problem. Group discussion will provide reasons and solutions. Problems which can influence classroom learning and for which the learner can actively contribute

Solution need to be posed

- Self criticism, evaluation
- Ability to face problem-situation in life
- Thinking what one would do if placed in the situation of others, how one would respond to certain experiences of others - All these foster the growth of emotional intelligence.

iv) Life skills

Life skills need to be given a prominent place in education. W.H.O. has listed : skills required for-success in life.

- Self awareness
- Empathy
- Inter personal relations

- Communication
- Critical thinking
- Creative thinking
- Decision making
- Problem solving
- Coping with emotion
- Coping with stress

The new curriculum addresses these areas.

Knowing the characteristics of the learner, role of the teacher and how to use the teachers handbook help the teacher to plan and effectively implement learning activities.

Role of a Teacher

In the earlier approach the teacher was mainly depending on the lecture method for teaching. But in the new method of education the student centered approach is given more importance than the teacher centered approach. Under this changed scenario the teacher has to perform the following roles in the classroom.

The teacher should be :

- A facilitator of learning
- A guide to the overall development of the student
- A good observer and motivator
- Able to consider the activities, needs, special features and age group of students at higher secondary level.
- Able to understand the limitations of learner and their learning problems.
- An instructional material developers
- A good communicator
- An innovator
- Able to raise leadership qualities and self confidence of the learner
- An authoritarian in the concerned subject
- Able to arrest and sustain the attention of the learner
- Able to bring out and encourage the inborn talents.
- A resource manger to ensure the optimum utilization of resources.
- A systematic record keeper
- A controller to issue guidance to the students
- A person with high level of practical competency
- Able to correlate area of study with familiar environmental situations

- A self evaluator and good listener
- Able to create awareness in social problems
- A person with democratic and humanitarian approach
- A professional as well as philosopher
- A good evaluator
- A good organizer and a friend.
- A co-learner as well as co-researcher
- Able to give assistance and advice in placement needs and self employment by giving moral and technical support
- Able to keep moral values
- A person equipped with skill for using new techniques of learning
- Optimistic and impartial

Child friendly Class Room Atmosphere

Learning can be effective and enjoyable only when the class atmosphere is according to the new conception of learning and the characteristics of higher secondary teacher.

- Class and seating are arranged in an attractive way
- Democratic nature is upheld
- Always active
- Students interact with teachers without fear
- Opportunity for a variety of activities
- Students allowed to involve interesting group activities
- Learning speed, learning style and differencing levels of attitudes are considered. Help is extended whenever needed.
- Sufficient instructional materials are available
- There is freedom of expression, students share their ideas and experiences
- Students are given acceptance and encouragement
- Healthy atmosphere
- Needs of each student is given consideration. Happy and energetic atmosphere
- Teachers work considering the rights of students
- Problems handled in a patient way
- Teachers work at all events from the student's view point

These will be students of various ability levels in any class because learning style, learning speed, varying exposure to language experiences, physical and psychological problems and varying socio-cultural background.

The learning experiences provided must help to bring the low activities to an expected level and extended the breadth and depth of the skills of the high activities.

By repeating experiences, introducing variations in a learning experience to suit different levels and if needed, formulating additional experiences the problem of varying ability levels can be tackled.

Role of Learner

The learner in second year has undergone a learner centered and process oriented learning experience up to first year. The learner at this age is in awakening stage and he is enthusiastic about environment. He needs recognition and encouragement from environment and also recognize as a grown up man. He is adequately competent to select vocational subjects according to his aptitude and interact and to acquire higher education and profession as he wishes. The aspirations about future life is framed in this particular age for seeming national and international job opportunities. Some of the peculiarities of learner at this stage are;

- Physical, intellectual and emotional planer are intensive changes during the age and their reflections can be observed
- Ability to enquire discover and establish cause effect relationship between phenomena
- Headiness to undertake challenges
- Capacity to shoulder leadership roles
- Attempt to interpret oneself
- Susceptibility to different pressures
- Doubts, anxieties and eagerness about sex
- Imaging for social recognition

Needs of Learner:

- To make acquaintance with a job or self employment through vocational education
- To acquire more knowledge in the concerned area through higher education
- To recognize and encourage the peculiar personality of the later adolescent period
- To enable him to defined against the unfavorable circumstances without any help

Role of learner:

- Active participant in the learning process
- Act as a researcher
- Sharer of information
- Sharer of responsibilities
- Collect information
- Jakes leadership

- Involves in group work
- Act as a co-participant
- Observes his environment
- Experiments and realize
- Make interpretations and draw inferences
- Mould himself in to an active contributor for the welfare of the society

Evaluation

In vocational higher secondary education, a new approach to education and evaluation should be made. Evaluation must be a systematic and continuous process. As the curriculum is based on vocational stream, capacity building is a most important part and it should be evaluated accordingly. The technical skills, interest in the particular field, communication skill, analysis organizing and presentation skills etc have to be evaluated. The personal and social qualities also have to be evaluated. Therefore, evaluation should be transparent, continuous and comprehensive.

Supporting System

In learner centered vocational education, a learning methodology has to be organized and a proper learning atmosphere is to be provided. Many organizations can support the learning activity. They are:-

1. **School Resource Group (SRG)** : Comprising all teachers (vocational and non vocational) instructors, and lab assistants with academic head as the group leader.
2. **School support Group (SSG)** : Comprising PTA president, members of local bodies, members of social clubs, subject experts etc who can contribute guidance /technology /infrastructure /financial assistance etc.
3. **Parent Teacher Association (PTA)**: Can provide adequate funds for field trips, production cum training centers (PCTC), exhibition, On Job training (OJT) etc.
4. **Local bodies**: Grama Panchayat, district panchayat and block panchayat can provide infrastructure ie, class rooms, laboratory, library, seminar hall, audiovisual equipment etc.
5. **Subject club**: All vocational teachers handling same vocational subjects should form a subject at regional level or district level. This will helps to share the knowledge and practical facilities, production and marketing of materials, service etc.
6. Based on the Excellency, district wise nodal schools may be selected to provide facilities like central library, museums, video conferencing etc.
7. **Institution Industry Interaction Project (III P)**: This should be implemented in every institution to update knowledge this also helps for OJT , PCTC and field visit.

Monitoring system

Education is a kind of journey from darkness to light satisfying the needs and the wants of the individual and the society. The modernization of education through activity oriented system enhances free thinking and working in a fearless atmosphere. It is a

qualitative process not a quantitative one this necessitates a proper monitoring system. The system of monitoring should have the following features.

1. It must be transparent
2. It must enrich the ideas of the facilitator through innovative process
3. It must be time bound and rational
4. It must motivate the facilitator to adopt new strategies
5. It must be recordable and ensure effective feedback

For the effective monitoring of the system, three levels of the mechanism should be setup.

- School level monitoring group
- Regional level monitoring group
- State level monitoring group

Moreover a social auditing system is advisable to attain the objective effectively.

Features of learning process in the new system of education

In the new system of education the learning process should be modified in such a way as to enable the learner to construct the knowledge of his own through observation, co-operation, problem solving, social interaction etc. The learning process should consider the nature ability, social setup, inborn talents and subject selected by the learner. Therefore the learning process should be:

- A continuous mental process
- Simple learner must feel that he is able to undertake the task
- Enable the learner to attain the curriculum objective
- Interesting
- Suitable to the age and attitude of the learner
- Future possibilities
- Enable group activity
- Challenging
- Time bound
- Constructive and curiosity developing
- Possibilities for evaluation
- Capacity to generate independent thinking
- Ability to enquire discovers and establishes cause effect relationship between phenomena.

Learning Aids

To make the teaching and learning process simple and effective, certain learning aids and necessary use of such aids are transacting a complex idea makes the classroom live and students get more and more involved. The advances in science and technology may be effectively utilized for this purpose. Some of the learning aids listed below.

- Multimedia
- Over Head Projector
- Computer
- Internet
- Liquid Crystal display Projector
- TV, VCD, DVD and tape recorders
- Working models
- Charts
- Slides
- Video Conferencing facility
- Library
- Text book
- Source book

Society

The new educational policy uplifts the social commitment of the learner. Therefore the society can also give some valuable contributions in this changing situation. The new system also ensures that the learner can perform certain useful services for the betterment of society. The social obligations can be illustrated as follows.

- To enrich social values, aptitude and ability in learner

- To develop entrepreneurial aptitude and ability which helps social welfare and self employment
- New system of education adopts OJT, PSTC etc as a part of vocational curriculum which helps to make close contact with the society.
- The resources available from our society can be positively utilized to convene seminars, interview etc.
- Social organizations can help learners to make their education socially committed.
- The social clubs like NSS, Tourism club, CDO club, energy club etc functioning in schools can make direct link with the society.

LEARNING STRATEGIES

In the modern era of globalization the introduction of new technologies ensure only the survival of the fittest. So it becomes a necessity to equip the learners' to face the growing challenges in the competitive world. Hence the traditional approach to learning is no more relevant in the present context. The teacher should use instructional techniques that motivate the student to construct his own knowledge. Now the learners are not passive listeners, but they are the active participants in the construction of knowledge. Here the teacher – student interaction should be given much importance.

In the new instructional strategy while selecting the methods of teaching, the social and psychological aspect of the learner is to be taken into consideration. The given activities for learning are only suggested one. It can be altered according to the discretion of the teacher.

To obtain the objectives, the new system of education is introduced in the Vocational Higher Secondary Education for attaining the objectives of the courses in this system, we can adopt the following strategies.

1. Assignment

Assignment is some specific work assigned to the students as a part of their academic enrichment. There are learning activities undertaken as a continuation of class room activities to realize the curriculum objectives to a broader extent . They should be completed in time bound manner. They help to lead learner to higher level of learning from the present status. Challenging assignment can motivate the students to involve in group dynamics and achieve fruitful results . The teachers may act as a guide.

Assignment may be given on individuals or group basis. Assignment includes preparation of notes, preparation of charts, models, collection, of materials from institutions etc. Assignment develop skills of reference, observation, enquiring, reporting etc. It ensure the effective utilization of leisure time of the students.

2. Seminar

Seminar is a learning strategy involving an in-depth analysis of specific topic, preparation of a paper and presentation . The paper is presented by either one students or a group of students. After the presentation, there will be a discussion/ interaction in which all the students can participate . The students get an opportunity to clear their doubts and make clarification. Seminar helps to develop communication skill and overcome stage fright.

Stages:

1 Selection of Topic

The topic of seminar should be relevant to the subject of study

2. *Assignment of topic to individual students or team*

The topic may be assigned to one students or may be given to a group of students

3. *Collection of relevant information*

Information required for seminar can be collected from various sources namely books, magazines, internet, institutions, place and persons.

4. *Preparation of draft paper*

Based on the information collected the student may prepare a draft paper and submit it to the teachers for comments. Revise the draft paper based on the comments of the teacher. The required drafts is submitted for approval.

5. *Program Scheduling*

The date, time and venue of the seminar is fixed. A seminar leader may be selected from the students

6. *Seminar paper presentation*

The student/ students shall present the paper in the seminar. The teacher may function as the moderator during the initial stages.

7. *Discussion / Interaction*

A number of respondents from the students make comments on the topic. This will be followed by a general discussion. All the group members should actively participate in the discussion.

