

VOCATIONAL HIGHER SECONDARY
Teachers' Sourcebook

CATERING
&
RESTAURANT MANAGEMENT
FIRST YEAR



GOVERNMENT OF KERALA
DEPARTMENT OF EDUCATION

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT)
Poojappura, Thiruvananthapuram

TEACHERS' SOURCEBOOK

Class XI

Prepared by:
State Council of Educational Research &
Training (SCERT), Vidhyabhavan
Poojappura, Thiruvananthapuram -12
Kerala
E-mail: scertkerala@asianetindia.com

Type setting by:
SCERT Computer Lab.

Printed at:

©

Government of Kerala
Department of Education
SCERT - 2005

Preface

Dear Teachers,

The activity based, process oriented and learner-centred pedagogy is being introduced in the Vocational Higher Secondary Classes. It becomes imperative to make significant changes in the learning process as well as in the evaluation system for its successful implementation.

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 establishment or set up their own catering service.

To achieve this objective the learning situation is to be provided inside and outside the classroom which helps the learners to develop creativity, experimentation and innovations.

This sourcebook has been designed in such a way to help the teacher to provide suitable learning activities for effective learning. The success of the approach depends upon the vision and commitment of the teacher. For the preparation of the sourcebook, SCERT Kerala has drawn the expertise of eminent personalities from the field of hospitality industry as well as the pedagogic expertise of Vocational Higher Secondary teachers. This book provides guidance on theoretical and practical aspects of the subject as well as opportunities for planning the activities needed for the transaction of the curriculum and the evaluation process.

I look forward to getting your comments and suggestions to improve the sourcebook.

With regards,

Dr. E. Valsala Kumar

Director

SCERT, Kerala

Thiruvananthapuram

25.11.05

Contents

Approach	5
Learning strategies	17
Curriculum objectives & Syllabus	24
Planning	30
Evaluation	35
1. Introduction to tourism and catering industry	47
2. Importance of cooking and food commodities	51
3. Restaurant and kitchen organization	56
4. Restaurant service and menu	60
5. Stocks, soups and sauces	66
6. Vegetables and salads.	70
7. Service of non-alcoholic beverages and tobacco	73
8. Breakfast, Egg, Cheeses and leavening agents	76
9. Communication skill and speaking proficiency in English	81
10. Uses of computers in restaurant management	84
Sample Questions	87

Introduction

The goal of Vocational Education is to fulfill the manpower requirements for national development and for social security for the citizens through employment. The courses are designed as vocationally oriented with ample scope for self as well as wage employment.

A curriculum which facilitates the student to select specialised Vocational Courses for higher and indepth studies and also to attain general understanding of the basic sectors is the need of the hour. The activity based learning and grading system started from standard I has already reached standard X. The changes in methodology and evaluation system is to be extended to Vocational Higher Secondary Classes in order to make the learning process fruitful. Therefore learning should be:

- Activity based
- Process oriented
- Learner centered
- Environment based
- Life oriented.

Objectives of Vocational Education Programme

1. To fulfill the national goals of development and the removal of unemployment and poverty.
2. To impart education relevant to increased production and productivity, economic development and individual prosperity.
3. To meet the needs for skilled manpower for the growing sectors of economy both organized and unorganised.
4. To prepare students for self-reliance and gainful self employment.
5. To create values, national thought and environmental awareness, aimed at social and cultural development among students.
6. To create an awareness about physical and mental health among students.
7. To facilitate the expansion of higher education and explore employment opportunities through conducting career guidance programmes.
8. To provide training facilities in related vocational subjects.

Approach to learning Catering and Restaurant Management

Vocational Education and Training focuses on the development of competency in the 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, one of the basic daily needs for survival, was commercialised 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 restarurant 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 compete 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 utilisation 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.

Theoretical foundations of new approach

The basis of the new curriculum is derived from developments in philosophy, psychology, anthropology, and sociology taking place in India and the European countries. These developments have helped to make a shift from teacher centred learning to student centred

learning and, that learning takes place through social interactions.

The new curriculum gives adequate thrust to the following.

- Multiple Intelligence
- Constructivism
- Emotional Quotient

I Understanding a student - A unified approach to Multiple Intelligence.

According to the theory of Howard Gardner, human intelligence has different components and all these components are present in all individuals in different proportions. Some components may be more prominent in some individuals. He considers that giving suitable environments and through continued efforts, students can improve the various components of intelligence to a greater extent.

Components of Intelligence

1 Verbal/linguistic intelligence

The ability for reading, writing, verbal production, speak and communicate effectively belong to this type. This type of intelligence can be developed through activities such as oral communication, report writing etc.

2 Logical/mathematical intelligence

Abilities like logical thinking and finding out patterns and relations belong to this component. This type of intelligence is developed through establishing relationships and mathematical operations.

3 Visual/spacial intelligence

People with prominently visual/spatial intelligence will be able to design models and execute ideas they have. Architects, designers and sculptors will be strong in this type of intelligence. Model building, making of art materials, sculpting, painting and drawing will help this component develop.

4 Bodily-Kinesthetic Intelligence

This intelligence is related to the ability to move the body parts. Dancers, actors and sports people who can move the body aesthetically and express emotions through body movement belong to this category. Activities involving dance, aerobics, sports and games help the development of this type of intelligence.

5 Musical Intelligence

It is believed that this type of intelligence is highly developed in people with the ability to distinguish the different elements in music, performing musicians and those who can appreciate music. Playing musical instruments, singing along with others, keeping rhythm etc. are activities that help the development of this component.

6 Interpersonal Intelligence

People who demonstrate leadership qualities and are able to interact in a positive way with others will have a better developed interpersonal intelligence. They can understand the

thinking of others and can successfully involve in negotiation activities. Role play and group activities can be used to cultivate this intelligence.

7 Intra Personal Intelligence

This is essentially the ability to understand oneself. Such people will have the ability to understand their abilities and shortcomings. Analytical dairy writing, assessment of ideas and activities of others and assignments can help the growth of this factor.

8 Naturalistic Intelligence

This is characterised by deep interest in nature and the flora and fauna, love for fellow beings, interest in spiritual and naturalistic phenomena. This component can be strengthened through nature study and enjoying the beauty of nature.

Gardner speaks about another dimension of intelligence - existential intelligence. But this has not been elaborated sufficiently. The teachers may ensure that learning activities that cater to all the components of intelligence are provided to the students.

Multiple Intelligences in the class room

The multiple intelligences of the students are strengthened and developed as they go through different learning activities. The different dimensions of multiple intelligences are seen in each student in different levels.

The teacher must organise learning activities that facilitate the growth of all the domains of intelligence in all the students.

Scope for development of multiple intelligences

Topic: **Methods of cooking food** Strategies: **General discussion and demonstration**

Activities	Scope of multiple intelligences
<ul style="list-style-type: none"> • A general discussion is initiated on the subtopic-roasting • An example for roasting - mutton roast may be demonstrated. • Each and every student is made to prepare the dish and necessary corrections are done when and where required. 	<ul style="list-style-type: none"> • Interpersonal intelligence, linguistic intelligence. • Visual intelligence Bodily/ kinesthetic intelligence. • Intra personal intelligence, logical and mathematical intelligence.

II Facilitates learning through Constructivism

The past decades have seen a radical change in the concept of learning. The contribution of Piaget, Vygotsky and Bruner have given a new direction to the developments in this area.

Important among these new concepts are:

- Learning is the construction of knowledge.

- Learning takes place as part of problem solving.
- Learning takes place by incorporating new elements of knowledge into the cognitive structure of the learner.

Important ideas put forward by constructivism may be examined now;

1 Discovery learning

Teachers must create an atmosphere that enables the learner to discover ideas and facts. Rather than leaving the student to discover for herself, providing opportunities that prompts the learner to discovery is important. Providing direct explanations and asking the student to imitate models are not what is expected from the teacher. Helping the student to develop a model on her own is more important.

2 Learning through debate

Debates lead to learning is an idea of Bruner. Here debate does not mean an argument. It is a sharing of ideas. New ideas can be developed by asking for explanations, contributing ideas, internalising ideas and analysing ideas in debate. It is an active method where all students in the class can participate.

3 Learning through Problem solving

Learning takes place only when the student sees in a particular learning situation a problem that needs a solution. When an imbalance in knowledge is produced the natural tendency is to carry out some activity to correct this. The student needs to be confident that he/she will be able to find a solution. Problems framed need to consider the abilities, cognitive level and practicability.

4 Collaborative learning

This is a form of learning which shares the learning responsibility among members of a group which works towards a common goal. The common goal can be achieved only when all the group members perform their duties satisfactorily. The outcome of learning can be shared by all the members of the group. The teacher who facilitates learning need to clarify the responsibilities of each member. This can be done only through discussions with the members of the group. The situation where one person acts on behalf of the group can be avoided in this type of learning.

Collaborative learning method can be followed only by a teacher who is prepared to share knowledge and authority with the students.

5 Co-operative learning

This is a mode of learning where the learners help each other to learn. Those who have better knowledge and experience help other students. It must be ensured that the help is not mere copying of other students work. It is a need based interaction providing support for learning at all stages. All the members of the group will be ready to answer the questions on the common task and the groups achievement will be evaluated on the basis of the performances of the group members.

6 Zone of proximal development (ZPD)

According Vygotsky, there is a level of achievement that can be reached by all learners on their own, and another higher level which can be achieved through help from teachers or peers. While any learning activity can be successfully completed by many learners, with the help of knowledge elders all can reach a higher level. Those who complete the activity only in parts can complete it with the help of the teacher. If appropriate help is received, all learners proceed to better performance. The area between the level achieved by own efforts and that which can be achieved with the help of others is called as zone of proximal development by Vygotsky.

7 Scaffolding

It is only natural that many learners are unable to complete learning activities if help is not received in time. The student needs help from the teacher in many learning activities. Here, help does not mean taking over and completing the work for the student, but making the student herself complete it. Teacher may provide hints, examples, evidences, or ask questions to direct the thought to specific path. In some situations the student may be asked to examine how others have approached the problem. What is important in providing this scaffolding is to bear in mind that the student must gradually be equipped to take up and complete the task. The concept of scaffolding highlights the important role of the teacher in learner centred education.

8 Learning is 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/categorises/organises information appropriately.
- Translates/transfers knowledge or understanding and applies them in a new situations.
- Establishes cause-effect relationships.
- Makes connection/relates prior knowledge to new information/applies reasoning and draw inferences.
- Communicates knowledge/understanding through different media.
- Imagines/fantasises/designs /predicts based on received information.
- Judges/appraises/evaluates the merits or demerits of an idea/develops own solutions to a problem.