8. *Summing up deliberation*

The moderator sums up the deliberation

9. *Evaluation / Feed back*

Both teacher and students evaluate the programme.

10. *Preparation of final report*

A final seminar report is prepared covering all the additional points discussed and is consolidated.

3. Panel Discussion

It is a learning strategy in which a panel of experts are allowed to discuss a specific subjects under the control and direction of a moderator. Subjects can be divided according to the number of panel members. Number of panel members are fixed according to subdivision of points in the subject. Relevant materials and hand out may be given in advance to the learners. The monitor or moderator introduces the subject of discussion and invite a panel member to start the discussion. Each panel member is invited for discussion afterwards. After briefing by the panel members the question are raised from

the audience and the panel members give suitable answer to them. A report should be submitted by each learner to the moderator .

4. Project

Project is a self-learning strategy which can exert great influence on the overall development of the learner. Project as learning strategy is to be selected where a problem arises in any part of the curriculum. The students may be divided into groups and assigned different aspects of the problem. Each group works independently .Specific aspects of the problem such as data collection, classification, analysis, report preparation and presentation is to be undertaken by each of the members. Even though the work is divided among the members, it must be ensured that the execution of each and every activity is done with the active participation of all. After analyzing data collected from different sources, the learner arrives at a conclusion that can help to solve the problem. There by learner learns the topic though his own activity. The other advantage of this learning activities is that it helps the learner to scientifically handle any problematic situation. It helps in the development of scientific thinking and thereby builds up the student's aptitude for the subject.

Stages of the project :

1. Selection of a topic

The project selected should be related to the curriculum and it should not be a project for projects sake. The topic or problem should arise from the curriculum.

2. Planning of the Project

- (a) Hypothesizing: Hypothesizing means making assumptions based on the available primary information.

- (b) Methods and Technique : The methods and Technique should be based on the aim and hypothesizing of the Project. The nature of the project, suitability of the tools, and the methods of learning should be related to each other.

3. Collection and Tabulation of Data

The data may be primary, Secondary or tertiary. Either census or sampling method can be used based on the objective of the project. Suitable questionnaires are to be prepared for the collection of primary data.

The collected data is to be classified and tabulated so as to make it easily understandable.

4. Analysis of data and formulation of conclusion

By analyzing the data, the reliability of the hypotheses can be examined. Preparation of graphs and diagrams and maps will positively help the analysis. The similarities relations and differences gathered from the analyzed information would tell whether the hypotheses should be accepted or rejected.

5. Preparation of Report

The cover page should have the title of the project, the period of study, name (s) of investigator / group, and the address of the school. The report should be structured in the following order.

1. Title
2. Preface
3. Hypotheses and aim
4. Methodology
5. Sources of data
6. Analysis and conclusion
7. Suggestions (if any)
8. References
9. Appendices (Questionnaire, Observation schedule, check list Etc.)

6. Presentation of the Project

When the project is presented , the learner is being evaluated and accepted. It is through this presentation that ideas are shared with others in the class and so ciety.

The project methods promotes scientific self learning and makes him capable of solving the problem arising in real life situations.

5. Debate

Debate is a hot and interesting learning activities. A debate can be organized only on a topic on which there is difference of opinion. Therefore a topic suitable for debate has to be found.

Debate can be on relevant topic that is different and interesting to the students and relevant to society. Students with different opinion have to be identified for discussion. Those who have similar opinion should join together to form a side . Those who hold the opposite view with form the other side. It would be good to write down the topic of the debate and displayed in advance. There should also a person to control debate.

Students should be given opportunity to absorb the ideas obtained from discussion and debate, develop the idea through reading and study, and to express them through writing or other means.

Stages of Debate:

1. Topic Selection
2. Selection of panels keeping in balance with intelligence, gender etc.
3. Selection of moderator
4. Collection of information guided by the teacher
5. Conducting the debate under the control of moderator by avoiding any sort of personal conflicts
6. Conclusion by the moderator expressing his final version or verdict.

6. Case Study

A case may be a person, institution or a community case study is an in-depth analysis of an actual event or situation. It presents real pictures of situation with facts, objective information or data : learners analyze the case to interpret, predict and resolve issues associated with it. The case study provides the learner an opportunity to analyze and apply concepts, data and theory taught from the class. Learners can work individually or in groups.

By studying realistic cases in the classroom, students develop new insights into the solution of specific on – the – job problem and also acquire knowledge of the latest concepts and principles used in problem solving.

Case may be presented by the teachers or may be provided in print form.

A simple case study may have the following steps:

1. collection of data
2. Conversion of data into information
3. Analysis of the case in groups
4. Presentation of the finding by each group leader.
5. Evaluation

In addition to the above mentioned learning strategy there are many other learning strategies which can be used in appropriate situations to enrich leaning process such as problem solving, Role play, brain storming, debate etc.

7. Brain Storming

This is the best method for solving creative problems. It facilitates generation of ideas quickly.

Rules for conducting Brain storming.

1. No response is wrong. So welcome every response.
2. Welcome as many responses as possible
3. No criticism is allowed
4. Allow to work on others' idea

Steps in Brain storming:

- Presentation of the problem
- Provide relevant information
- Record the ideas put forth by the participants
- Combine similar ideas
- Evaluate each idea and solution
- Selection of the best solution

If brainstorming is used as an instruction strategy, the last step is not essential.

8. Discussion

Discussion is essential for the student to share new finding, idea and conclusion at each stage of learning with fellow students and teachers. In general discussion the teachers should guide the discussion through questioning and summarizing. The major steps involved are:

1. Introduction initiated by the teacher
2. Development of discussion by giving lead points and follow up interactions
3. Transaction stage in which the key points are reviewed by the teacher and
4. Summarizing stage in which teacher provides additional support materials to ensure the achievement of the objectives

9. Group Discussion

Group discussion is an ideal method to develop Co-operation, democratic attitude, friendliness and compromising attitude which are the ultimate aims of education. During group discussion the teacher may observe each group and it needed help them to Channel the discussion towards the common objectives. All students may be given opportunity to take part and express their ideas within a time limit. The conclusion reached may be entered by each students. A group representative must present this during consolidation in which the teacher may correct or add information's to ensure that all the relevant ideas have been covered.

10. Collection

Collection is a continuous learning activity, which ensure complete participation of students. The Collected item may be materials, pictures, charts, ideas, data etc. Collection provides direct experience to learn. An exhibition of collected materials will help to strengthen the concept.

11. Practical works

Experimentation contains the process skill in an integrated way. In the new approach of curriculum the student forms idea and comes to conclusion through process. The term 'Practical ' when associated with a science subject usually means an experiment. The objective of doing a experiment is to explore new ideas through investigation only. Its main purpose is to verify some principles associated with theory. The Subjects ends here. But this is not the case with 'Vocational Practical'

The ultimate goal of a Vocational Education is to generate skill through continuous practice along with investigation and invention. Continuous practice transforms the unskilled to the skilled. This is the significance and importance of practical in the Vocational stream. Hence it is very crucial that Vocational teachers as well as instructor should understand the importance of vocational practical and act accordingly.

12. Quiz

Quiz programmes can be used as an interesting class room tool for transaction of curriculum objectives as well as to evaluate the effectiveness of transaction and achievement of students.

For conducting a quiz programme a topic should be selected based on the above objective

The students are asked to prepare question based on the topic individually. The next day / next hour the students are grouped into 3-4 groups randomly. A question is raised by a particular team and the other teams to answer them if they can answer the question they get points for that. If all the other teams fail to answer the question raised by the 1st team, the 1st team answers the question and explains the background if necessary. All the teams get equal number of chance to ask the question. Time limit is also prescribed for the conduction of the programme. The team who scores maximum points wins.

All the participants can make notes on the questions asked answer and their explanation which help them in learning.

13. Models

Models are used in learning process. It enhanced the leaning experience. This is based on the 'seeing is believing". It helps the learner a chance to see feel the model presented. Still models and working models help the students to understand the structure, working principles, actual operation etc.

Several steps are involved:

1. Feeling the problem
2. The teacher should plan the type of model according to curriculum objectives.
3. Grouping the students
4. Briefing the tasks
 - Aim
 - Need
 - Material required
 - Source & Materials
 - Cost of materials
 - Division of labour
 - Guidance
 - Fixing of a time limit
5. Presentation by each group about:
 - (a) How the models were prepared
 - (b) Details of - Expenses
 - Working and principles

Finally Documentation of the process

6. Evaluation

- By the other groups

Later a consolidation by teachers are to be done.

14. Games

Class rooms can be made attractive by introducing different types of games. Games should be interesting as well as informative some of suitable games are

1. Odd man out
2. Cross word puzzles
3. Match the following
4. Aswamedham
5. Link game – Answer using clues.

15. Survey

This strategy involves collection of data from the group under study (book, person, materials etc.) It develops the social interaction and communication ability of the learner. It also provide a scope for discovery learning.

Step involved in survey:

- Objective of survey
- Selection of area for survey/sampling frame
- Selection of survey method
 - Direct method
 - With help of questionnaire/ schedule
- Tabulation and analysis
- Consolidation and Presentation.

16. Exhibition

It is a learning strategy by which the learner can get a chance to show the skill developed. It provides the intrinsic motivation and exposure.

Exhibition item can be conducted either individually or as a group task. It can be conducted at school / Regional/State/National Level. Necessary publicity and other arrangement can be provided. Presentation, documentation participation and innovative skills of the learner can be evaluated.

17. Interview

Interview is one of the important learning strategy taking the help of a resource person. Interview is an inner view. It provide opinion and information about a topic.

An interview is conducted by the following steps:

- How to introduce a problem?

- Invite a resource person
- Decide the questions by learners
- Decide the time, place etc.
- How to discuss
- How many students to participate
- Implementation of the interview
- Conclusion (Facilitator)

Items required:

1. Interview Schedule

List of question prepared by learners Selection of students, selected names sequence of question

18. Field Visit

Field visit is an inevitable vocational tool to be implemented in vocational Higher Secondary Education. This helps the students to familiarize with the modern technologies and new situation in a different atmosphere. It provides learning through viewing. It is based on the principle that seeing is better than having. It enables the learner to retain the learned information longer and to make the subject more interesting. It motivates and gives more confidence in his/her particular vocation.

The facilitation should identify suitable center/ institution/site. Get prior permission from the authorities before conducting the field visit. Give instructions to the learners for collection data's/information's/materials/Specimens. Teacher may assign different duties to learners by working them in different groups.

Each learner should take utmost care and interest during the visit. He/She should observe and interact at the center/ institution where the field visit is conducted

After the visit, learner should acquire the ability to apply the ideas/concepts in his future carrier. Each learner should submit a detailed report about the field visit.

19. Demonstration

Through demonstration we can present an item/product and emphasize its features very effectively.

Eg:- To understand the functioning of a computer

Requirements for conducting demonstration:

1. Material/Item/Process
2. Demonstration
3. Venue
4. Additional requirements depending upon the nature of the item.

Demonstration Process:

1. Introduction about the item/Material
2. Principles – Working
3. Operation
4. Components
5. Merits of the item

20. Chart display

It is also one of the important teaching aid. It can be used in every activities of a learning process.

Chart display is a written or pictorial representation of idea or concept. It is abbreviate brief and clear. It is prepared by study.