9 Internal motivation

Constructivism emphasises internal motivation over external motivation. Teachers must make all efforts to see that students have internal motivation. Only a student who is internally motivated can involve completely in learning and own up responsibility for all activities in learning. The teacher may frequently evaluate how far she has been able to motivate the students and develop adequate strategies.

III Development of one's own feelings through Emotional Intelligence

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.
- Analysing 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 solutions 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 ten 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 approach of curriculum addresses these areas.

The learner centred approach has a different perspective from the earlier approach as to the characteristics of the learner, learning activity, role of the teacher, the use of teachers source book, the role of school and the facilities for learning which helps the teacher to plan and implement learning activities effectively.

Role of the student in the learner centred curriculum

The student in the learner centred curriculum will also be changed as he became an integral part of the system. The learner in and outside the classroom are expected to be:

- active participant in the learning process
- formulate concepts of his own

- engaging in group activities
- share information/knowledge
- share responsibilities
- take leadership
- co-participant
- interpret and draw inferences

Features of Learning Activity

- Involve mental processes which facilitate learning/construct ideas.
- Present challenging situation problems
- Time bound
- Active involvement of each learner
- Possibility for various types of interactions
 - Learner → Learner
 - Learner → Teacher
 - Learner → Material
- Chances for success/self correction/improvement
- Motivate for further study and inquiry.
- Appropriate to age level/class
- Based on specific objective/objectives

Changing role of the teacher

In order to transact the curriculum effectively as desired in this document the role of teacher should also be changed as:

- facilitator
- guide
- motivator
- democratic leader
- co-learner
- researcher
- resource person
- friend
- scaffolder
- evaluator

Child friendly classroom atmosphere

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

- 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
- Student allowed to involve in interesting group activities.
- Learning speed, learning style and differing levels of abilities 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 the student.
- Problems handled in a patient way.
- Teachers look at all events from the students viewpoint.

Difference in levels

There 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 achievers to an expected level and extend the breadth and depth of the skills of the high achievers.

By repeating learning 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.

Teachers' Source book

The teachers source book is aimed at helping the teacher in the transaction of the new curriculum.

- Makes clear the curriculum objectives
- Contains the minimum package of learning activities.
- Provides guidelines for planning the activities.
- Provides hints for evaluating activities.
- Stimulates teacher's thinking.

School

In order to shift from teacher centred approach to be learner centred approach the environment in the school is also to be modified. The school should function as a social institution which provides opportunity to parents and society to easily interact. It evolves as a resource centre of information and knowledge.

For the effective transaction of the commerce curriculum the class room, library, and other support systems should be oriented in such a way to cope up with same.

Bulletin Board

Bulletin board is a device that display news cuttings, posters, articles, paintings advertisement copies, leaflets etc, collected by the students that has relevance to the subject. Bulletin board is very suitable for pasting announcements and assignments. Students themselves should be made in charge of the bulletin boards and the teacher should only act as a guide. The skill of information gathering and dissemination can be achieved through this activity.

Library

A library is a resource centre which provide information to the students through secondary devices namely text books, reference books, journals, magazines, newspapers, internet etc. If assignments including solution to problems are carefully given work in the library for their completion will develop desirable reading habits among students. It creates reading habits among students and enable them to better utilise leisure time in the School.

Catering Club

Catering club helps to develop the potential skills, capabilities and knowledge of the students. It enhances the team building process, collective and participatory learning, promote innovative ideas, enrich the existing knowledge, and develop interactive skills enable organisational and leadership qualities.

Activities

- 1 Conducting tourism related quiz.
- 2 Conducting essay competitions on tourism, hospitality and current affairs
- 3 Conducting invited lectures/ seminars of professionals, academicians, industrialists, educationalists etc.
- 4 Conducting debates on contemporary topics with active participation of students.
- 5 Conducting food festivals.
- 6 Conducting study trips to industrial units, business establishments, financial enterprises, business schools.

Record

Record is a list of activities undertaken by the students as part of the learning process. The students should record the problems encountered during the learning process, possible courses of action, constraints and difficulties, innovative ideas etc.

Contents

- 1 Matters relating to projects
- 2 Matters relating to seminars
- 3 Matters related to field trip
- 4 Matters related to debate
- 5 Matters related to catering club
- 6 Matters related to bulletin board
- 7 Matters related to exhibitions
- 8 Matters related to library

The teacher should periodically verify and review the record maintained by the students and make necessary comments and suggestions.

Multi media Room

To provide appropriate learning experiences in the new approach of curriculum, advances in science and technology may be made use of. Setting up a multimedia room in each school would help in this aim. The multimedia room may have the following equipments.

Over Head Projector (O.H.P)

It is a very useful instrument as audiovisual aid. Transparency sheets showing written/printed material can be projected to the screen.

OHP is based on a simple working principle. A powerful beam of light from a bulb is allowed to fall on a mirror after passing through a lens. The mirror reflects the material to the screen. The transparency is placed in the path of the light beam.

The following can be used to record on transparency.

- OHP marker pens
- Indian ink
- Hecto carbon paper
- photocopy on transparency
- Laser print on transparency

If the bulb of OHP is used continuously for more than 10 minutes it may black out.

When transparency sheets are prepared the following points may be kept in mind.

- The main ideas relating to a topic may be presented under serial numbers.
- Use bigger sized letters. Write clearly
- Use colours
- One transparency may be limited to 12-15 lines. More lines will make it difficult to read.

Information Technology

During a time of information explosion, comprehensive study of Commerce based vocational course cannot be limited to books alone. Information technology is a medium which can help one to collect and exchange new knowledge that is created by the minute. It helps us to study and understand the concepts which are not amenable to direct observation, new developments, habitats, and physiological activities.

Computer

The computer is a medium which can store enormous data and help in analysing and presenting data in many forms. 3 D pictures, movements and sounds can be recorded and stored in a computer. It can also be shown on the monitor screen or printed when needed and can be sent to other computers through internet.

Making use of computer

- Slides and animations can be prepared based on lesson units.
- The animations and other demonstrations prepared can be used in connection with transaction of the lesson unit.
- Print out copies of the material prepared can be used for group work.

Internet

The internet is a network of millions of computers all over the world.

The learners can search and find the information required by themselves. They can make use of the information collected from the net in a variety of ways.

The internet makes available not only information and ideas, but tools for evaluation also. A number of websites provide you a great variety of material at no cost.

Liquid crystal display (LCD) Projector

The LCD projector helps to project to a big screen, the display on a computer monitor. Schools which do not have LCD projectors must try to acquire one with the help of NGOs, PTA and local administration institutions .

Media like TV, VCD, DVD and tape recorders may also be utilized appropriately. Using the education programs of Doordarshan and other channels is also important.

Learning Strategies

The advent of globalisation ensures only the survival of the fittest. The field of education has no exception to this. It deserves to equip the learners to face the growing challenges in the complex world. Hence the traditional approach like class room centred - lecturing tone of teaching and learning has no more relevance. Now the learners are not merely the passive listeners but the active participants in the process of assimilation and dissimilation of knowledge. This compels the learners as well as teachers to cope with the tremendous changes taking place in the realm of education. The educational reforms, especially the 'Grading System' is a leap towards this direction. Hence there is a dire need to redesign the learning strategies. In view of this objective the following action oriented learning strategies are introduced at the higher secondary level.

Project Method

Project is one of the most appropriate strategies for learning commerce. It is a sequence of activities of a learner to collect, tabulate, analyse and interpret relevant data so as to evolve findings to solve the felt problem. Project Method is based on the idea that true knowledge is acquired not merely by reading books and attending lectures but by the learner themselves. Learning by doing and learning by living are two cardinal principles of this method. It is a creative way of self learning which help to develop the full potential of the learners.

Stages of project method

I Selection of topic

a Identify the Problem

A project has to be done on a felt problem in the classroom learning situation. It should not be done for the sake of project work, but for problem solving. Most of the project work areas evolve from the academic discussions in the classroom

b Formulate a Suitable Title

Based on the identified problem, a suitable title has to be formulated. The title must be specific, clear and appropriate to the subject.

II State the Objectives

In view of the problem identified, the learner wants to gather some information relating to the problem. This will help the learners in understanding the problem better.

III Planning

This can be done through a discussion in the class.

a Formulation of Hypothesis

Planning can begin with formulation of hypothesis

b Methods and techniques

Methods and technique should be based on the objectives and hypothesis of the study. The nature of study, suitability of tools, methods of learning etc should be related to one another.

c Identify the Source of data

Based on the objectives data may be collected from primary or secondary sources. Primary sources include real field of study. The data can be collected through observation, questionnaire, Interviews etc. Secondary sources include published documents namely report, news articles, paper reports etc.

d Collection of Data

Data may be collected through field trips by schedules and questionnaires, personal observation etc, for which a tool has to be prepared.

e Analysis and Interpretation of data

The data so collected should be tabulated, analysed and interpreted to derive possible conclusions. Collected information from the interview should be processed for analysis and interpretation.

f List out the findings

The conclusion derived be systematically listed to arrive a suggestions or conveying of useful information.

IV Execution of project

An outline of the project based on the components discussed above may be drawn. The project activities may be carried out according to the plan with necessary modifications as and when required.

V Preparation of Report

The report of the project should be prepared in a self explanatory for future reference, containing charts, pictures, document files etc.

The report may be prepared in the following format

- 1 Title page
- 2 Authentication certificate
- 3 Acknowledgement
- 4 Content
- 5 Body of the report
 - a. Introduction
Stating the problem, objectives, hypothesis and relevance of study.
 - b. Methodology
Methods and techniques, source of data, tools used for the study, details of collected data.
 - c. Analysis and interpretation of data
Tabulation of data, analysis and interpretation
 - d. Findings
- 6 Suggestions if any
- 7 References/ Bibliography
- 8 Appendices (questionnaire, observation schedule, checklist, interview schedule.)

VI Presentation of Project

Through a project presentation, the learner is getting accepted. Ideas can be communicated and shared with others. It can be presented in a catering club meeting.

Project Diary

The project diary can be made use of to prepare project report. Each stage of the project should be recorded in the diary while doing the project. The credibility of the project and data can be established with the help of the diary. Necessary direction may be provided to the students to

write the project diary. At frequent intervals the teacher must check the recordings made in the project diary of the students. A portion of commerce diary can be utilised for this purpose.

Assignment

Assignment is some specific work assigned to the students as part of their academic enrichment. These are learning activities undertaken as a continuation of classroom activities to realise the curriculum objectives. They should be completed in time bound manner. They help to lead the learner to higher level of learning from the present status. It may vary from writing an essay to organising project works. Challenging assignments can motivate the students to involve in group dynamics and achieve fruitful results. The teacher may act as a guide.