Benefits :

1. A learner gets clear idea about the concept
2. The leaner can retain the ideas in his mind for longer periods
3. A complicated idea can be simplified though a chart
4. Cheap method of teaching aid.

CURRICULUM OBJECTIVES

Unit 1

1. To identify major causes and preventive measures of food borne infection and intoxication through general discussion and prepare a report based on it.
2. To get a clear idea of different cleaning methods and cleaning media through demonstration, practical and general discussion. A report is prepared based on it.
3. To get a clear idea about the morphology of yeast and its action on food through a general discussion, chart and experiment in the practical lab. Prepare a report based on it.
4. To distinguish and to get a clear idea about the different methods of keeping food longer without losing its qualities, through general discussion, and practical .A report is prepared based on it.
5. To deepen the concepts of personal hygiene and its importance through general discussion, a brain storming session and a seminar. Prepare notes based on it.
6. To collect information about different pests seen in a catering unit and understand the various controlling techniques through a general discussion and prepare notes based on it.

Unit 2

7. To acquire a clear idea about the different cuts of fish and meat through demonstration and practical work from the lab. Prepare the notes and draw the cuts based on it.
8. To get clear idea of the methods of cooking used for fish and meat through general discussion and prepare a notes based on it.
9. To get clear idea of different preparation using fish and meat through a brain storming session , general discussion, practical and demonstration. Prepare a chart and notes based on the same.

Unit 3

10. To deepen the knowledge regarding Chinese ,French and Indian cooking principles through a general discussion, charts (menu) practical and debate. Prepare a note based on it.
11. To get a clear idea about the characteristics of national, regional and traditional dishes of India through general discussion, practical and collection. Prepare a note and record the collections.

Unit 4

12. To get a clear idea about the different alcoholic beverages through general discussion and experiment . Prepare notes and observations based on the experiment.

13. To get a clear idea about the manufacturing, types and service's of wine, beer, and spirits; through general discussion and practical. Notes and practical reports are prepared based on it.
14. To identify the different procedures in bar operations, planning and equipments used through general discussion and collection. Notes and sample layouts are prepared based on it.

Unit 5

15. To identify the varieties of cereals and pulses available , their cooking and preparations through general discussion and practical. Notes are prepared based on it.
16. To deepen the idea of gelatin , their types and its uses in kitchen through general discussion and practical. Notes are prepared based on it.
17. To identify those dishes which have specific accompaniment and garnishes through general discussion, charts and demonstration. Based on it notes are prepared.

Unit 6

18. To acquire knowledge of basic bakery theory through general discussion, demonstration, practical and field trip. Notes and reports are prepared based on it.
19. To develop decorating skills and to get a clear idea of different equipments and frostings used for decoration through general discussion, demonstration and practical. Notes are prepared based on it.
20. To get a clear idea of different sweets, both Indian and Western; through general discussion, demonstration, collection of recipes and practical. Notes are prepared based on it.

Unit 7

21. To gain a deep knowledge of planning banquets and organizing it through general discussion. Prepare notes based on it.
22. To attain a clear idea about buffet through general discussion and practical. Prepare notes based on it.
23. To get a clear idea about gueridon service; its advantages and disadvantages through general discussion and charts . Based on it notes are prepared.
24. To understand the concepts of outdoor catering through general discussion and field trip. Notes and reports are prepared based on it.

Unit 8

25. To get a deep idea of the work flow in a catering unit and to plan the work accordingly through general discussion and chart. Notes are prepared based on it.
26. To acquire knowledge of different food and beverage cost control techniques through general discussion and case study. Notes are prepared based on it.
27. To gain a vivid idea about the functions of store and types, through general discussion. Notes are prepared based on it.

Unit 9

28. To develop supervisory skills and to have clear idea about the principles of marketing through general discussion. Notes are prepared based on it.

Unit 10

29. To get a clear idea of planning a project, ie Starting a catering unit by conducting general discussion, planning, market survey, site selection and feasibility study. A project report is prepared based on it.

Unit 11

30. To familiarize with language functions.

31. Use of different types of sentences to indicate the language functions.

32. Identifies the ways of using a sentence for different functions.

33. Use language functions appropriately and accurately both in speech and writing.

SYLLABUS

1. Fundamentals of nutrition and food hygiene

Principles of food spoilage and food borne diseases, causes of spoilage, methods of prevention and common food and water borne diseases

Yeast- Morphology, chemical changes brought about by yeast in alcoholic fermentation and in bread production.

Food preservation – Methods of food preservation, food additives and food adulteration.

Personal hygiene of a food handler – Importance of hygiene in catering industry and hygienic habits.

Sanitation and hygiene – cleaning methods, cleaning media and dish washing.

Pest control – Types, causes and control measures

2. Fish and meat

Fish -cuts of fish, methods of cooking , various preparations, Vernacular names of fishes.

Mutton/Lamb – cuts, methods of cooking of various preparations.

Beef/veal – cuts, methods of cooking and various preparations

Pork – Bacon, ham, cuts, uses.

Poultry – types of poultry, cuts and methods of cooking.

3. Basic cooking principles

Chinese cooking principles

French cooking principles

Indian cooking principles – National, Regional and traditional dishes of India.

4. Alcoholic beverages and Bar operation

Classification of alcoholic beverages.

Wines – types of wine, general manufacturing of wine, food and wine combination, service of different types of wine, major wine producing areas of the world.

Beer – Manufacture, differential types of beer and service of beer.

Spirits, classification of spirits, brief manufacture of different spirit – whisky, Brandy, Gin, Rum, Vodka and service of spirits.

Cocktails – Aperitifs and liqueurs, important cocktail recipes.

Bar operations – planning bar, main bar, dispense bar equipments required for bar service, control systems used in bars.

5. Cereals and Pulse cooking

Varieties of cereal and pulses – methods of cooking, preparation.

Gelatin and its uses in cooking .

Accompaniment and garnishes.

6. Basic bakery theory and sweets

Bread – Different types, methods of preparations and faults in bread making and its remedies.

Cakes – ingredients used and decorating tips.

Pastries – Different types

Quick bread

Sweets – Different types , Indian and Western.

7. Banquets, Buffet, Gueridon service and Outdoor catering

Banquets- staff organization, table plans, function prospectus and service.

Buffets – Types of buffets, advantages and disadvantages, menu and service of buffets.

Gueridon Services – Definition, advantages and disadvantages

Outdoor catering – Introduction, types and menu.

8. Basic operating activities and uses of computers

Work flow in a catering unit – Purchasing – Receiving- storing- issuing -production (preparation and preparatory sales-Recycling).

Food and Beverage cost control-costing by use of standard recipes, KOT, Rechauffe cookery, portion control.

Food storage-Dry store and cold store-store control.

9. Marketing and Salesmanship

Principles of marketing and sales-marketing tools, types and media

Supervisory skills- motivation, leadership, inter-personal relationship, performance appraisal .

10. Project planning

Market survey – Geographical location, spending power, eating habits, market trends and future projection.

Site selection – Accessibility, cost factor, ecological factors.

Feasibility Report – Profitability and cash flow analysis

11. Communicative skills and Speaking proficiency in English

PLANNING

The transaction of geography curriculum in Higher Secondary classes has to be made through different but relevant activities. The teacher should plan those activities which are suitable for the learners to develop the different concepts, skills and elements of multiple intelligences in them. Such activities can be made within or outside the class room. For the effective, timely and systematic transaction of the curriculum the activities has to be planned well in advance. This will help the teacher to guide the learners to prepare for the activities and to evaluate the process at different stages.

It is necessary that the teacher should prepare an annual plan, unit plan and daily plan for the effective transaction of the curriculum.

Annual Plan

An annual plan has to be prepared in order to foresee picture of the whole activities to be conducted in the class in an academic year. The annual plan is to be prepared by the teacher after examining the curriculum objectives, text book, source book and other training materials. While preparing annual plan the teacher will consider the facilities available in the school, the possibilities of field visits, interviews, seminars, projects, collections, discussions, lab work etc. which form part of the activities of the lessons. Activities are to be arranged by utilizing the local resources available. For systematic and effective transaction of the curriculum the annual plan is an important instrument. With the help of annual plan the teacher can transact the curriculum systematically within the stipulated time.

Unit Plan

In order to convey the curriculum objectives to the students, the teacher should make adequate and prior preparation in making classroom transaction effective. In the planning process, unit plan occupies an important place.

In the unit plan the steady growth of the annual plan is reflected. Curriculum objectives, teaching strategies, learning aids, expected outcome, evaluation possibilities etc, are to be decided in advance for unit planning. Each unit plan is attached in concerned units. Teachers can prepare unit plans for every units by utilizing this as a base.

Daily Plan

Daily plan is the programme for achieving the curriculum objectives targeted for a day. Teachers have to plan elaborately and systematically before organizing a class. The success of a class depends on the daily plan. The following points should be kept in mind while framing the daily plan.

Learning activities should be formulated in such a way for developing the various skills of the learner.

It should be in accordance with the availability of time, needs of the learner, learning atmosphere etc. (if needed the teacher should club one or more periods)

Active participation of all the learners should be ensured.

Learning activities should be challenging, interesting and thought provoking.

Evaluation part of the daily plan can be completed only after the class.

Future planning should be based on this feed back.

The teacher can make use of this part for continuous evaluation.

Daily plan provided here is a simple one. The teacher should prepare daily plans which suits to their classes by considering this sample daily plan as reference.

Daily Plan

Class: *Catering and Restaurant Management*

Unit : 1 (*Fundamentals of nutrition & Food hygiene*)

Curriculum Objective: *To identify major causes & preventive measures of food borne infection and intoxication*

<i>Process/activity</i>	<i>Evaluation</i>
<p>The teacher may give an introduction on the importance of good living and eating habits, hygiene and sanitation. Then he/she may initiate a discussion by asking questions like:</p> <ul style="list-style-type: none"> ● Do the people have to be protected from the usage of <ul style="list-style-type: none"> ▪ contaminated food ▪ food of inferior quality ▪ false advertising ▪ adulterated food ● How will they be affected by eating such food? ● How can we prevent such incidents? ● If happened, what can be done? ● Other discussion points: <ul style="list-style-type: none"> ● Causes of food spoilage ● Food borne diseases ● Prevention of food borne diseases ● Prevention of water borne diseases 	<ul style="list-style-type: none"> ● Majority of the students agreed that there is a necessity to protect consumers ; against contaminated food. ● Rahul pointed out some good examples for adulterating food ● Participation of the students were above average

Unit Plan

Subject: Catering and Restaurant Management

Chapter 1: fundamentals of nutrition & food hygiene

<i>Sl No.</i>	<i>Curriculum Objectives</i>	<i>Strategies</i>	<i>Learning Materials</i>	<i>Skills</i>	<i>Expected Products</i>	<i>Evaluation</i>	<i>Time</i>
1.	To identify major causes and preventive measures of food borne infection and intoxication	General discussion	Reference books Internet	Observation Understanding	Notes	Participation Presentation	8 Hrs
2.	To get a clear idea of different cleaning methods and media	General discussion and Practical	Reference books Media	Observation Awareness	Notes Checklist for cleaning stock register	Participation Group work	8 Hrs
3.	To get a clear idea about the morphology of yeast and its action on food	General discussion , Chart Experiment Practical	Reference books Journals	Observation Group work	Notes Chart Report	Participation Content	8 Hrs
4.	To distinguish and to get a clear idea about the different methods of keeping the food longer	General discussion Practical	Reference books Journals	Observation Group work Awareness	Notes Recipes	Planning Group work Participation	10 Hrs
5.	To deepen the concepts of personal hygiene and its importance	General discussion Brain storming and Seminar	Reference books Health Journals, Brochure Internet Consulting specialist	Understanding Observation	Notes Seminar Report	Seminar Report Presentation Participation, Content	8 Hrs
6.	To collect information about different pest seen in a catering unit and to understand the various controlling techniques	General discussion	Reference books Health Journals,	Awareness Observation	Notes	Participation	8 Hrs

Annual Plan

Catering & Restaurant management

<i>Term</i>	<i>Month</i>	<i>Unit no.</i>	<i>Name of units</i>	<i>Periods/ hours</i>	<i>Total</i>
I	June	1	Fundamentals of nutrition & hygiene	50	275
		2	Fish and meat	14	
	July	2	Fish and meat	36	
		3	Basic cookery principles	40	
		4	Alcoholic beverages & bar operation	24	
	Aug	4	Alcoholic beverages & bar operation	64	
	Sept	4	Alcoholic beverages & bar operation	12	
11		Communicative skills and speaking proficiency in english	35		
Ii	Oct	5	Cereals and pulse cookery	40	160
		6	Basic bakery theory & sweets	24	
	Nov	6	Basic bakery theory & sweets	26	
		7	Banquets, buffet, gueridon & outdoor catering	38	
	Dec	7	Banquets, buffet, gueridon & outdoor catering	12	
		8	Basic operating activities and uses of computer	20	
Iii	Jan	8	Basic operating activities and uses of computer	50	125
		9	Marketing and salesmanship	14	
	Feb	9	Marketing and salesmanship	11	
		10	Project planning	50	
			Total	560	560

EVALUATION

Evaluation is a systematic process of collecting, synthesizing and interpreting evidences of students' progress and achievements, both in cognitive and non cognitive areas of learning. Evaluation has to play a significant role in making the learning process more effective. It provides diverse experience to the learners, keeping in view the skill to be attained continuously by them.

As the curriculum is based on a particular vocation, the selected stream is the most important part and it should be evaluated accordingly. Technical skills, interest and devotion in the field, communication skills, organizational and presentation skills are to be evaluated. Evaluation of the personal and social qualities also should be done. So the evaluation should be continuous and comprehensive.

Terminal or Term End Evaluation (TE)

It is the written form of evaluation aimed at evaluating the facts, concepts and ideas gained by the learner. The test should not be aimed to evaluate the memory alone. Questions are framed in such a way that the learners are able to apply different mental process while answering. The Terminal evaluation question gives more emphasis on application, analysis and synthesis level.

The maximum scores for TE is 80 and the minimum is 24 (30%). The questions should be formulated taking into consideration the time required to read, think, understand and write answers. These aspects should be considered while fixing the score also. To avoid blind guessing, multiple choice and application level questions may be mixed. The total

number of questions may vary from time to time. All the questions should be based on the curriculum objectives. Open ended questions may also be included. Internal choice may be given to questions but the choice questions also should be based on the same curriculum objectives.

Continuous and Comprehensive Evaluation (CCE)

Our traditional evaluation methods measure only the memory and recollection capacity of the learner. To eliminate/overcome the limitations the evaluation should be done on multi dimensional ways by measuring multiple intellectual capacities of the learner. So it is better to evaluate the learner in a continuous and comprehensive manner. CCE helps the learner to understand and evaluate his own progress and to develop adequate strategies for further improvement.

Merits

- Assess the all round development of the learner on a continuous basis through a variety of activities.
- Effective feedback is possible
- Remedial diagnostic teaching is possible.
- Process as well as products are assessed.

A series of learning activities are grouped into five major thrust areas as follows.

1 *Investigative Activities*

Activities which create a spirit of enquiry, investigation and a mind for

research in the learner belongs to this group, for example.

- Study Project
- Case study
- Field Study

2 Interactive activities.

Activities, which improve the communication skill, abilities of sharing ideas etc.

For e.g.-

- Seminar
- Panel discussion
- Debate
- Group discussion

3 Assigned Task.

Activities assigned to the learner to enrich/strengthen the concepts and ideas.

For e.g.-

- Assignments.
- Collections

4 Performance Task (Tests)

Activities related to the achievements of the learner.

For e.g:-

- Class test (oral/writer/performance test)
- Quiz
- Open book Examination
- Interview
- Group testing

5 Practical based activities like:

- Preparation of working model
- Album
- Improvisation

From the above five group of activities, the teacher has the freedom to choose any four areas for evaluation purpose.

1. Study Project

Sl. No	Stages	Criteria	Score	Total Scores
1.	Planning	Relevance of the study, Identification of problem ,Ability to select appropriate tools, Ability to select suitable learning method.	4/3/2/1	
2.	Data collection	Ability to collect sufficient and relevant data., Ability to classify and arrange data for analysis , Reliability and authenticity of the data collected	4/3/2/1	
3.	Analysis and Inference	Ability to analyze the data, Systematic arrangements, Ability to draw inferences based on analysis, Ability to give	4/3/2/1	

		suggestions based on inference.		
4.	Report Presentation	Ability to present in logical and sequential order, Authenticity of report, Time bound comparison.	4/3/2/1	
5.	Viva-Voice	Knowledge of content and process. Ability to analyses data . Ability to justify inference. Ability to explain. Strategies and methods adopted.	4/3/2/1	
		Total	20	

2. Case Study

No	Criteria	Scores	Total Scores
1.	Identifying the problem	4/3/2/1	
2.	Approach to the problem	4/3/2/1	
3.	Time board Action	4/3/2/1	
4.	Analysis of the problem	4/3/2/1	
5.	Problem solving/Reporting	4/3/2/1	

3. Filed Study

No	Criteria	Scores	Total Score

No	Criteria	Scores	Total Scores
1	Attitude and readiness towards the task	4/3/2/1	
2	Capacity for observation	4/3/2/1	
3	Data collection	4/3/2/1	
4	Application of ideas	4/3/2/1	
5	Documentation/Recording	4/3/2/1	

4. Assignment

No	Criteria	Scores	Total Scores
1	Awareness of the content	4/3/2/1	
2	Comprehensiveness of the content	4/3/2/1	
3	Systematic and sequential arrangement	4/3/2/1	
4	Observation/suggestion/views/judgments/evaluation	4/3/2/1	
5.	Timely submission	4/3/2/1	

5. Seminar

No	Criteria	Scores	Total Scores
1	Planning and organization	4/3/2/1	
2	Collection of data/content	4/3/2/1	
3	Observation/appraisal and clarity	4/3/2/1	
4	Content knowledge	4/3/2/1	
5	Presentation	4/3/2/1	

6. Debate

No	Criteria	Scores	Total Scores
1	Readiness to participate	4/3/2/1	
2	Depth of subject knowledge	4/3/2/1	
3	Communication skill	4/3/2/1	

4	Ability to justify the stand	4/3/2/1	
5	Presentation	4/3/2/1	

7. Group discussion

No	Criteria	Scores	Total Scores
1	Readiness to participate	4/3/2/1	
2	Depth of subject knowledge	4/3/2/1	
3	Communication skill	4/3/2/1	
4	Ability to justify in a democratic way	4/3/2/1	
5	Leadership quality	4/3/2/1	

8. Interview

No	Criteria	Scores	Total Scores
1	Planning	4/3/2/1	
2	Preparation of questions	4/3/2/1	
3	Communication skill	4/3/2/1	
4	Participation	4/3/2/1	
5	Report preparation	4/3/2/1	

Practical Evaluation (PE)

The goat of Vocational Education is to generate skills through continuous practices along with investigation and invocations . Continuous and comprehensive practice transform the unskilled learner to a skilled one. This is the important and significance of Vocational practical

PE is done to evaluate the practical skills achieved by the learner in the concerned Vocational Subject Total Scores for PE is 150 and minimum is 60 score i.e. 40%. Practical Examination is conducted for a batch of 8 learners having 6 hours duration.

Practical evaluation should be done taking into account the whole practical

included in the curriculum since learning of practical skills is a continuous process through out the period of study.

Practical Evaluation

A student of Catering and Restaurant Management has to supplement his/her class room learning with field work and practicals. Therefore, practical evaluation is important for learning effectiveness. Food and beverage production and service are the practical subjects.

Distribution of scores of P.E

The maximum score fixed for PE is 150; the minimum score to be obtained is fixed at 40 % ie, 60 score.

Total Score : 150

Practical work – Production	40
Service	40
Viva – voce	30
Computer	20
Record	20

Split up of the total scores of P.E

Production

Sl No	Stages	Score
1.	Mise-in-place and mise- en-scene	8
2.	Skills to handle equipments	8
3.	Cooking (systematic procedure)	8
4.	Output	8
5.	Presentation	8
Total		40

Service

Sl. No	Stages	Score
1.	Mise-in-place and mise-en-scene	8

2.	Skills to handle equipments	8
3.	Setting up of cover with napkin foldings	8
4.	Service of food and beverages	8
5.	Describing and clearance	8
Total		40

Viva Voce

<i>Sl. No</i>	<i>Stages</i>	<i>Score</i>
1.	Neatness and personal grooming	10
2.	Communication skill	10
3.	Subject knowledge	10
Total		30

Computer

<i>Sl. No</i>	<i>Stages</i>	<i>Score</i>
1.	Formatting a document – Bill/KOT	10
2.	Computer generated statement –menu /brochures	10
Total		20

Record

<i>Sl. No</i>	<i>Stages</i>	<i>Score</i>
1.	Collection and systematic arrangements	5
2.	Description	5
3.	Output (neatness and accuracy)	5
4.	Time bound completion	5
Total		20

Vocational Competency Evaluation (VCE)

Vocational competency evaluation is to evaluate the Vocational skills and aptitude developed by the students during

the learning process. This is a system to judiciously evaluate the required value addition consequent capacity building in the concerned Vocational curriculum. The Vocational education is aimed developing interest, skills and devotion in specific vocational fields. As other evaluation components like CE, PE, and T.E cannot assess the Vocational competencies and professional skills, acquired by the students an internship evaluation (1E) components has been introduced to meet this requirement. Internship evaluation should be done based on the following comparative like regulating and punctuality, value addition and capacity building.

1. Regularity and Punctuality

Regulating and punctuality has vital role Vocational Education Learning is a continuous process, the regular pressure of the Learner is must for attaining maximum efficiency

2. Value Addition.

Value addition is the qualitative measure of the learner's interest, devotion perseverance and efficiency. Value addition can be evaluated through conducting field visit/Vocational survey. The experiences gained through field visit/Vocational survey increases the level of intrinsic motivation and positive attitude towards the Vocational field and there by increase his value as a semi-professional

3. Capacity building

It gives a quantitative measure of the students @ skill in graded area exposure. Capacity building can be evaluated through conducting the following activities.

1. OJT/simulated experiments.
2. Performance-camp/exhibition/clinic.

3. Performance-PCT/service cum Training Center.

These components help the learner to practice the acquired skills in the real situation and there by increasing self-confidence and promoting self reliance.