Assignments may be given on individual or group basis. Assignments include preparation of notes, preparation of charts, models, collection of materials from industrial and financial institutions etc. Assignments develop skills of reference observation, enquiry and reporting etc. It ensure the affective utilization of leisure time of the students.

Seminar

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

Stages

1 Selection of topics

The topic of seminars should be relevant to the subject of study.

2 Assignment of topic to individual student or teams

The topic may be prepared by a one student or a group of students

3 Collection of relevant information

Information required for seminar can be collected from various sources namely websites, News papers, Magazines, T.V, Radio etc.

4 Preparation of the draft paper

Based on the information collected, the presenter may prepare a draft paper and submit it to the teacher for comments.

Revise the draft paper based on the comments by the teacher

5 Finalisation of the paper

The student may submit the revised draft to the teacher for approval.

6 Program scheduling

Now the task of the students is to fix the date, time and venue of the seminar. For this a seminar convener may be selected from the students.

7 Seminar paper presentation

The student/students shall present the paper in the seminar. One of the students can moderate the seminar. In initial stages the teacher may moderate the seminar.

8 Discussion/ Interaction

A panel of respondents from the students make comments on the topic. This will be followed by a general discussion.

9 Summing up the deliberations

The moderator sums up the deliberations

10 Evaluation/ Feed back

Both teacher and students evaluate the programme.

11 Preparation of final report

It should contain all the points covered in the seminar along with the additional points discussed and consolidated. Individual report is needed.

Debate

Debate is one of the effective learning strategies for commerce classes. It is based on the modern psychological concept of social constructivism. Debate is a creative and collective process of eliciting all related facts of a topic. It also enables the participants to enrich their knowledge through healthy dialogues. In a debate, there will be minimum two groups and a moderator. The skills of critical thinking, positive interaction etc of the students can be developed through this learning method. It avoids stage fear of students and enhances substantiating abilities of the learner.

Stages

1 Topic Selection

The topic of the debate should be relevant and having potential for different view points. For instance the new Taxation policy of the Kerala State implemented on 1st April 2005 namely Value Added Tax (VAT)

2 Selection of panels

At least two panels of students may be selected to argue for and against the topic. Special care should be taken to select the students keeping balance with their individual differences like intelligence, gender, social status in the class. (The ideal number in a panel may vary from three to five)

3 Selection of a moderator

A student representative should be selected to moderate the session where as the teachers will act as a guide. In the initial stages teacher may act as the moderator.

4 Collection of information

The panel of students should be guided by the teachers to collect as enough information from news papers, Magazines, Websites, Govt. reports, TVs, Radios etc. For instance on the topic of VAT, articles from News papers, periodicals, websites of Govt departments etc. may be collected.

5 Conducting the debate

The teacher acts as overall guide and student representative as moderator will facilitate the debate. Both the panels can raise their views and arguments on the topic. The rest of the students can participate as observers. They can make interventions to present their views only with the permission of the moderator. The moderator should be well aware of all the aspects of topic but should take an impartial and independent position. He should be able to inspire the panels to elicit as much information as possible and in case of necessity from the observers also. The moderator should take special caution to control and avoid any sort of personal conflicts.

6 Conclusion

The Moderator should conclude the debate by expressing his final version based on the views evolved from the debate. Then the teachers can make his/her observations comments and suggestions.

Field trip/ Study tours

Field trip provides direct and contrived experience to the learners. It is based on the principle that 'Seeing is better than hearing' It gives an opportunity to students to observe the real life situation of the topic. It also enables the students to retain the learning longer and to make the topic more interesting. For instance, visiting industrial unit. Eg. MILMA would enable students to know different production processes, functional divisions, levels of management, product diversification, marketing strategies, accounting process, packaging etc.

Both field trip and study tours give an opportunity for the students to understand the real life situation. However there is slight difference between these two. Field trip is a short visit to a local area with a specific purpose. On the other hand study tour is a trip with more than one object. It requires extensive planning and preparations.

Stages

- 1 Selection of venue
- 2 Getting permission form concerned organisations.
- 3 Planning and Scheduling of the trip – Which consists of preparation of tool for study whom to be introduced date, time , expenses etc.
- 4 Assigning task to the group leaders
- 5 Actual visit
- 6 Monitoring the visit by the teachers
- 7 Reporting
- 8 Evaluation

Brain storming

Brainstorming is one of the best methods of creative problems solving. It facilitates generation of ideas quickly. It stimulates fresh ideas and enables participants to break loose from fixed ways of responding to problems.

Brain storming Rules

- 1 No response is wrong
- 2 Welcome as many responses as possible, quantity is required
- 3 Every response is accepted without discussion or judgement (free wheeling)
- 4 No criticism is allowed
- 5 Allow to work on others idea

Once brainstorming has elicited quantity sufficient number of responses, the students may be guided to use their analytical and synthesis skills to determine best ideas.

Steps in brain storming

The following steps may be used to run a brain storming session

- 1 Presentation of the problem
- 2 Provide relevant information
- 3 Record the ideas put forth by the participants

- 4 Combine similar ideas
- 5 Evaluate each idea/solution
- 6 Selection of the best solution

It is important to note that the last step is not an essential part in brainstorming when it is used as an instruction strategy.

Discussion

Discussion is a strategy in which students learn by sharing experiences and opinions with each other. The teacher has to carefully plan the lesson to reach desired learning outcomes and guides the discussion through questioning and summarizing

The group interacts in response to questions. The flow of communication can be smoothed among all the learners.

Organisation of Discussion

The following stages are involved on the organisation of discussion.

1 Introduction

It should be initiated by the teacher. As much as facts and features that can be elicited should be drawn

The topic for discussion may be pinpointed and the key areas are to be developed

2 Development

In this stage the teacher can use

- Lead points
- Follow up interactions

3 Transitions

In this stage, the key points may be reviewed. Participation of all learners may be ensured.

4 Summarisation /Conclusion

At this stage teacher may provide additional support material to ensure the achievement of the objectives.

Role Play

In role-play the students have to project themselves into simulated interpersonal situations and act out the part of the persons and situations assigned to them. It is a very useful strategy to develop interpersonal skills and strengthen learning in identified areas.

Practical Work

Knowledge about food production and its service is vital for students of catering and restaurant management. A student has to supplement his classroom learning with field work and practical. For example knowledge about the procedure for setting up a fast food outlet or outdoor catering or kiosks or preparation of multicuisines etc. It can be acquired through interaction with experts, field visit, role play and projects. Practical work helps the students in gaining this knowledge and experience. The students have to collect the knowledge and document it in record. It will make his learning current and purposeful. Acquainting students with numerous advantages of computer and their application in hotel industry also form a part of practical work.

Case study

A case may be a person, institution or a community.

Case study is an indepth analysis of an actual event or situation. It presents real pictures of situations with facts, objective information or data. Learners analyse the case to interpret, predict and revolve issues associated with it. The case study provides the learner an opportunity to analyse 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 problems and also acquire knowledge of the latest concepts and principles used in problem solving.

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

A simple case study may have the following steps.

- Collection of data
- Conversion of data into information
- Analysis of the case in groups
- Presentation of the findings by each group leader
- Evaluation

Collections

Collection is continuous learning activity which ensures students participation and involvement in whole. Collection can be of pictures, brochures, advertisements, ideas, documents etc. Collection of materials provides direct experience to learners. An exhibition can be conducted to display the collected materials which strengthens various concepts among learners.

In addition to the above mentioned learning strategies, there are many other learning strategies which can be used in appropriate situations to enrich learning process such as interview, problem solving etc.

Curriculum Objectives & Syllabus

- To develop an awareness and positive attitude towards tourism and their effect on a country's economy by way of debate and discussion. Prepare a report based on them.
- To gain insight into the significance of catering industry, their importance and career opportunities through discussion and prepare notes based on them.
- To identify the classification of catering industry through discussion and seminar, prepare a report based on it.
- To develop an idea about the importance of cooking through general discussion and prepare a report based on it.
- To acquire a deep knowledge on the concept of cooking and to create a positive approach towards hygienic cooking by collecting visual aids (advertisements, pictures, articles etc.) Prepare a note based on it.
- To collect information of different raw materials available in the market through observation and prepare a report based on it.
- To create an awareness about the importance of nutrients and their effect on health by general discussion and prepare a report based on it.
- To identify the various methods of cooking through demonstration and analyses the effect of heat on the finished food product, prepare a note based on it.
- To distinguish various methods of preparing and mixing ingredients through general discussion and demonstration, prepare a record based on them.
- To get an idea of the task, knowledge and skill of a waiter through a brain storming session and prepare a report.
- To develop personality traits like confidence, good etiquette, effective communication, pleasing personality, salesmanship and above all willingness to serve, through brain storming and discussion. A note is prepared based on it.
- To develop an awareness about restaurant and kitchen staff hierarchy, their duties and responsibilities through discussion. Prepare a chart based on it.
- To collect and study the different layout of kitchen and restaurant. Draw a model layout based on it.
- To acquire knowledge of handling care and maintenance of the equipments and tools used in a restaurant and kitchen through field trip to nearby establishments and prepare a report.

- To get an idea of the complete procedure followed in a restaurant, starting from receiving a guest till he leaves the restaurant through general discussion and role playing. Prepare a report based on it.
- To acquire skills regarding the different types and styles of service through general discussion and role play on which reports are prepared.
- To get a clear idea of the types of menu available in a hotel through collection and general discussion, prepare a note based on it.
- To identify the factors involved in planning a menu through a project work and prepare a report and a menu based on it.
- To get a clear idea of the term 'stock' and its production through a general discussion and practical in the lab. Based on it notes and recipes are prepared.
- To identify different types of soups and to get an idea of their preparation, ingredients used etc., through general discussion and practical. Notes and recipes are prepared on it.
- To get a clear idea of the sauces used in the western cookery and compare the difference it has with the Indian gravy through general discussion and practical. Notes and recipes are prepared on it.
- To get an idea of vegetable cookery, availability of vegetables, their nutritive value through a general discussion, charts and demonstration. Based on it notes are prepared.
- To develop an idea of the concept of salad making and salad dressing commonly used through a general discussion and practical conducted in the lab. Notes and recipes are prepared on the topic.
- To develop an in-depth understanding of the significance of nonalcoholic beverages and their role through general discussion and prepare notes based on them.
- To identify the characteristics of tobacco, its manufacture, storage, service and prepare notes through a general discussion.
- To compare the dishes in Continental, English and Indian breakfast and to find out the differences through general discussion, demonstration and practicals. Notes on the topic is prepared.
- To get a clear idea of the types of cheeses and its production through a general discussion and an experiment in the lab. Notes and observation of the experiments are prepared based on it.
- To deepen the idea of different leavening agents through a general discussion and an experiment. Notes and observations during the experiments are prepared.
- To acquire a clear idea of the importance of egg and its cookery through a general discussion,

demonstration, experiment and preparation of charts. Notes and recipes are prepared based on it.