3.	OJT/simulated experiment Performance-Camp/exhibition/clinic Performance-PSCTC(anyone)/Practical skills	20
Total		50

Vocational Competency Evaluation Indicators

No	Item	Scores
1.	Regularity and punctuality	10
2.	Field visit/Survey (anyone)/Vocational project	20

Regularity and punctuality can be assessed by using attendance of the learner and time bound completion of tasks. It is evaluated by using 5 point grading system.

Rating Scale

Sl. No	Item	1	2	3	4	5
1.	Regularity	Never regular	Often regular	Usually regular	Most of the time regular	Always regular
2.	Punctuality	Never punctual	Often punctual	Usually punctual	Most of the time punctual	Always punctual

VCE Items	Evaluation Indicators	Scores	Score
Regularity and Punctuality			10
Value addition	<p><i>Field Visit</i></p> <p>1. Attitude and readiness towards the task.</p> <p>2. Capacity for observation</p> <p>3. Data collection</p> <p>4. Application of ideas</p> <p>5. Documentation/recording</p> <p style="text-align: center;"><i>OR</i></p> <p><i>Survey</i></p> <p>1.Planning</p> <p>2.Data collection</p> <p>3.Consolidation of data and analysis.</p> <p>4.Drawing inference</p> <p>5.Reporting</p>	<p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p> <p>4/3/2/1</p>	20
3. Capacity	<i>OJT/simulated experiment.</i>		

Building	1.Involvement/participation.	4/3/2/1	20
	2.Skills in doing work/communication skills	4/3/2/1	
	3.Time bound action	4/3/2/1	
	4.Capacity for observation, analysis and innovation	4/3/2/1	
	5.Documentation, Recording and display	4/3/2/1	
	<i>OR</i>		
	<i>Performance in Camp/exhibition/clinic</i>		
	1.Ability for planning and organising.	4/3/2/1	
	2.Mastery of subject.	4/3/2/1	
	3.Ability for communication.	4/3/2/1	
	4.Innovation.	4/3/2/1	
	5.Involvement/Social commitment.	4/3/2/1	
	<i>OR</i>		
	<i>Performance in production/service Cum training center (PSCTC)</i>		
	1.Mastery of Vocational skills.	4/3/2/1	
2.Managerial capacity.	4/3/2/1		
3.Promoting self confidence	4/3/2/1		
4.Innovative approach.	4/3/2/1		
5.Promoting self reliance..	4/3/2/1		

Grading

Continuous Evaluation is essential for activity based learning process. But the skills achieved by the students cannot be completely measured in terms of Marketing system. Marketing System proved unscientific in evaluating the growth and development of individual students both in cognitive and non cognitive areas. Classification of students in terms of marks were both unjust and indefensive . It also creates mental stress and strain among the students. To overcome this limitation , a popular mode

of evaluating students performance known as grading system has been evolved . It is quite extensively used all over the world. At the Vocational Higher Secondary stage, it is desirable to user a 9 point scale absolute grading to co-ordinate and record the evaluation . After giving the score, they are changed into percentages and appropriate letter grades are awarded corresponding to each percentage. This system is termed as absolute grading.

The Score percentage and corresponding letter grade is given below.

<i>Score in percentage</i>	<i>Grade</i>
90-100	A +
80-89	A
70-79	B +
60-69	B
50-59	C +
40-49	C
30-39	D +
20-29	D
Below 20	E

Using the indicators we have to record the scores on a prescribed format.

In order to record evaluation results, first CE elements are to be evaluated and recorded. Each CE element is given as score of 20 marks each. Therefore the maximum score of CE elements will be 60 marks, being three CE's are to be evaluated. Finally the total score must be reduced to 20 marks, for which a consolidated statement is necessary. Followed by this, a separate consolidated statement incorporating the scores of TE and CE, PE and IE are to be prepared.

How to record Evaluation Results?

We have already discussed about the evaluation tools and their indicators.

While preparing the schoolwise score sheet, separate grades have to be given for CE + TE, PE, IE.

Consolidated Statement of C.E

Stream : Commerce

Class – II Year

Subject : Catering & Restaurant Mgt

<i>Sl. No.</i>	<i>Name</i>	<i>Assignment 20</i>	<i>Project 20</i>	<i>Class Test 20</i>	<i>Total Score 20</i>	<i>Score reduced to 20 Score Obtained X 20 60</i>
1.	Muraleedharan	15	10	11	36	12
2.	Shajee	10	15	14	39	13
3.	SajiKumar	14	14	14	42	14

Consolidated Statement of TE and CE

Stream : Commerce

Class- I Year

Subject: Restaurant & Catering Mgt

<i>Sl. No.</i>	<i>Name</i>	<i>T.E 80</i>	<i>C.E 20</i>	<i>Total Score 100</i>	<i>Grade</i>
1.	Muraleedharan	50	12	62	B
2.	Shajee	60	13	73	B +
3.	SajiKumar	70	14	84	A

Likewise a separate consolidated statement for PE and IE are to be prepared before preparing the subjectwise consolidated evaluation sheet.

Likewise a separate consolidated statement for PE and IE are to be prepared before preparing the subjectwise consolidated evaluation sheet.

Criteria for Promotion

A minimum of 80% attendance is required to register for the public examination. Those who are having at least 65% can apply for condonation from higher authorities. Those who have shortage of attendance below 65% should repeat the second year.

The students should obtain minimum 30% score in all subjects separately in TE. In first year, if the student fails to obtain 30% minimum score in any subject he will be promoted and will be given chance for improvement.

The student should obtain a minimum of 40% score in the Vocational Practical evaluation (PE) ie 60 out of 150 score. If a student fails to attain the minimum required score for TE and secure minimum score for pass in TE, he need not reappear for practical examination and vice versa.

A minimum of 30% is required in VCE. The components other than regularity and punctuality can be improved before the end of the academic year for those who fail to attain this minimum.

Chances will be given for improvement of the TE, PE &VCE for those who fail to attain the minimum even after the formal completion of the course.

Course certificate will be issued to those students who have successfully completed part I and II. A learner is eligible for higher studies provided he secure minimum score in all subject including Part III .

UNIT 1 FUNDAMENTALS OF NUTRITION AND FOOD HYGIENE

Introduction

Food is essential for human existence like the air we breath or the water we drink. A

Living organism is the product of nutrition. It is a science of food values. Nutrition is defined as food at work in the body . There are six major nutrients in our body – carbohydrates, protein, lipids, vitamins and minerals which we have discussed in the previous year and new concepts like food spoilage, food borne diseases, food preservation and importance of food hygiene and sanitation. The modern application of all these concepts in a catering unit is very broad and important. To enrich these concepts the students may be provided with different strategies including general discussion practical and experiments.

Curriculum Objectives

- To identify major causes and preventive measures of food borne infection and intoxication through general discussion and prepare a report based on it.
- To get a clear idea of different cleaning methods and cleaning media through demonstration, practical and general discussion. A report is prepared based on it.
- To get a clear idea about the morphology of yeast and its action on food through a general discussion, chart and experiment in the practical lab. Prepare a report based on it.
- To distinguish and to get a clear idea about the different methods of keeping food longer without loosing its qualities, through general discussion and practical. A report is prepared based on it.
- To deepen the concepts of personal hygiene and its importance through general discussion, a brain storming session and a seminar. Prepare notes based on it.
- To collect information about different pests seen in a catering unit and understand the various controlling techniques through a general discussion and prepare notes based on it.

Syllabus

- Principles of food spoilage and food borne diseases, causes of spoilage, methods of prevention and common food and water borne diseases
- Yeast –Morphology, chemical changes brought about by yeast in alcoholic fermentation and in bread production.
- Food preservation – Methods of food preservation , food additives and food adulteration.

- Personal hygiene of a food handler – Importance of hygiene in catering industry and hygienic habits.
- Sanitation and hygiene – cleaning methods, cleaning media and dish washing.
- Pest control – Types , causes and control measures

Through the chapter (50 hours)

This chapter could be schemed under six heads.

- Principles of food spoilage and food borne diseases.
- Sanitation and hygiene.
- Yeast
- Food preservation
- Personal hygiene of food handler
- Pest control

1. Principles of food spoilage and food borne diseases (8 hours)

Suggested Strategy – General discussion.

The teacher may give an introduction on the importance of good living and eating habits, hygiene and sanitation and may initiate a discussion asking questions like:

Lead points:

- Do the people have to be protected from the usage of ...
 - Contaminated food
 - Food of inferior quality
 - False advertising
 - Adulterated food
- How will they be affected by eating such food ?
- How can we prevent such incidents?
- If happened ,what can be done?

The above discussion can be concluded by the teacher stressing different points like food infection, food intoxication, spoilage and measures of preventing spoilage and diseases.

Expected outcome :

- Notes

2. Sanitation and hygiene (8 hours)

Suggested Strategy : General discussion and practical

The teacher may initiate a discussion explaining the importance of sanitation, that is the quality of living in a clean home, clean kitchen, clean community, clean farm and clean work area.

Lead points:

- How do your mother clean your home?
- Does she dispose waste everyday?
- How does she washes kitchen equipments?
- Which are the detergents used for cleaning?

The discussion can be concluded by the teacher explaining different cleaning methods, cleaning media and dish washing. The teacher could divide the students in to groups and make them clean the lab, refrigerator, oven and all other small and large equipments and floor with the help of lab assistants and prepare a stock register periodically.

Expected outcome:

- Notes
- Checklist for cleaning
- Stock register

3. Yeast (8 hours)

Suggested strategies: General discussion, chart and practical (Experiment)

The teacher may initiate a general discussion among students.

Lead points:

- Why fresh toddy is sweet and how it become sour and effervescent over night?
- What is the difference between grape juice and wine?
- Why the dough for idly become double the quantity over night ?
- Can Yeast be bought from the market?

The discussion can be consolidated by the teacher stressing on physical composition of yeast using charts, multiplication of yeast, process of fermentation, types of yeast available in the market and its storage. The students may taken to the lab for demonstration of the action of yeast.

Experiment:

List of ingredients needed

Yeast – 10gms

Water – 1glass

Sugar – 1 teaspoon

- add sugar to the water and mix well

- slowly add yeast into it and observe the changes.

If the yeast is good you can see the water turning to pale yellow color and foam rising on top. It is the action of yeast eating sugar and releasing carbon dioxide and alcohol and in this process they multiply making the water pale yellow color.

Expected Outcome:

- Notes
- Chart
- Observation of the experiment

4. Food preservation (10 hours)

Suggested strategies: General discussion and practical

The teacher may initiate a discussion by asking certain question like

Lead Points:

- How can we keep food longer without losing much of its qualities?
- Which could be the oldest method of keeping food longer among primitive man?
- Why dried fish, meat and vegetables are not spoiled fast?
- Why milk kept in room temperature curdle fast than milk kept in a refrigerator?

The discussion can be consolidated explaining different techniques of preservation. Further practical can be done including preparing preserves like jam and pickles.

Expected outcome:

- Notes
- Recipes of the preserves

5. Personal hygiene of food handler (8 hours)

Suggested strategies: Brainstorming, general discussion and seminar.

Initiate a discussion on the hygienic habits that a food handler should possess. Collect maximum response asking additional questions like:

Lead points:

- Do you handle food if you have a running nose?
- Is it necessary to trim nails regularly?
- Do you find it necessary to wash hands with soap before handling food?