- Develop the ability for reading aloud with proper stress and intonation.
- To develop the learners the ability to describe things, people etc.
- To enable the learner to communicate his/her ideas clearly, logically and with appropriate body language.
- To obtain information about the historical perspective of computer, its growth and to analyse its uses in the present day through general discussion, reading materials and prepare note based on it.
- To acquire knowledge about the different types of computers and their relation to human work through general discussion, chart, brochures etc., and prepare notes.
- To get an idea of basic terms such as hardware, software and other computer terminology through general discussion, reading materials and prepare notes.
- To get an idea of the uses of computer in food and beverage operations through reading materials and prepare note based on it.

Syllabus

1. Introduction to tourism and catering industry

- Tourism: Introduction to tourism, importance, scope and objective, classification of tourism industry, role of World Trade Organization and government in tourism promotion, tourism impacts.
- Introduction to catering industries: History, growth and development, career opportunities, self employment potential.
- Types of catering establishment: Commercial (including contract catering) welfare catering (institutional, industrial and hospital) transport catering (Air, Road, Rail and Ship) service catering.

2. Importance of cooking and food commodities

- Aims and objectives of cooking
Why food should be cooked? Effect of heat on different food constituents, texture and consistencies. Weight and volume equivalents.
- Classification of raw materials
Commodities - Brief knowledge of different food materials - Perishables and non perishables - Classification - Selection - Storage factors for different commodities - Convenience food available - Advantages and disadvantages, culinary terms - Glossary of terms related to Indian and Western cooking.
- Fundamentals of nutrition
Classification of food groups - Nutrients - Their function - Carbohydrates - Proteins - Fats - Minerals - Vitamins - Balanced meal - Calorie.
- Methods of preparing and mixing ingredients
- Methods of cooking food
Moist heat and dry heat methods - Microwave cooking - Pressure cooking - Relationship between time and temperature during cooking.

3. Restaurant and kitchen organisation

- Kitchen organisation - Layout of kitchen for different types of establishment, receiving and storage areas.
- Restaurant organization - Functional layout of food and beverages service areas, co-operation between departments.
- Kitchen staff organization - Kitchen brigade, duties and responsibilities of staff, attitude towards work.

- Kitchen equipment and tools - Routine care, use and maintenance of all kitchen equipments. Safety precaution to be observed while using certain types of equipments.
- Restaurant equipment -crockery, tableware, glassware and linen, their types and care of furniture.
- Attributes of a waiter - personal attitudes, appearance, uniform and personal hygiene.

4. Resturant service and menu

- Restaurant service
 Mise-en-place, Mise-en-scene, Setting covers for different types of menus, Receiving guest, service at tables - Social skills.
- Types and styles of service
 English service, French service, Russian service, American service, Gueridon service, Cafeteria service, Snack bar service, Buffet service, Banquet service, Fast food service.
- Varieties of menu
 Table d' hote, Ala carte, French classical menu, Planning menu for different meals.
- Menu planning and compilation
 Planning and writing menu for various meals and functions. Standardization of menu.

5. Stocks, soups and sauces

- Stocks and sauces: Basic stocks: Methods of preparation and uses - Classification of sauces: Their importance and uses in cookery (general), basic sauces (hot and cold) their standard recipes, important derivatives and uses for each.
- Soups: Classification of soups - Types of soups - Methods of preparation national/ international soups.

6. Vegetables and salads

- Vegetables:
 Basic preparation and cutting of vegetables - Method of cooking - Various preparations - Vernacular names of different vegetables available.
- Salads:
 Classification of salads (types) - parts of salad - different classical salads.

7. Service of non-alcoholic beverages and tobacco

- Nonalcoholic beverages:
 Stimulating (tea, coffee, cocoa) - Nourishing - refreshing - service of beverages.
- Tobacco
 History and growth - important tobacco producing countries - manufacture - storage and service of cigars and cigarettes in hotels.

8. Breakfast, Egg, Cheese and Leavening Agents

- Breakfast
Types of breakfast, breakfast service in rooms, setting up a breakfast buffet, setting up a breakfast, table service of breakfast and coffee, coffeeshop service, service of brunches and menus.
- Egg cookery
Methods of cooking eggs, egg preparation.
- Cheese
Classification, types of cheese, uses in cooking.
- Leavening agents
Different Leavening agents available. Their use in cooking.

9. Communication skill and speaking proficiency in English.

- Communication skill and speaking proficiency in English.

10. Uses of computers in restaurant management

- Historical perspective - Computer and their relation to human work - Computer terminology
- Computer in food and beverage operations.

Planning

In the context of the changing scenario in the field of education, the role of the teacher is not simply to teach the syllabi. The emerging needs of education calls for a facilitator's role form teacher. The learning process should be students centered and activity oriented. Learning activities must enable the student to develop process domain and multiple intelligence skills to their maximum extent. No matter whether these skills are attained inside or outside the classroom, but the teacher must bear in mind, the fact that they are to be accomplished within a time frame. In order to achieve this end, the teacher may make necessary plans in terms of learning activities, the time required at various stages of learning, the time required for each unit, and also the desired outcome. The plan may be hierarchically structured as:

- Annual plan covering the entire activities for the year as a whole.
- Unit plan which as to be prepared just before the start of a unit. Each chapter is treated as a unit.
- Daily plan to provide learning activities for day's learning

Standard - XI
Annual Plan
Catering and Restaurant Management

Term	Month	Unit No.	Name of Units	Hours		Total hours
				Theory	Practical	
I	June	1	Introduction to tourism and catering industry.	11		
	July	2	Importance of cooking and food commodities.	18	110	167
		10	Uses of computers in restaurant management	5		
	August	2	Importance of cooking and food commodities.	16		
9		Communication skill and speaking proficiency in English.	7			
II	September	3	Restaurant and kitchen organization.	21		
		10	Uses of computers in restaurant management.	5		
	October	4	Restaurant service and menu.	19	120	
		9	Communication skill and speaking proficiency in English.	7		
	November	5	Stocks, soups and sauces.	7		189
		6	Vegetables and salads.	4		
	December	7	Service of non-alcoholic beverages and tobacco.	6		
III	January	8	Breakfast and Egg.	8		
		10	Uses of computers in Restaurant Management	5		
	February	8	Cheeses and leavening agents.	5	100	124
		9	Communication skill and speaking proficiency in English	6		
			<i>Practical may be done along with the theory</i>			
			Industrial Training	80	80	
			Total hours	560	560	560

Standard - XI

Subject: Catering and Restaurant Management

Unit Plan

Unit - Restaurant Service and Menu

Sl. No.	Curriculum Objectives	Ideas/Concepts	Activities	Materials	Evaluation	Periods
1	To get an idea of the complete procedures followed in a restaurant starting from receiving a guest till he leaves the restaurant, through discussion and role playing, prepare a report based on it.	Mise - en - place Mise - en - scene Cover set up Service skills	General discussion and role play	Menu card Reference books	Acquired concepts and skills. Notes	5
2	To acquire skills regarding the different types and styles of service through discussion and role play on which notes are prepared.	Procedures for different styles of service	General discussion and role play	Menucard Reference books Brochures	Acquired concepts and skills Notes	4
3	To get a clear idea of the types of menu available in a hotel through collection and discussion, prepare a note based on it.	Table d' hotel Ala Carte French classical menu	Collection and discussion.	Cover layouts Reference books Pictures	Acquired skills Activities Notes	5
4	To identify the factors involved in planning a menu through a project work and prepare a report based on it.	Standardisation of menu	Discussion and project (group activity)	Sample menu Reference books Sample projects	Project report Notes	5

Daily Plan

Class XI

Date :

Curriculum Objectives: To acquire skills regarding the different types and styles of service through discussion and role play on which reports are prepared.

Subject : Catering & Restaurant Management

Unit : 4

Resturant Service and Menu

Time : 1 hour

<p>Strategies used: General discussion and role play.</p> <p>Activity I - General discussion</p> <p>Teacher initiates a discussion by asking a question:</p> <p>Have you noticed any difference in service of food done in a fast food outlet, restaurant and buffet?</p> <p>The feedback of the students are collected and the teacher consolidates by stating that, in different establishments and for different occasions there are options for different services. The students get on idea that, there are many types of services.</p> <p>Then the teacher familiarizes the different types of service, describing their features.</p> <p>Activity II - Role Play</p> <p>After discussing the different types of services, silver service may be selected for role play.</p> <p>Any two students are invited to perform the roles. Ask the students to perform the roles assigned.</p> <p>Student A - Waiter Student B - Guest</p> <p><i>Stage I</i></p> <p>'A' sets the table for a five course menu in silverware.</p> <p><i>State 2</i></p> <p>'B' enters the restaurant and after being seated places the order.</p>	<ul style="list-style-type: none"> • All students were actively involved in the discussion. • They all had the opinion that, in a fast food outlet the food is served very quick and in a restaurant it takes more time. • Ram and Shyam added that in fast food outlet food is preplated. • Rahul pointed out that buffet may be done in standing or seating. <ul style="list-style-type: none"> • Arun and Rahul came forward to accept the roles.
--	--

<p><i>State 3</i></p> <p>'A' picks up the portioned food in sterling silverware from the kitchen and places them on the sideboard. Then plates are placed before 'B'.</p> <p><i>State - 4</i></p> <p>'A' takes the food and serves using silver spoon and fork.</p>	<ul style="list-style-type: none"> Jasmine suggested that chicken fried rice and Gobi Manchurian may be served. <p>All students were actively involved in preparing the report.</p>
<p>The remaining 4 hours can be utilized for other types of services.</p> <p>Ask all students to note down their observations and suggestions during the role play. The total time allotted for this topic is 5 hours.</p>	

The needs of the society determine the nature of education. Our educational system is undergoing rapid changes. As a part of this, new methods and scientific techniques are brought into practice. The system provides more importance to the learner-centered activities. Evaluation has to play a significant role in making the learning process more effective by providing diverse experience to the students, keeping in view the skills to be attained continuously by them. This calls for a major shift in the evaluation process.

Evaluation is a systematic process of collecting, analysing and interpreting evidences of students' progress and achievement both in cognitive and non cognitive areas of learning for the purpose of taking a variety of decisions.

As the curriculum is based on a particular vocation, capacity building in the selected vocation is the most important part and it should be evaluated accordingly. The technical skills, interest and devotion in the particular field, communication skills, analysis, organising and presentation skills etc. have to be evaluated. The personal and social qualities also have to be evaluated. Therefore the evaluation should be continuous and comprehensive (CCE).

Evaluation is a continuous process

Learning is a continuous process and evaluation should be an integral part of this process. Students acquire various skills through a variety of learning experiences organised by the teachers. Teacher must take steps to enable the students to participate in the learning process, to make it a memorable experience. Evaluation through diverse experience ensures an all round development of the students and helps the teacher to make an assessment of his activities.

Evaluation should be Comprehensive

To make it comprehensive, scholastic, co-scholastic, technical skills, capacity building and personal qualities of the students should be evaluated. Learning is an active mental process. Emphasis should be given to the evaluation of process skills as well as the product.

Components of Evaluation

1. Terminal Evaluation (T.E)

Terminal Evaluation should be in written form. The intention of the test must not be confined to memory test alone. It is an important tool for evaluating the facts, concepts, ideas gained by the learner. While preparing questions for the terminal evaluation, more emphasis should be given to the level of application, analysis, synthesis and evaluation than knowledge and understanding. The question should be framed in such a way that the students are able to apply their various mental processes such as .

- Retrieves/recollects/retells information
- Readily makes connections to new information based on past experiences and formulates initial ideas/concepts.
- Detects similarities and differences.

- Classifies/categorises/organises information appropriately.
- Translates/transfers knowledge or understanding and applies them in a new situations.
- Establishes cause-effect relationships.
- Makes connection/relates prior knowledge to new information/applies reasoning and draw inferences.
- Communicates knowledge/understanding through different media.
- Imagines/fantasises/designs /predicts based on received information.
- Judges/appraises/evaluates the merits or demerits of an idea/develops own solutions to a problem.

2. Continuous Evaluation(C.E)

Traditionally, we were following only single evaluation tool which measures the intellectual capacity of the learner. To eliminate the limitations of this method we have to evaluate the multi- dimensional competencies of the learner with regard to the practicability and nature of subject. The following tools are advised for Continuous Evaluation.

1. Seminar
2. Assignment
3. Class Test
4. Project

For recording the continuous evaluation class test (CT) is made compulsory along with any two of the above said tools. CT can be a written test, oral test (viva), Practical test.

How to Evaluate ?

1 Seminar

Sl. No	Stages	Points to be noted in stages	Score
1	Planning and Organising	Topic, how to collect data, aids for presentation	4/3/2/1
2	Data Collection	Literature review, relevance, Sources	4/3/2/1
3	Content	structure, content depth	4/3/2/1
4	Preparation of paper	Arrangement of ideas, clarity , analysis, interpretation and evaluation	4/3/2/1
5	Presentation of paper	Communication, participation and discussion, reporting seminar report	4/3/2/1

2 Assignment

Sl. No	Stages	Points to be noted in stages	Score
1	Understanding about the content	Knowledge about the content	4/3/2/1
2	Comprehensiveness of the content	Content coverage	4/3/2/1
3	Ability to present	Structure, clarity language, creativity	4/3/2/1
4	Conclusion	Observation and findings	4/3/2/1
5	Timelines	Time bound completion	4/3/2/1

3. Class Test

Unit test must be conducted after the completion of each unit for diagnostic purposes and its average should be recorded in the evaluation report of the learner under the head class test.

4. Project

Sl. No	Stages	Points to be noted in stages	Score
1	Planning	Relevance of the study, identification of problem, selection of appropriate tools for data collection and analysis	4/3/2/1
2	Data Collection	Adequacy, relevance and reliability of the data(literature review, field visit, Interview, observation and discussion)	4/3/2/1
3	Analysis and interpretation	Systematic arrangement of the data· analysis of the collected data and interpret, conclusions.	4/3/2/1
4	Presentation of report	Presentation of the report in logical and sequential order, authenticity of report, correlation with project diary	4/3/2/1
5	Timeliness	Time bound completion	4/3/2/1

Distribution of Total scores of TE and CE

The ratio of TE and CE fixed for the subject is 80:20 i.e. The maximum score fixed for TE is 80 and CE is 20. The minimum score to be obtained for TE is fixed at 30% ie, 24 score. The minimum score to be obtained for TE + CE is fixed at 30% ie, 30 score. No minimum score is fixed for CE.

3. Practical Evaluation

A student of Catering and Reastaurant Management has to suppliment 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

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

Computer

Sl.No.	Stages	Score
1.	Formating a document - Bill/KOT	10
2.	Computer generated statement - menu/brochures	10
Total		20

Record

Sl.No.	Stages	Score
1.	Collection and systematic arrangements	5
2.	Description	5
3.	Output (neatness and accuracy)	5
4.	Timebound completion	5
Total		20

4. Internship Evaluation

Being a vocational course, a system to judiciously evaluate the required value addition and consequent capacity building in the selected vocational subject is highly essential. As the other evaluation components like CE, PE and TE cannot assess the vocational competencies and professional skills acquired by the students, an internship evaluation (IE) component has been introduced to meet this requirement.

Internship evaluation should be done based on the following components.

I. Regularity and punctuality

A regular presence and habit of time bound completion of task is a must for attaining maximum efficiency.

II. Value addition

Value addition can be evaluated through conducting field visits/survey. The experiences gained through field visit and survey increases the level of intrinsic motivation and positive attitude towards the vocational field and there by increase his value as a skilled semi- professional.

III. Capacity building

Capacity building can be evaluated through conducting the following activities.

1. OJT/Simulated experiment
2. Performance- Camp/ Exhibition/ Clinic.
3. Performance- Production/Service cum Training centre.

These components help the students to practice the acquired skills in the real situation and thereby increasing self confidence and promoting self reliance.

Regularity and Punctuality can be evaluated by 5 point scale.

While evaluating regularity and punctuality the attendance of the students and time bound completion of task have to be considered. The table given indicates the points that could be scored by each student. The maximum score fixed is 10. Therefore the score obtained by each student has to be converted out of 10.

Rating scale

		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

The aim of value addition is to measure the interest, devotion, Group management, perseverance of the learner in specific areas. Value addition can be evaluated from field visit, survey and simulated experiments.

Capacity building is aimed at measuring the skills of the learner from OJT/ production cum training centre/ research and development/graded area exposure.

IE Item	Evaluation Indicators	Weightage	Score
1. Regularity and Punctuality			10
2. Value addition	<p>Field Visit</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;">OR</p> <p>Survey</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 building	<p>OJT/ Simulated Experiment/ Practical skill</p> <p>1. Involvement/ Participation.</p> <p>2. Skills in doing work/ Communication skill.</p> <p>3. Time bound action.</p> <p>4. Capacity for observation, analysis and innovation.</p> <p>5. Documentation, Recording and display.</p> <p style="text-align: center;">OR</p> <p>Performance in camp/ Exhibition/ clinic</p> <p>1. Ability for planning and organising.</p> <p>2. Mastery of subject.</p> <p>3. Ability for communication.</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

IE Item	Evaluation Indicators	Weightage	Score
	4. Innovation. 5. Involvement/Social commitment. OR Performace in production/ service cum training centre (PSCTC)	4/3/2/1 4/3/2/1	
	1. Mastery of vocational skills. 2. Managerial capacity. 3. Promoting self confidence. 4. Innovative approach. 5. Promoting self - reliance.	4/3/2/1 4/3/2/1 4/3/2/1 4/3/2/1 4/3/2/1	

Vocational Competency Items for Internship Evaluation

Items	Score
Regularity & Punctuality	10
Field visit/survey(any one)	20
OJT/simulated experiment/ Practical Skill/ Performance- Camp/exhibition/Clinic Performance- PSCTC (any one)	20
Total	50

The maximum score fixed for IE is 50; the minimum score to be obtained for IE is fixed at 30% ie, 15 score.

A minimum of 80% attendance is required for promotion to the second year. Those who have shortage of attendance should repeat first year. Those who have 80% and above attendance but failed to achieve 30% of internship evaluation (IE) will be promoted to the second year. He has to improve the component in which he performed poor. He has to attain the minimum by improving the particular component to get eligible for appearing second year public examination.

Grading

Continuous Evaluation is essential for activity based learning process. But the skills achieved by the students cannot be completely measured in terms of Marking system. Marking 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 use 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:

Score in percentage	Grade
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

How to record Evaluation Results?

We have already discussed about the evaluation tools and their indicators. Using the indicators we have to record the scores on a prescribed format.

Inorder to record evaluation results, first CE elements are to be evaluated and recorded. Each CE element is given a 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 seperate consolidated statement incorporating the scores of TE and CE, PE and IE are to be prepared.

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

I**Consolidated Statement of C.E****Stream: Commerce****Class - I year****Subject: Restaurant & Catering Mgt**

Sl. No1	Name	Assignment 20	Project 20	Class Test 20	Total Score 60	Score reduced to 20 Score obtained $\times \frac{20}{60}$
1.	Muraleedharan	15	10	11	36	12
2.	Shajee	10	15	14	39	13
3.	Saji Kumar	14	14	14	42	14

II**Consolidated Statement of TE and CE****Stream: Commerce****Class - I year****Subject: Restaurant & Catering Mgt**

Sl. No1	Name	T.E 80	C.E 20	Total Score 100	Grade
1.	Muraleedharan	50	12	62	B
2.	Shajee	60	13	73	B+
3.	Saji Kumar	70	14	84	A

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

Introduction

The scope of tourism has increased enormously in the present century. Tourism and hoteling are so closely interrelated that one cannot remain without the other. Hotel industry is indispensable for the success of tourism. So hotels are directly linked to the economic activities of a country. They are integral part of the national economy. The first thing a traveller wants to know about a town or a city is the standard of accommodation, food and drinks. This is provided by the hotels. The evolution of catering industry follows closely with the history of travelling. Today hotel caters to all the needs and wishes of a guest and we hope the future holds a promise for further mushrooming of modern hotels.

Curriculum objectives

- To develop an awareness and positive attitude towards tourism and their effect on a country's economy by way of debate and discussion. Prepare a report based on them.
- To gain insight into the significance of catering industry, their importance and career opportunities through discussion and prepare notes based on them.
- To identify the classification of catering industry through discussion and seminar, prepare a report based on it.

Syllabus

- Tourism: Introduction to tourism, importance, scope and objective, classification of tourism industry, role of World Trade Organization and government in tourism promotion, tourism impacts.
- Introduction to catering industries: History, growth and development, career opportunities, self employment potential.
- Types of catering establishment: Commercial (including contract catering) welfare catering (institutional, industrial and hospital) transport catering (Air, Road, Rail and Ship) service catering.