Record all the ideas from the students and compile similar ideas. The importance of hygiene can be given as a topic for seminar. It can be initiated with the following stages.

a) Planning stages

- Brief introduction to the importance of personal hygiene.
- Find the student who present the topic.
- He is assigned with the topic.

b) Data Collection

- Brochure
- Reference books
- Internet
- Consult specialist

c) Presentation stage

Before presentation necessary corrections are made consulting the teacher. The other students can comment on the topic including corrections, opinions and suggestions. The teacher conclude the session expressing his views.

d) Evaluation stage

A discussion could be initiated on the seminar in such a way that all the major concepts are made clear to the student and a copy of the seminar report should be passed to all the students.

Expected outcome :

- Notes
- Seminar Report

6. Pest control (8 hours)

Suggested strategy : General discussion

The teacher may initiate the discussion among the students among the students by asking questions. He may ask the students to collect maximum information of all the pest seen in a kitchen from the periodicals, daily's and media.

Lead points:

- Which are the common pest that cause food spoilage and infection?
- How a rat or a fly can be harmful to human?
- How can we control them?

The teacher conclude the class by explaining how each pest can be harmful and what are the techniques we can adopt to prevent them or kill them.

Expected outcome:

- Notes

C.E. Possibilities

- Practical
- Seminar
- Class test
- Assignment

T.E. Possibilities:

- What all measures you can take to prevent flies in your lab?
- “Personal hygiene of a food handler is a must” Do you agree? Give reasons
- As a supervisor working in a hotel, will you allow a cook with contagious disease to handle food. Give reasons.
- If you are asked to store fish for the next day which preservation technique will you opt? Give your selection.

UNIT 2

FISH AND MEAT

Introduction

Fish and meat provide palatable and attractive dishes. Fish is a very good source of calcium, protein, vitamin A, D and iodine. Flesh of all edible animals including poultry is termed as meat i.e. like lamb, mutton, beef, veal and pork. In order to cook meat and fish properly it is important to know their composition and structure. In this unit both these raw materials are dealt in detail using learning strategies like general discussion, brainstorming, demonstration and practical.

Curriculum objectives:

- To acquire a clear idea about the different cuts of fish and meat through demonstration and practical work in the lab. Prepare the notes and draw the cuts based on it.
- To get clear idea about the methods of cooking used for fish and meat through general discussion and prepare a notes based on it.
- To get clear idea of different preparations using fish and meat through a brain storming session , general discussion, practical and demonstration. Prepare a chart and note based on the same.

Syllabus:

- Fish -cuts of fish, methods of cooking , various preparations, vernacular names of fishes
- Mutton/Lamb – cuts, methods of cooking , various preparations.
- Beef/veal – cuts, methods of cooking and various preparations
- Pork – Bacon, ham, cuts, uses.
- Poultry – types of poultry, cuts and methods of cooking

Through the chapters (50 hours)

For better understanding this unit can be schemed under two major heads.

- Fish
- Meat

1. Fish (10 hours)

Suggested strategies. Brainstorming, General discussion, demonstration, practical

The teacher may ask the students to list all the names of fish. They know in their mother tongue and the leader writes them on the blackboard. Then it is grouped into

various categories according to their similarities. The teacher could initiate a discussion based on following lead points.

Lead points:

- Fishes with shell
- Fishes with fin and tail
- Vertebrates
- Segmented shelled fishes
- Round and flat fishes

The discussion may be concluded after properly grouping all fishes into different classification and characteristics. Finally the teacher could give their names in English. To gain a clear idea about the cuts of fish and its cookery the students may be taken to the lab to demonstrate and do actual cleaning methods of fish, its cuts and cookery.

Expected outcome:

- Notes
- Diagrams of cuts of fish

2. Meat (40 hours)

Suggested strategies: General discussion, charts, demonstration and practical

A general discussion on the types of meat available in the market and its cookery may be initiated.

Lead points:

- Which are the different types of meat available in the market?
- How can you differentiate them?
- How will you judge a good meat from bad?

Then the teacher may demonstrate charts of different cuts of meat, its average weight and common uses in kitchen. The discussion can be continued on the similarities, order of dissection and selection criteria of different type of meat. For poultry, the order of dissection and its cuts can be demonstrated from the lab.

Expected outcome:

- Notes
- Diagrams of cuts
- Chart showing weight and uses of cuts

C.E.Possibilities:

- Practical
- Assignments - Diagrams of cuts of fish and meat
- Class test

T.E.Possibilities:

- If you are sent to the market to buy prawns what criteria you follow to select good prawns?
- In butcher shop meat are seen hung. Give reasons for this.

UNIT 3

BASIC COOKERY PRINCIPLES

The art of cooking is ancient. The first cook could have been a primitive man who accidentally put his meat near fire. To his surprise it was not only tasty but was much easy to masticate. From this moment cooking evolved to reach its present level of sophistication. In the more advanced stages cookery is defined as a chemical process including mixing of ingredients, application and withdrawal of heat, decision making, technical knowledge, manipulative skills and above all creativity. The evolution of cookery was simultaneous in various parts of the world, among them most advanced and finest methods were from France, China and India. In this Unit we come across the basic cookery principles of these region. To enrich the concepts the students are provided with different learning strategies including debate, general discussion, collection, charts (menu) and practical.

Curriculum Objectives:

- To deepen the knowledge regarding Chinese, French and Indian cooking principles through a general discussion, charts (menu) practical and debate. Prepare a note based on it.
- To get a clear idea about the characteristics of national, regional and traditional dishes of India through general discussion, practical and collection. Prepare a note and record the collections.

Syllabus:

- Chinese cooking principles
- French cooking principles
- Indian cooking principles – National, Regional and traditional dishes of India.

Through the chapters (40 hours)

For better understanding this unit could be schemed into two heads.

1. French and Chinese cookery
2. Indian cookery

1. French and Chinese Cuisine (20 hours)

Suggested strategies. General discussion, charts (menu) and practical.

Teacher may initiate a discussion after supplying students or displaying a French menu and a Chinese menu. After careful scrutiny of the short description and details in the menu both are compared and analyzed.

Lead Points:

- Specialties in the menu
- Accompaniments
- Ingredients used
- Price

The discussion could be consolidated by explaining history, basic principles and specialties of the region. For better understanding practical of the dishes famous in these region could be conducted from the lab.

Expected Outcome:

- Notes
- Recipes

2. Indian Cuisine (20 hours)

Suggested strategies: General discussion, practical and debate

A general discussion could be started asking questions like:

Lead Points:

- Examples of South Indian dishes
- Examples of North Indian dishes
- Region famous for its food eg: Bengal – Fish, Gujarat – Sweets
- Which food is famous in your town?
- Differences of each regional & religious cookery
- Influence of external forces in cookery - eg: Goan – Portuguese

The discussion could be controlled by listing famous regional, traditional and national dishes of India and further practical could be done to deepen the understanding and skill of the students.

A debate on the topic “Advantages of Indian Cuisine over other cuisine” may be conducted in the classroom for which the teacher select two panels consisting of 5 students to argue for Indian cuisine and five for Chinese and French cuisine. Rest of the students could be active listeners and could participate in the discussion with permission of the moderator. A student representative could act as a moderator with necessary guidance from the teacher.

Lead Points:

- Arguments for Indian Cuisine
- Variety
- Uses of a variety of herbs increases medicinal value and taste

Arguments against Indian and for other cuisine

- Indian very spicy
- Always cooked well done
- Time consuming

The moderator should consolidate the debate by expressing his final version over the advantages and disadvantages of each cuisine. Then the teacher express his comments and suggestion.

Expected outcome:

- Notes
- Recipes
- Report of debate
- C.E.Possibilities:
- Debate
- Class test
- Practical

T.E.Possibilities:

List out the differences you see in chicken chilly and tandoori chicken.

UNIT 4 ALCOHOLIC BEVERAGES AND BAR OPERATIONS

Introduction

Alcohol is an odorless liquid obtained through the fermentation of a sugar containing liquid. There are many members in the alcohol family but ethyl is the one which concerns us the most as it is the principal alcohol to be found in all alcoholic beverages. Any potable liquid containing 1% to 75% of ethyl alcohol by volume is known as an alcoholic beverage. However social and economic factors, so also taxation laws determine why governments have to set certain definite standards as to what constitute an alcoholic beverage. Where as some beers which contain as little as 2% of alcohol by volume are taxable, certain bitters and medicinal compounds which often contain 40% of alcohol and above are not taxable because they are not considered alcoholic beverage. To enrich the concepts: strategies like general discussion, practical, experiments, collections may be used.

Curriculum objectives:

- To get a clear idea about the different alcoholic beverages through general discussion and experiment . Prepare notes and observations based on the experiment.
- To get a clear idea about the manufacturing, types and service of wine, bear, and spirits through general discussion and practical. Notes and practical reports are prepared based on it.
- To identify the different procedures in bar operations, planning and equipments used; through general discussion and collection. Notes and sample layouts are prepared based on it.

Syllabus:

- Classification of alcoholic beverages.
- Wines – types of wine, manufacturing of wine, food and wine combinatio n, service of different types of wine, major wine producing areas of the world.
- Beer – Manufacture, differential types of beer and service of beer.
- Spirits, classification of spirits, brief manufacture of different spirit – whisky, Brandy, Gin, Rum, Vodka and service of spirits.
- Cocktails – Aperitifs and liqueurs, important cocktail recipes.
- Bar operations – planning bar, main bar, dispense bar ; equipments required for bar service, control systems used in bars.

Through the chapters (100 hours)

This unit can be schemed under 6 heads for better understanding.

- Classification of alcoholic beverage
- Beer
- Cocktails, aperitifs and liqueur
- Wine
- Spirits
- Bar operations

Classification of alcoholic beverages (20 hours)

Suggested strategies: General discussion, experiments, seminar

A general discussion may be initiated on the history of alcohol, its negative effect on our body.

Lead points:

- What do you mean by potable alcohol?
- Action of yeast
- Fermentation
- Distillation

For better understanding of fermentation and distillation an experiment can be done in the lab.

Ingredients needed:

- Yeast - 15 gms
- Water – 2 glass
- Sugar – 2 tablespoon

Equipments needed:

- Pressure cooker
- Plastic tube of 1 metre long
- Bottle – 1
- 4 bucket full of cold water

Step - 1

Mix all the ingredients together and keep it for one week in a vessel.

You can see that the water have changed its colour to a pale yellow and foam rise s on top. This change is due to the action of yeast eating sugar and releasing carbon dioxide and alcohol. This process is called fermentation. When we use grape juice or barley instead of water we get wine or beer respectively.

Step – 2

Heat the fermented liquid in a pressure cooker or slow fire after connecting the plastic tube on the nozzle of the cooker. Pass the tube through the cold water in the bucket and connect it to the bottle. Care should be taken not to boil the water and you will see vapour (alcohol) pass through the tube, condense when cold and drip into the bottle. It is because , the alcohol become vapour at much lower temperature than water (78.3°C). This process is called distillation. It is through this process different spirits are made.

After the experiment the students should clearly know that there are two types of alcoholic beverages ie, fermented and distilled and they take note of all the observations they have seen. The class could be consolidated giving suitable examples. In addition one of the students may be selected to present a seminar on the effect of alcohol in human body.