Through the chapter (11 hours)

This chapter is schemed out under the following heads.

- I Introduction to tourism.
- II History, growth and scope of catering industry.
- III Types of catering establishment.

I. Introduction to tourism (4 hours)

This is intended to develop an understanding about the significance of tourism in a country's economy. There should be a development of positive attitude towards tourism as a learner.

Suggested Strategy: Debate and discussion

Significance of tourism can be introduced through a debate for which the teacher may select two panels consisting of 3 to 5 students to argue for and against the topic. Rest of the students will be active listeners. A student representative can act as moderator with necessary guidance from the teacher.

Students should be guided by the teacher to collect as much materials relating to the significance of tourism from newspapers, magazines, journals, reference books, government departments, websites, T.V., radio etc.

Lead points

Arguments for ...

- Job opportunities
- Foreign currency.
- Cultural exchange.
-
-

Arguments against ...

- Global investment meet.
- Changes in environment.
- Participation of public.
-
-

The moderator should conclude the debate by expressing his final version relating to the importance of tourism.

Then the teacher can express his observations, comments and suggestions.

Expected outcome

- Notes on the importance of tourism.
- Report on debate regarding the merits and demerits of tourism.

II. History, growth and scope of catering industry (3 hours)

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

Suggested strategy: - General discussion

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

Lead points

- Basic necessities of a human being.
- If preparing for a vacation away from home. What all things comes to your mind.

- Can you commercialize the kitchen at home?
-
-

The above discussion leads to the development of significance of catering industry. Consolidation of the discussion should be based on the scope and career opportunities of the industry.

Expected outcome

Notes based on

- History and growth of catering industry.
- Career opportunities and self employment potential.

III Types of catering establishments (4 hours)

This topic will provide an insight into the significance of catering establishments. Learners have a general understanding about the types of catering establishments.

Suggested strategy: Discussion and seminar

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

1. *Planning stage*

- Brief introduction of the topic.
- Identify the presenters.
- Small areas are assigned to presenters.
 - Commercial catering
 - Welfare catering
 - Transport catering.

2. *Data collection stage*

- Brochures
- Reference books
- Internet

3. *Presentation stage*

While presenting the seminar:

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

4. *Evaluation stage*

A discussion should be initiated on the seminar in such a way that all major concepts should be made clear to the students.

Expected outcome

Seminar report showing types of catering establishments.

C.E. Possibilities

- Class test
- Seminar

Unit - 1 Introduction to Tourism and Catering Industry					Unit Analysis
Objectives	Concept/Ideas	Process skills	Activities	Materials	Evaluation
To develop an awareness and positive attitude towards tourism and its effects on a country's economy.	Importance, scope, objective and impacts.	Generalisation Communication	Debate and general discussion	Reference book Magazines Tourism journals News paper	Acquired concepts Report on debate, notes
To gain insight into the significance of catering industry, its importance and career opportunities available.	History, growth and development, career opportunities, self employment potential.	Observation Classification Analysis	General discussion	Reference books Magazines Hospitality journals News paper	Acquired concepts Notes
To identify the classification of catering industry	Commercial Welfare Transport Service catering	Classification Comparison Draws-conclusion	Discussion and seminar	Reference books Brochures Advertisements	Seminar report Chart Acquired concepts

Introduction

Cooking was an ordinary function in olden days and it has now developed into an art and science. Cooking can be explained as a chemical process which include mixing and preparing of ingredients through the application and withdrawal of heat. In this chapter, we deal with the aims and objectives of cooking.

Different raw materials are used in cooking to produce a complete dish. Each ingredient in a dish has a special role to play and a knowledge of what each ingredient does is necessary to understand the art of cooking thoroughly.

To enrich the concepts students may be provided with learning activities like discussions, experiments and demonstrations.

Curriculum objectives

- To develop an idea about the importance of cooking through general discussion and prepare a report based on it.
- To acquire a deep knowledge on the concept of cooking and to create a positive approach towards hygienic cooking by collecting visual aids (advertisements, pictures, articles etc.) Prepare a note based on it.
- To collect information of different raw materials available in the market through observation and prepare a report based on it.
- To create an awareness about the importance of nutrients and their effect on health by general discussion and prepare a report based on it.
- To identify the various methods of cooking through demonstration and analyses the effect of heat on the finished food product, prepare a note based on it.
- To distinguish various methods of preparing and mixing ingredients through general discussion and demonstration, prepare a record based on them.

Syllabus

- Aims and objectives of cooking

Why food should be cooked? Effect of heat on different food constituents, texture and consistencies. Weight and volume equivalents.

- Classification of raw materials

Commodities - Brief knowledge of different food materials - Perishables and non perishables - Classification - Selection - Storage factors for different commodities - Convenience food available - Advantages and disadvantages, culinary terms - Glossary of terms related to Indian and Western cooking.

- Fundamentals of nutrition

Classification of food groups - Nutrients - Their function - Carbohydrates - Proteins - Fats - Minerals - Vitamins - Balanced meal - Calorie.

- Methods of preparing and mixing ingredients
- Methods of cooking food

Moist heat and dry heat methods - Microwave cooking - Pressure cooking - Relationship between time and temperature during cooking.

Through the chapter (34 hours)

For convenience this chapter is divided into five heads.

- I Objectives of cooking
- II Classification of raw materials.
- III Fundamentals of nutrition
- IV Preparing and mixing ingredients.
- V Methods of cooking food

I. Objectives of cooking (5 hours)

Suggested strategy - General discussion.

A general discussion may be initiated by asking certain questions.

Lead points:

- How can we make food tastier?
- Why you prefer cooked food rather than raw?
- Can you prepare five different dishes with egg?
-
-

After the discussion the students develop an idea about the importance of cooking. It should be noted that stress to certain points be given during the discussion like:

- Palatability
- Appetizing
- Digestibility
- Variety
- Balanced meal
- Sterilization

Expected outcome

- Notes on objectives of cooking.

II. Classification of raw materials (7 hours)

Suggested strategy: General discussion

A discussion may be initiated followed by preparing a list of raw materials available.

Lead points

- Suppose you will have to buy raw materials for a week, list out which are the items that can be purchased once in a week and the items that should be purchased on a daily basis.
- Make a chart showing selection and storage specification of different raw materials.
- Prepare a list of raw materials which take very little preparation time.
- Write down the advantages and disadvantages of convenience food.
-
-

Through the above discussion the students may be able to distinguish perishable and non perishable items, purchase and storage specification of raw materials, convenience food and culinary terms.

Expected outcomes

- Notes on classification of raw materials.
- Purchase, storage chart.
- Report on the availability of raw materials and convenience food.

III Fundamentals of nutrition (8 hours)

Suggested strategy: General discussion

An introduction to the constituents of food is given, showing few examples and charts. Keeping this objectives in mind, a general discussion is to be initiated among the students.

Lead points

- Identify common deficiency diseases.
- Calculate the daily calorie consumption.
- Importance of balanced meal.
-

On the basis of the above calculations and discussion, ask each student to prepare a balanced meal for a person.

Expected outcome

- Calorie chart
- Notes on nutrients and balanced meal.

IV Preparing and mixing ingredients (6 hours)

Suggested strategy: Discussion and demonstration.

A discussion may be initiated by asking some general question.

Lead points:

- Ask the students the styles and type of cuts, seen in dishes.

- What are the changes a raw material from the market has to undergo till it becomes a finished dish. Eg: Raw potatoes in cutlets.
- Identify the importance of hygiene, while preparing and mixing ingredients.

At this stage, the students should get a thorough understanding of different methods involved in preparing and mixing ingredients. After this, each student may be given exposure in the lab through demonstration.

Expected outcome

- Notes based on:
- Preparation of ingredients
 - Mixing of ingredients.
 - Record work.

V. Methods of cooking food (8 hours)

Suggested strategy: General discussion and demonstration.

A discussion may be facilitated by asking certain questions.

Lead points:

- Is there any difference in taste of Idli and Dosa?
- Even-though both of them are made out of the same batter, why the taste differs?
- Can you name any other cooking method?
- Mention common cooking mediums used?
-
-

Through the above discussions students get an idea of the methods of cooking. To enrich the concept, students are provided with demonstration on different methods of cooking.

Expected outcome

Notes on methods of cooking.

Recipes of the prepared dishes.

Assignments

- Availability of convenience food in the local market.
- Weight and volume equivalents.

C.E. Possibilities

- Class test
- Assignments

Unit - 2**Importance of Cooking and Food Commodities****Unit Analysis**

Objectives	Concept/Ideas	Process skills	Activities	Materials	Evaluation
To develop an idea about the importance of cooking.	Objectives of cooking: Palatability, appetizing, digestibility, variety, sterilization.	Generalization Observation	General discussion	Reference book Publications	Acquired concepts Notes prepared
To collect information of different raw materials available.	Perishable and non-perishable items, purchase and storage specification.	Observation Identification Comparison	General discussion Preparation of chart	Chart Magazines Reference books	Chart Participation in discussion Acquired concepts
To acquire deep knowledge on the concepts of cooking and to create a positive approach towards hygienic cooking and to create an awareness about the importance of nutrients and their effect on health.	Importance of nutrients. Balanced meal. Calorie. Common deficiency diseases	Observation Analysis Communication	General discussion	Reference books Publication Calorie chart	Acquired concepts Chart Notes
To distinguish the various methods of preparing and mixing ingredients.	Different styles and types of cuts. Mixing methods.	Observation Comparison	Discussion Demonstration	Reference books	Acquired skill Record work
To identify the various methods of cooking and analyse the effect of heat on the finished food product.	Cooking medium Convenience foods Weights and volume equivalents	Observation Comparison Experimentation Classification Analysis	Discussion Demonstration	Reference book Chart	Assignment Notes Recipes Acquired skills

Introduction

The primary objective of this chapter is to develop an awareness about the organisational set up of the kitchen and restaurant. To get a deeper knowledge a discussion on the topics like layouts and equipments used in kitchen and restaurant are initiated. After the discussion the students should know that the product of food and beverage operation is not just the food and drink itself but any member of staff coming into contact with the guest is also a part of the product. So they should possess certain qualities which are also discussed. To enrich the concepts, students are provided with learning activities like discussion, collection, demonstration and field trip.

Curriculum objectives

- To get an idea of the task, knowledge and skill of a waiter through a brain storming session and prepare a report.
- To develop personality traits like confidence, good etiquette, effective communication, pleasing personality, salesmanship and above all willingness to serve, through brain storming and discussion. A note is prepared based on it.
- To develop an awareness about restaurant and kitchen staff hierarchy, their duties and responsibilities through discussion. Prepare a chart based on it.
- To collect and study the different layout of kitchen and restaurant. Draw a model layout based on it.
- To acquire knowledge of handling care and maintenance of the equipments and tools used in a restaurant and kitchen through field trip to nearby establishments and prepare a report.

Syllabus

- Kitchen organisation - Layout of kitchen for different types of establishment, receiving and storage areas.
- Restaurant organization - Functional layout of food and beverages service areas, co-operation between departments.
- Kitchen staff organization - Kitchen brigade, duties and responsibilities of staff, attitude towards work.
- Kitchen equipment and tools - Routine care, use and maintenance of all kitchen equipments. Safety precaution to be observed while using certain types of equipments.
- Restaurant equipment - crockery, tableware, glassware and linen, their types and care of furniture.
- Attributes of a waiter - personal attitudes, appearance, uniform and personal hygiene.

Through the chapter (21 hours)

For convenience this unit can be divided into 4 heads.

- I Organisational layout.
- II Staff organisation.
- III Equipments and tools.
- IV Attributes of a waiter.

I. Organisational layout (6 hours)

Suggested strategy - Group discussion.

The discussion may begin with showing some sample layouts of kitchen and restaurant.

Lead points

- What is the importance of a planned layout?
- What are the information to be collected before planning a layout?
- Ask suggestions to improve the given layouts.
- Discussion may be concluded by asking them to sketch a model layout.
-
-

Expected outcome

- Notes
- Prepare a model layout, this may be displayed in the class.

II Staff organisation (6 hours)

Suggested strategy - General discussion.

From this chapter students develop an awareness about the restaurant and kitchen staff hierarchy, their duties and responsibilities through discussion and prepare a chart based on it.

Lead points

A discussion may be initiated to develop a general understanding of staff hierarchy by giving examples they are familiar with (Police department, Military). Then compare with the following heads.

<i>Restaurant</i>	<i>Kitchen</i>
F & B Manager	Executive chef
Resturant Manager	Second chef
Captain	Section heads
Waiter	Cooks

Expected outcome

- Organisational hierarchy chart.
- Notes on the topic.

III Equipments and tools (5 hours)

Suggested strategy - Demonstration, field trip and general discussion.

Through discussion and demonstration students may acquire knowledge of handling, care, maintenance of equipments and tools used in a restaurant and kitchen. Then field trip may be conducted to nearby establishment and prepare a note based on them.

A discussion can be initiated by asking them to list some household equipments and tools.

Lead points

- Is the mixer we use in a home sufficient for a hotel?
- What difference do you see when a foreigner, chinese and an Indian while eating food.
-

Based on the principle “seeing is better than hearing” a field trip may be planned. For the same the venue of the feild trip and interview schedule may be prepared.

- How the equipment and tools are classified?
- Uses of different equipment and their capacities?
- How these equipments are operated?
- What are the care and maintenance to be followed?
-

The report may be discussed in the class. Teacher ensure that all the topics are covered.

Expected outcome

- Report on field trip.
- Notes on care and maintenance of equipments.

IV Attributes of a waiter (4 hours)

Suggested strategy - Brainstorming and general discussion.

Lead points

Initiate the discussion by asking the personality traits of an individual. To receive maximum response put forward additional questions like, how do you categorise a person who keeps his time (punctual). Record all the ideas from the students and compile the similar ideas, finally consolidate the class by comparing them with the essential qualities of a waiter like.

- Punctuality.
- Cleanliness.
- Honesty

Expected outcome

- Note based on attributes of a waiter.

Assignment

- Collection of brochures, pictures of layout and equipments used in kitchen.
- Drawing table appointments like glassware, cutlery, crockery.

CE Possibilites

- Class test
- Assignment

Introduction

This chapter deals with different aspects of restaurant service and menu. Various types and styles of service are also discussed in detail. For an effective service a well planned menu is essential. Menu represents the range of food and beverage offered in a restaurant. Great pains are taken in compiling a menu which should not only be attractive but informative. It reflects the quality of the restaurant.

To enrich the ideas; learning strategies like discussion, role play, project work and collection may be used.

Curriculum objectives

- To get an idea of the complete procedure followed in a restaurant, starting from receiving a guest till he leaves the restaurant through general discussion and role playing. Prepare a report based on it.
- To acquire skills regarding the different types and styles of service through general discussion and role play on which reports are prepared.
- To get a clear idea of the types of menu available in a hotel through collection and general discussion, prepare a note based on it.
- To identify the factors involved in planning a menu through a project work and prepare a report and a menu based on it.

Syllabus

- Restaurant service

Mise-en-place, Mise-en-scene, Setting covers for different types of menus, Receiving guest, service at tables - Social skills.

- Types and styles of service

English service, French service, Russian service, American service, Gueridon service, Cafeteria service, Snack bar service, Buffet service, Banquet service, Fast food service.

- Varieties of menu

Table d' hote, Ala carte, French classical menu, Planning menu for different meals.

- Menu planning and compilation

Planning and writing menu for various meals and functions. Standardization of menu.

Through the chapter. (19 hours)

For convenience this chapter can be divided into four heads.

- I Restaurant service.
- II Types and styles of service.
- III Varieties of menu.
- IV Planning a menu.

I. Restaurant service (5 hours)

Suggested strategy: Role play and general discussion.

Five students may be chosen from the class. Ask them to take the following roles.

- | | | |
|------------------|---|---------|
| Student A | - | Captain |
| Student B | - | Waiter |
| Students C and D | - | Guests |
| Student E | - | Hostess |

Stage 1

'C' and 'D' are greeted and received by 'E' in a cordial and pleasant manner and lead to the seat. 'A' then takes charge. After making them comfortable he hands over the menu.

Stage 2

'B' pours drinking water. 'C' and 'D' goes through the menu and places the order to 'A'.

Stage 3

'A' hand over the order to 'B' who serves the order according to the sequence of the course.

Stage 4

On finishing the meal 'A' prepare the check and present the same.

Stage 5

Finally the check being settled 'C' and 'D' are accompanied by 'A' and 'E' to the exit.

Throughout the stages the teacher acts as a facilitator, giving necessary suggestions and corrections. Meantime the observers maintain a record of these procedures.

Similarly the rest of the activities in this chapter may be illustrated by giving sufficient examples and discussions, to facilitate an easy understanding of the student.

Activity

- Setting a cover for five course menu consisting of soup, fish, meat, vegetable and a dessert.

Expected outcome

- Record by the observers.

II Types and styles of service (5 hours)

Suggested strategy: Role play and general discussion.

An introduction to the concepts of types and styles of service is given, followed by a role play and general discussion.

Two students are selected and ask them to perform the roles assigned for silver service.

Student A - Waiter

Student B - Guest.

Stage 1

'A' sets the table for a five course menu in silverware.

Stage 2

'B' enters the restaurant and after being seated, places the order.

Stage 3

'A' picks up the portioned food in sterling silverware from the kitchen and places them on the side board. Then plates are placed before 'B'.

Stage 4

'A' takes the food and serves them using service spoon and fork. In this service all the food are presented in silver dishes with elaborate dressing.

Similarly the rest of the services are illustrated by giving sufficient examples and discussion. Meantime the others maintain a report of these procedures.

Activities

- Cover set up of an A la carte and Table d' hote menu.
- Napkin foldings - Bishop's cap, Cock's comb, fan.

Expected outcome

Report by the students.

III Varieties of menu (5 hours)

Suggested strategy: General discussion.

A general discussion may be initiated by displaying a sample menu from the collection and ask questions like:

Lead points

- For a birthday party in your house how will you decide a meal?
- In a restaurant what helps you to order your food that suits your budget?
- Have you seen in hotels a board showing the available dishes and their prices?
- How can you differentiate the menu of a first class restaurant from a medium class restaurant?
- After going through the menu card ask the students to list the sequence on which the dishes are arranged.

Through an ice breaking session the teacher may collect maximum responses. The discussion can be continued giving stress to Ala carte, Table d' hote and French classical menu. Finally the students should get a clear idea that the menu is an important merchandising tool of a hotel.

Activities

- Table setting for Ala carte cover.
- Table setting for Table d' hote cover.
- Tray service to rooms.

Expected outcomes

A note on varieties of menu.

IV. Menu planning (4 hours)

Suggested strategy: Project (group activity)

This session helps to identify the factors involved in planning a menu through a project work as a group activity.

Posing a problem

A discussion is carried out in the class about the importance of planning a menu. For the same a project work may be done.

a) *Objective*

Menu preparation.

b) *Planning*

Proper planning should be made through a discussion in the class regarding the objectives of the study, title of the study, how to collect data, list of data to be collected, places of visit, timing etc.

Each group of students is assigned the below mentioned areas.

- Pricing strategy of nearby hotels.
- Types of customers in the locality.
- Availability of raw materials.
- Type of establishment.
-
-

c) *Data collection*

Information required for the project can be collected from

- Nearby hotels and restaurants.
- Local people.
- Raw material suppliers.
-
-

D) *Methodology*

- Field visit
- Interview
-

e) *Suggested tools*

The suggested tools may be

- Questionnaire
 - Which is the most popular dish in your restaurant?
 - What type of customers come to you restaurant?
 -
 -

e) *Analysis and interpretation*

The facilitator may interact with the students giving suggestions and ensure that collected data are critically analysed.

f) *Preparation of report*

The report may be prepared in the following format.

1. Introduction
2. Methodology
3. Analysis and interpretation of data
4. Findings
5. Finally the students may be asked to plan a menu based on the report.

Expected outcome

- Project report
- Menu

C.E. Possibilities

- Project
- Class test

Unit - 4 Restaurant Service and Menu Unit Analysis

Objectives	Concept/Ideas	Process skills	Activities	Materials	Evaluation
1. To get an idea of the complete procedures followed in a restaurant, starting from receiving a guest till he leaves the restaurant.	Mise - en - place Mise - en - scene Cover set up Service skills	Observation Communication Interaction	General discussion and role play	Menu card Reference book	Acquired concepts and skills. Notes
2. To acquire skills regarding the different types and styles of service through actual practice.	Procedures for different styles of service.	Observation Communication Establishes - relationship	General discussion and role play	Reference books Menu card Brochures	Acquired concepts and skills. Notes
3. To get a clear idea of the types of menu available in a hotel.	Table d' hote Ala carte French classical menu	Observation Comparison Analysis	General discussion	Cover layouts Reference books Pictures	Acquired skills Notes Activities
4. To identify the factors involved in planning a menu.	Standardisation of menu.	Observation Analysis Draws conclusion	Discussion and project (Group activity)	Sample menu Reference book Sample projects	Project report Notes

Unit 5

Stocks, Soups and Sauces

Introduction

This chapter aims at giving students an understanding of western cookery which they are not familiar with. Here we introduce the most common ingredients or dishes in the western cookery. First a definition in a very simple sentence for each head may be given.