Expected outcome:

- Notes
- Observations on the experiment
- Seminar report

2. Wine (15 hours)

Suggested strategies: General discussion, practical

The teacher may initiate a discussion on the topic.

Lead points:

- How can you differentiate a glass of grape juice and a glass of wine?
- Through which process the grape juice turn to wine?
- Some wines like champagne is fizzy. why?

The discussion could be continued on steps in wine production, its storage and service. Further demonstration and practical on the service of wine may be done from the lab.

Expected outcome:

- Notes
- Report on the practical – service procedure

3 . Beer (15 hours)

Suggested strategies: General discussion, practical
A discussion could be conducted on the topic.

Lead points:

- Have you seen a beer parlour?
- What are the brand names of beer you know?
- Have you ever thought what are the ingredients in a beer?
- Why beer is always effervescent?

The discussion could be consolidated explaining the production, types and service of beer. The service of beer could be demonstrated in the lab and mock trials by each student may be done.

Expected outcome:

- Notes
- Report on practical – service procedure

4 . Spirits (15 hours)

Suggested strategies: General discussion, practical
A discussion on the topic could be initiated in the classroom.

Lead points:

- What is the major differences between beer/wine and spirits?
- What are the different types of spirits you know?
- Brand names

The discussion could be consolidated explaining the types of spirits, manufacturing process, brand names and service. The service of each spirit can be done as practical in the lab as mock trials and report is prepared on the same.

Expected outcome:

- Notes
- Report on the practical

5. Cocktails, Aperitifs and Liqueur (15 hours)

Suggested strategies: General discussion, practical
A discussion could be initiated after giving a brief introduction to the topic.

Lead points:

- Have you ever made a drink with two or more juices mixed together?

- Why people drink digestives before or after food?
- Do alcohol speeds up digestion or do the drunkards eat more?

The discussion could be consolidated explaining main differences between cocktail, aperitifs and liqueur, their production and service. Mock trails on the service of above can be done from the lab and a record of recipes of famous cocktails are to be prepared by the students.

Expected outcome:

- Notes
- Report on practical – service procedure
- Recipes of cocktails

6. Bar Operations (20 hours)

Suggested strategies: General discussion, collection

A general discussion may be initiated on the topic.

Lead points:

- Layout – Bar counter
- Equipments
- Staff hierarchy
- Stock and supplies
- Wine list
- BOT

Further students may be directed to collect photos, brochures, wine list for reference.

Expected outcome:

- Notes
- Record of the collection
- Bar Layout - Sample

C.E.Possibilities:

- Class test
- Assignment – collection
- Practical

T.E.Possibilities:

- Some wines like champagne is fizzy. Give reason.
- If a bottle of red wine is placed, being a sommelier how will you plan your work?

UNIT 5 GENERAL AND PULSE COOKERY

Introduction

Cereals feature in many cuisine as either a staple food or because of their bland taste, as traditional accompaniment to spicy or strongly flavored dishes. Wheat, rice, maize (corn), barley, oats, jowar, ragi and bajra are the common cereals and millets used. Cereals as a whole are rich source of starch or carbohydrate and protein. As they are economical items they feature in the menu very often.

Pulses are rich in protein and form a base to Indian cuisine. Indian meal is not complete without “dals”. Pulses are best supplement to Cereals

The other topics includes gelatin and their uses in kitchen, accompaniments and garnishes. To help the students to understand better ;learning strategies like general discussion, practical and charts may be used.

Curriculum Objectives:

- To identify the varieties of cereals and pulses available , their cooking and preparations through general discussion and practical. Notes are prepared based on it.
- To deepen the idea of gelatin , their types and its uses in kitchen through general discussion and practical. Notes are prepared based on it.
- To identify those dishes which have specific accompaniment and garnishes through general discussion, charts and demonstration. Based on it notes are prepared

Syllabus:

- Varieties of cereals and pulses – methods of cooking, preparation.
- Gelatin and its uses in cooking .
- Accompaniments and garnishes.

Through the chapter (40 Hours)

- For better understanding this chapter could be schemed under 3 heads.
- Cereals and pulse cookery.
- Gelatin and its uses.
- Accompaniments and garnishes

1. Cereals and pulse cookery (10 hours)

Suggested strategy : General discussion and practical

Teacher may initiate a discussion among the students by asking :

Lead points:

- What is the staple food of the majority population?
- What are the types of rice and wheat available in the market?
- Byproduct of rice and wheat.
- Effects of heat on rice/wheat.

The discussion can be concluded by the teacher emphasizing the physical composition of cereals and pulses and its cookery. Common preparation of the Cereals and pulses from the lab can be done during practical including pulao, roti, Khorma etc.

Expected Outcome :

- Notes
- Recipes

2. Gelatin and its uses (10 Hours)

Suggested strategy :- General discussion and Practical

A discussion can be initiated by asking questions like :

Lead points:

- If you are given an egg, a glass of milk and sugar how will you make a pudding?
- Then what is the setting agent in that pudding.
- If you make a thick stock and keep it in the refrigerator, what happens?
- What is the setting agent here?
- Production of gelatin.

Types of Gelatin

The teacher concludes the discussion by explaining the production of gelatin, its types and usage. Further, he demonstrates the usage of gelatin in cold pudding and other food preparation during practical in the lab for better understanding

Expected outcome:

- Notes
- Recipes

3. Accompaniments and garnishes (20 Hours)

Suggested strategy: General discussion and charts.

A general discussion can be initiated by asking question like:

Lead Points:

- With what do we eat idly for our breakfast?
- Why do we use sambar with this
- When you serve a scoop of ice cream, how can you make it more attractive and appealing?

Through the discussion the students gets an idea of what is an accompaniment & garnish. The teacher explains that there are specific accompaniments and garnishes for most dishes; with the help of a chart, showing the names of the dishes, its accompaniments, garnishes and cover layout during the service practical.

Expected Outcome:

- Notes on the topic
- Chart

C.E Possibilities :

- Practical
- Class Test

T.E Possibilities:

- “Sprouting pulses increases its nutritional quality” Do you agree. give reasons.
- “Roti is harder in texture than Naan” Give reasons.

UNIT 6

BASIC BAKERY THEORY AND SWEETS

Introduction

Bakery or confectionary is an important and attractive section of the kitchen. A baker should be an artist, architect, a sculptor and more over a good cook. The most important rule in bakery is correct quantity of ingredients, which is of very high quality, mixed in a prescribed method and baked at correct temperature and relative humidity. A cake or a pastry become complete only, when it is decorated well. So working in a bakery needs professionalism, dedication, talent and hygiene. The student should understand the above points before they are introduced to this topic. This topic can be learned using strategies like general discussion, demonstration, practical and collection .

Curriculum Objectives:

- To acquire knowledge of basic bakery theory through general discussion, demonstration, practical and field trip. Notes and reports are prepared based on it.
- To develop decorating skills and to get a clear idea of different equipments and frostings used for decoration through general discussion, demonstration and practical. Notes are prepared based on it.
- To get a clear idea of different sweets; both Indian and Western, through general discussion, demonstration, collection of recipes and practical. Notes are prepared based on it.

Syllabus:

- Bread – Different types, methods of preparations , faults in bread making and its remedies.
- Cakes – ingredients used and decorating tips.
- Pastries – Different types
- Quick bread
- Sweets – Different types, Indian and Western.

Though the chapter.....(50 hours)

This unit could be divided into 4 heads

- Breads
- Cakes
- Pastries
- Sweets

1. Breads (20 hours)

Suggested strategy : General discussion, demonstration, Practical and field visit.

A general introduction to the topic can be given by the teacher including rules in the bakery and he introduces bread as the most important baked food. A general discussion can be initiated.

Lead points:

- Have you seen how bread is made in a bakery?
- What are the major ingredients used?
- Which all types of bread will be available in a bakery?

The teacher consolidation the discussion by explaining the ingredients used in bread , quick breads and their production. Students are taken to the lab to demonstrate how rich bread and lean bread are made.

To have industrial experience a field trip can be arranged to a nearby bakery or confectionary. It includes the following stages.

- Selection of venue
- Time
- Assign students to prepare report on the production of bread.
- Monitor the visit
- Check the report prepared by the leaders
- Present the report in the class
- Evaluate the report

Expected outcome:

- Notes
- Recipes
- Field trip reports

2. Cakes (10 hours)

Suggested strategy : General discussion, demonstration and practical

It will be easy to start a discussion on the topic, cakes, as the students may have already visited a bakery during their field trip. The discussion can be initiated by:

Lead Points:

- Types of cakes they have seen?
- What are the ingredients used in cake making?
- How a cake is made attractive ?
- Why to decorate a cake?

This discussion will be guided by the teacher explaining the ingredients used, method of preparation, decorating tips etc. Then they can be taken to the lab and practical can be done, preparing a sponge cake and decorating it. Similarly other types of cake can also be prepared during practical.

Expected outcome:

- Notes
- Recipes

Pastries (10 Hours)

Suggested strategy: General discussion, demonstration and practical

A general discussion can be initiated by asking questions like:

Lead points:

- Have you seen how puff pastry is made
- What are the different filling used in puff and pie pastry, you have seen

The teacher consolidates the discussion by explaining the different types of pastry and students are taken to the lab, to demonstrate mixing and baking of different pastries.

Expected outcome:

- Notes
- Recipes

4. Sweets (10 hours)

Suggested strategy: General discussion, demonstration ,practical and collection.

A general discussion can be initiated by asking questions like:

Lead Points:

- Which are the common sweets of India?
- What do we Keralites serve after a meal as a sweet?
- Name some continental sweets.

The discussion can be concluded by the teacher .Then the students are provided with practical on common Indian sweets and continental sweets. Students are encouraged to collect recipes and pictures of sweet dishes.

- Expected Outcome:
- Notes
- Recipes

C.E. Possibilities:

- Practical
- Class test
- Assignments

T.E. Possibilities:

- “Salt is an important ingredient in bread” Why?
- On your sister’s Birthday mother prepares a cake and she asks your help for decorating it. How will you help her?

UNIT 7 BANQUETS, BUFFET, GUERIDON SERVICE & OUTDOOR CATERING

Introduction

Being man, a social animal, he has to mingle with the society in various occasions. Modern hotels make use of this as an opportunity in the form of rooms, restaurants, function catering , kiosks etc. In this unit we come across different function caterings like.

Banquets a special function catering organized to suit a particular occasion.

Buffet, a service where food is neatly arranged and displayed on a long table , mostly a self service

Gueridon , a service where food is partially cooked from the kitchen and completed on a trolley in front of the guest.

Outdoor Catering, where food is catered outside the hotel premises, otherwise known as off-premises Catering.

To enrich the concepts the teacher may use strategies like group discussin, brainstorming, charts and field trip.

Curriculum Objectives:

- To gain a deep knowledge of planning banquet and organizing it through general discussion. Prepare notes based on it.
- To attain a clear idea about buffet through general discussion and practical. Prepare notes based on it.
- To get a clear idea about gueridon service, its advantages and disadvantages through general discussion and charts. Based on it notes are prepared.
- To understand the concepts of outdoor catering through general discussion and field trip. Notes and reports are prepared based on it.

Syllabus:

- Banquets- staff organization, table plans, function prospectus and service.
- Buffets – Types of buffets, advantages and disadvantages, menu and service of buffets.
- Gueridon services – Definition, advantages and disadvantages
- Outdoor catering – Introduction, types and menu.

Through the chapters (50 Hours)

For better understanding this unit can be divided into 4 heads.

- Banquets
- Buffet
- Gueridon service
- Outdoor catering

1. Banquets (15 Hours)

Suggested Strategy: General Discussion & Brainstorming.

The teacher may initiate a general discussion giving following lead points:

- Difference between a birthday party & conference.
- How will you organize a wedding reception.
- Settings & arrangements.
- Service.

Brainstorming session may be conducted to receive maximum response. Record all the ideas from the students and compile the similar ideas. Finally consolidate the class and prepare a banquet memorandum.

Expected Outcome:

- Notes.
- Banquets prospectus

2. Buffet Service (10 hours)

Suggested Strategy: General Discussion & Practical.

A discussion may be initiated by the following lead points.

- With limited spaces, How can you cater to a big crowd.
- Table arrangements and settings.
- Staff requirements.

For better understanding a practical session including setting up a buffet counter may be conducted in the lab.

Expected Outcome:

- Notes
- Buffet menus.

3. Gueridon Service. (15 hours)

Suggested Strategy : General discussion and chart.

A discussion may be facilitated by asking certain questions.

Lead points:

- Do you like your food to be prepared in front of you?
- Will this gives you a sense of royalty?
- Being a chef what all supplies you need to prepare and serve food in front of the guest?
For better understanding charts of gueridon trolley may be used.

Expected Outcome:

- Notes
- Charts.

4. Outdoor catering (10 hours)

Suggested Strategy: General Discussion & Field Trip.

Through a discussion the students acquire the concepts of outdoor catering.

Lead points:

- What do you understand by the term “outdoor” .
- If you receive a party order more than your banquet capacity what suggestions you can provide.
- How will you get prepared for conducting a party outside your hotel premises.
To enrich the concepts of the topic the students may be taken for a field trip.

Expected Outcome:

- Notes.
- Check list for an outdoor catering

C. E. Possibilities:

- Class test
- Assignment

T. E. Possibilities:

- If you have taken an order for outdoor catering for 100 pax.. Prepare a checklist for its smooth functioning.
- Being a banqueting staff and you receive a banquet booking through telephone. What all information you may collect?

UNIT 8 BASIC OPERATING ACTIVITIES & USES OF COMPUTERS

Introduction

The objective of management is to lead, organize and control the means of production and service of food. The policy of every establishment is to earn profit and goodwill. To manage a catering establishment the kitchen manager or chef de cuisine should have a sound practical knowledge follow safety precautions, control labour, follow food cost control, control purchasing, control production and service etc.. Proper layout of work areas in the kitchen contribute to a successful catering establishment which will not only satisfy customers but also the staff will be contented. Food control begins when the orders are placed, it ends when the ultimate cash taking are banked. Determination of food is based on number of persons to be served, size of portion, shrinkage loss. Specific menu item, equipments available etc. The primary objectives of this unit is to teach food management.

To enrich the concept, strategies like general discussion, field trip etc may be used. Computer generated activities based on the topic may be done from the computer lab.

Curriculum Objectives :

- To get a deep idea of the work flow in a catering unit and to plan the work accordingly through general discussion and chart. Notes are prepared based on it.
- To acquire knowledge of different food and beverage cost control techniques through general discussion and case study. Notes are prepared based on it.
- To gain a vivid idea about the functions of store and types, through general discussion . Notes are prepared based on it.

Syllabus:

- Work flow in a catering unit – Purchasing – Receiving- storing- issuing-production (preparation and preparatory sales-Recycling)
- Food and Beverage cost control-costing by use of standard recipes, KOT, Rechauffe cookery, portion control.
- Food storage-Dry store and cold store, store control.

Though the chapter..... (70 hours)

For better understanding this chapter could be schemed under 4 heads.

- Work flow in a catering establishment
- Food and beverage cost control

- Food storage and its control.
- Uses of computer-practical (50hrs)

1. Work Flow in a catering establishment (5 hours)

Suggested Strategy – General discussion and charts

A general discussion may be initiated in the classroom

Lead points:

- In your house, who does the purchasing?
- If you have purchased raw materials to a kitchen where will you store it.
- In your routine life do you keep any account of all the materials purchased?

The discussion can be changed into the context of a hotel and it may be consolidated by the teacher, summing up all the works done in order and in turn explains the format of each registers' like purchase register, store – ledger etc., with the help of charts.

Expected outcome:

- Notes
- Charts

2. Food and beverage cost control (10 hours)

Suggested strategy: Case study and general discussion

Case:

“The food prepared for Mohan’s birthday party were in excess. So the parents of Mohan made use of the leftovers’ by making cutlet with chicken, curry with fried vegetables, salads with rice and chicken for the next day”

After giving this case to the students, the teacher may initiate a discussion.

Lead points:

- Can you justify the decision of Mohan’s parents?
- Do you think the planning for the party was not done properly especially purchasing and intending?
- Did they control wastage efficiently?
- If this case happens in the hotel you work ,what are the other ways you will use to handle this situation.

The discussion can be consolidated explaining various techniques of food and beverage cost control.

Expected outcome:

- Notes
- Findings of the case study

3. Food storage and its control (5 hours)

Suggested strategy : General discussion

Teacher may initiate a discussion on the topic by asking questions like:

Lead points:

- Where do you store fish in a refrigerator
- Do you keep rice, sugar etc in a refrigerator
- Why store is located near the kitchen?
- Do your mother keep everything properly stocked in the store? If not what happens?

The discussion can be consolidated explaining functions of store , types and records to be kept in a store.

Expected outcome:

- Notes

C.E. Possibilities:

- Class Test

T.E. Possibilities :

The food prepared for the banquets were in excess , being an F&B manager how will you handle the situation and list out the common control techniques.

UNIT 9 MARKETING AND SALESMANSHIP

Introduction

The aim of every catering unit is to satisfy the needs of the customers. It can be satisfied by the process of production. But mere production and service is not enough. They have to be transferred or moved from the original producer to the final consumer. This involves the creation of market and the understanding of a number of activities. Hence there is a need for the study of marketing, its meaning, definition, types of media, marketing tools and important supervisory skills for running a successful catering unit.

Curriculum Objective:

- To develop supervisory skills and to have clear idea about the principles of marketing through general discussion. Notes are prepared based on it

Syllabus:

- Principles of marketing and sales- marketing tools, types and media
- Supervisory skills- motivation, leadership, inter-personal relationship, performance appraisal.

Though the chapter.....

(25 hours)

For better understanding this unit could be divided into 2 heads.

- Marketing and Sales
- Supervisory skills

1. Marketing and Sales (15 hours)

Suggested Strategy – General Discussion

A General discussion may be initiated by asking certain questions like:

Lead points:

- Which are the different products you sell in a hotel
- To whom do you cater your service
- Though which all means you can attract your guest

Though the above discussion; importance of marketing, media in marketing and tools of marketing are gone through in detail.

Expected outcome:

- Notes

2. Supervisory skills (10 Hours)

Suggested Strategy: General Discussion

A Discussion may be initiated by asking certain questions like:

Lead points:

- Is a waiter, a salesman of a hotel.
- All Sales staff are not successful why?
- What persuade you to visit a hotel again and again
- Why you select a person; having specialized skills for cooking, in for a marriage feast

Though the above discussion various attributes of a hotel staff like motivation, leadership, interpersonal relationship etc. are dealt in detail.

Expected outcome:

- Notes

C..E. Possibilities:

- Class Text

UNIT 10
PROJECT PLANNING

Introduction (50 hours)

Project is one of the most appropriate strategy for learning a topic thoroughly. It is a sequence of activities of a student to collect, tabulate, analyze and interpret relevant data, so as to evaluate findings to solve the felt problem. It could not be acquired merely by reading books and attending lectures. It is a self learning method which will help to develop full potential.

1 Selection of the topic

The topic mentioned in the syllabus is starting a catering unit.

a Identifying the problem

The main problem here may be where to start the unit. To reach at a consensus a general discussion is initiated.

b Objective

Starting a catering unit

2 Planning

This can be a discussion in the class.

a Formulation of hypothesis

On the basis of accessibility, ecological factors, cost factor, a hypothesis may be formulated by each and is noted.

b Methods and techniques

Market survey to find out:

- Geographical location
- Eating habits
- Spending power
- Market trends
- Future projection

c Identify the source of data

- Nearby hotel
- Catering Units

d Collection of data

- Interview
- Observation

- Secondary data

e Analysis and interpretation of data

- Feasibility report
- Profitability (10 Yrs)
- Cash flow analysis

f List out the findings

3 Preparation of report

- It should contain:
- Title page
- Acknowledgement
- Content
- Body of the report
 - Introduction
 - Methodology
 - Analysis and interpretation of data
 - Findings
 - Suggestion if any
 - Appendices

4 Presentation of the project

Expected outcome :

- Project report

UNIT 11

COMMUNICATIVE SKILLS AND SPEAKING

PROFICIENCY IN ENGLISH

Curriculum Objectives:

- To furnish with language functions.
- Use of different types of sentences to indicate the language functions.
- Identifies the ways of using a sentence for different functions.
- Use language functions appropriately and accurately both in speech and writing

Suggested List of References Book

Suggested List of References Book

<i>Sl.No</i>	<i>Name Of Book</i>	<i>Author</i>	<i>Publisher</i>
1	Modern Restaurant Service	John Fuller	Hutchinson
2.	Food & Beverage Service- Training	Sudheer Andrews	Tata Macgraw Hill
3.	The Waiter	A.J Curry & John Fuller	Barrio & Jenkins Publishers, London
4.	Wine & Spirits	A.L Simon	Charles Skilton Publisher
5.	Food & Beverage Controls	Richard Kotas, Benard Davis	Prentice Hall Series in Food service Management
6.	Food & Beverage Service	D.R Lillicrap	Edward Arnold
7.	Theory of Catering	Kinton & Ceserani	EIBS with Hodder Stroughton
8.	Practical Cooker y	- do -	- do -
9.	Modern Cooking For Teaching & Trade Vol – 1 & 2	Thangam E. Phillip	Ravi Vyas, Orient Longman Ltd. , New Delhi
10.	Clean Catering	Her Majesty Stationery Office, London	-----
11.	Theory of Cooking	K. Arora	Frank Brothers , New Delhi
12.	Classical Food Preparation & Preservation	M K H Bode & M. J Leto	Batsford Academic & Educational , London
13.	Understanding Baking	J. Amendela & D. E	CBI Publishing Co.

		Lundberg	Inc. Bostonmass
14.	The Larousse Gastronomique	-----	Hamlyn
15.	Essentials of Food & Nutrition Vol-1&2	Swaminathan. M	Ganesh & Company , Madras
16.	Food Microbiology	Frazier W. E Westhoff D. C	Tata Mcgraw Co. , New Delhi
17.	Running Your Own Restaurant	R. H Johnson	Hutchinson
18.	Hotel Feasibility Report	-----	Shailendra Nath Pandit Hotel Publication, New Delhi
19.	Hotel House Keeping Training Manual	Sudheer Andrews	Tata Mcgraw Pub. Ltd, New Delhi
20.	Hotel Front Office Training Manual	- do -	- do-