Stock : It is a liquid in which meat, fish or vegetables are simmered.

Soup : Stock in which various ingredients are added.

Sauce : Hot or cold seasoned liquid either served with or used in the cooking of a food.

Curriculum objectives

- To get a clear idea of the term 'stock' and its production through a general discussion and practical in the lab. Based on it notes and recipes are prepared.
- To identify different types of soups and to get an idea of their preparation, ingredients used etc., through general discussion and practical. Notes and recipes are prepared on it.
- To get a clear idea of the sauces used in the western cookery and compare the difference it has with the Indian gravy through general discussion and practical. Notes and recipes are prepared on it.

Syllabus

- Stocks and sauces: Basic stocks: Methods of preparation and uses - Classification of sauces: Their importance and uses in cookery (general), basic sauces (hot and cold) their standard recipes, important derivatives and uses for each.
- Soups: Classification of soups - Types of soups - Methods of preparation national/international soups.

Through this chapter (7 hours)

This chapter is schemed out under the following heads.

- I Stocks
- II Soups
- III Sauces

I. Stocks (2 hours)

Suggested strategy: General discussion and practical (lab).

A discussion may be initiated explaining the definition and giving examples like.

Lead points

- Water in which rice is cooked - pot liquor
- Water in which fish is cooked - court buillion.
-

The discussion may lead to the development of various types of stock including.

- White stock
- Brown stock
- Fish stock
- Vegetable stock
- Care to be taken when making stock.

After understanding the subject the students may be taken to the lab and various types of stock preparation should be demonstrated.

Expected outcome

- Notes
- Recipes for the production of different types of stock.

II Soups (2 hours)

Suggested strategy: General discussion and practical (lab)

Students have acquired a clear idea of stock and its preparation in the previous classes. Based on it a general discussion can be initiated.

Lead points

- Stocks are the foundations for all soups.
- Soup is a complete dish.
- Types of soup.
- Preparation of soup.
-

For better understanding a practical session including the productions of basic soups may be conducted from the lab.

Expected outcome

- Notes
- Recipes for basic soups.

III Sauces (3 hours)

Suggested strategy: General discussion and practical (lab)

After explaining the definition and meaning of sauces a general discussion can be conducted.

Lead points

- What are the uses of curry in Indian dish?
- What are the different colours of gravy you have seen?
- Do you prefer chicken curry or chicken fry with chapathies?
- What are the common differences between Indian gravy and Western sauce?
-
-

While concluding the teacher give emphasis on the basic sauces (six mother sauces) and their preparation. For better understanding a practical session could be included.

Expected outcome

- Notes
- Recipes of the six mother sauces.

C.E Possibilities

- Class test

Unit - 5				Stocks, Soups and Sauces		Unit Analysis	
Objectives	Concept/Ideas	Process skills	Activities	Materials	Evaluation		
To get a clear idea of the term 'stock' and its production.	Basic stocks - brown, white, fish and neutral stocks.	Observation Classification Analysis	General discussion and practical	Reference book	Notes Recipes		
To identify the difference types of soups and to get an idea of their preparation and ingredients used.	Hot and cold soups Thick and thin soups International soups	Observation Classification Analysis	General discussion and practical	Reference book	Notes Recipes		
To get a clear idea of the sauces used in western cookery and compare the differences, they have with the Indian gravy.	Importance of sauces Basic sauces: Bechamel, espangnole, mayonnaise, hollandaise, veloute and tomato. Derivatives	Observation Classification Analysis	General discussion and practical	Reference book	Notes Recipes		

Introduction

The term vegetables refers to all plants or parts of plants which can be eaten raw, cooked or preserved in some form. The general nature of the term requires that we narrow it in some manner to make it a manageable subject. In this chapter vegetables are broken down into related sub-groups for easy understanding.

Curriculum objectives

- To get an idea of vegetable cookery, availability of vegetables, their nutritive value through a general discussion, charts and demonstration. Based on it notes are prepared.
- To develop an idea of the concept of salad making and salad dressing commonly used through a general discussion and practical conducted in the lab. Notes and recipes are prepared on the topic.

Syllabus

- Vegetables:
Basic preparation and cutting of vegetables - Method of cooking - Various preparations - Vernacular names of different vegetables available.
- Salads:
Classification of salads (types) - parts of salad - different classical salads.

Through this chapter (4 hours)

For convenience this chapter is divided into 2 heads

I Vegetables

II Salads and salad dressings.

I. Vegetables (2 hours)

Suggested strategy: General discussion, charts and demonstration.

A general discussion is initiated by invoking the students to list maximum names of vegetables. Then it could be grouped into different heads according to their common characteristics. Then the teacher could translate each vegetables name into English.

The vegetables which are not available in the market locally and the students hitherto unknown may be demonstrated through the help of charts. For better understanding a discussion could be continued asking questions like.

Lead points

- How will you cook vegetables?
- What are notable effect of heat on different vegetables.
-
-

Through the general discussion and demonstration the students form a concrete idea of the different classification of vegetables and it cookery.

Activity

The students may be asked to list the vegetables according to various heads like roots, tubers, flower, leaf, stem, seed and fruits.

Expected outcome

- Note on the topic.
- Chart showing the list of vegetables.

II Salads and salad dressing (2 hours)

Suggested strategy: General discussion and practical.

Students are familiar with different types of salads like green salad, raitha, cucumber etc. Based on this knowledge a general discussion may be initiated.

Lead points

- What are the main ingredients used in making an onion raitha?
- What do we add with the onion to make it more tastier.
- How can we make a raitha more attractive.
-
-

The discussion can be concluded by the teacher explaining the different parts of a salad including base, body, garnish and dressing. To get a deeper knowledge of the types of salads, a practical session may be conducted. During the practical an example for different types of salad including meat based and farinaceous based salads may be included.

Expected outcome

- Notes
- Recipes for different salads

CE possibilities

- Class test

Unit - 6			Vegetables and Salads			Unit Analysis	
Objectives	Concept/Ideas	Process skills	Activities	Materials	Evaluation		
To get an idea of the vegetable cookery, availability of vegetables and their nutritive value.	Basic preparations and cuttings. Methods of cookery and vernacular names.	Observation Classification Analysis	General discussions Charts Demonstration	Reference book	Notes Charts		
To develop an idea of the concepts of salad making and salad dressing.	Classification of salads, parts of salads, classical salads.	Observation Classification Analysis	General discussion and practical	Reference book	Notes Recipes		

Introduction

Consuming non-alcoholic beverages has become a way of life. We start with the morning bed tea; carried through the morning and afternoon with cupful of coffee; refresh ourselves with carbonated drinks at the end of a tiring day or at a party and finally go to bed with a warm nourishing drink. So it is essential to know a little about these beverages.

In this unit, we also get familiarize with the term “tobacco”. A fastidious plant, that requires a proper soil and moderate climate. The moment the plants are prepared to raise a new crop to the time when the tobacco is ready for consumption is studied in this unit.

Curriculum objectives

- To develop an in-depth understanding of the significance of nonalcoholic beverages and their role through general discussion and prepare notes based on them.
- To identify the characteristics of tobacco, its manufacture, storage, service and prepare notes through a general discussion.

Syllabus

- Nonalcoholic beverages:
Stimulating (tea, coffee, cocoa) - Nourishing - refreshing - service of beverages.
- Tobacco
History and growth - important tobacco producing countries - manufacture - storage and service of cigars and cigarettes in hotels.

Through this chapter (6 hours)

For convenience this chapter is divided into 2 heads

- I Non-alcoholic beverages
- II Tobacco

I. Non-alcoholic beverages (3 hours)

This head enables the learner to classify the non-alcoholic beverages into different types based on the suitable criteria and understand the importance of each type.

Suggested strategy: General discussion, charts and demonstration.

Discussion begins with an ice breaking session based on the functions of beverages.

Lead points

- Why do we prefer cold drinks during summer and hot during winter?
- Reason for drinking tea or coffee frequently?
- Why do mother's feed their children Boost, Bournvita etc., besides milk?
-
-

The discussion may be consolidated, covering the functions and classification of non-alcoholic beverages. At this stage, each student is given exposure in the lab about the service techniques of non-alcoholic beverages.

Expected outcome

Notes based on

- Functions of beverages.
- Classification of non-alcoholic beverages.
- Service techniques of non-alcoholic beverages.

II Tobacco (3 hours)

This topic is intended to develop an understanding about the process undergone by tobacco before consumption and their storage and service.

Suggested strategy: General discussion and demonstration

Let the learners list the names of cigars and cigarettes, they have come across in their daily life by means of advertisements and identify the producers of the same.

Lead points

- Plantation of tobacco.
- Processing of tobacco leaves.
- Kind of leaves seen in the final product - chewing and smoking.
- Storage of tobacco.
-
-

During the discussion, special care may be taken to include all the relevant points related to tobacco. The teacher concludes the discussion and may demonstrate the service of cigars and cigarettes in the lab.

Expected outcome

Notes on

- Manufacture of tobacco.
- Storage and service of tobacco (cigar and cigarettes)

C.E. Possibilities

- Class test

Unit 8

Breakfast, Egg, Cheese and Leavening Agents

Introduction

This unit highlight the importance of breakfast and breakfast cereals, principles in the production of cheese and its types, importance of egg and its cookery and common leavening agent. For better and clear understanding strategies like general discussion, collection, experiments and demonstration may be used.

Curriculum objectives

- To compare the dishes in Continental, English and Indian breakfast and to find out the differences through general discussion, demonstration and practicals. Notes on the topic is prepared.
- To get a clear idea of the types of cheeses and its production through a general discussion and an experiment in the lab. Notes and observation of the experiments are prepared based on it.
- To deepen the idea of different leavening agents through a general discussion and an experiment. Notes and observations during the experiments are prepared.
- To acquire a clear idea of the importance of egg and it cookery through a general discussion, demonstration, experiment and preparation of charts. Notes and recipes are prepared based on it.

Syllabus

- Breakfast
Types of breakfast, breakfast service in rooms, setting up a breakfast buffet, setting up a breakfast, table service of breakfast and coffee, coffeeshop service, service of brunches and menus.
- Egg cookery
Methods of cooking eggs, egg preparation.
- Cheese
Classification, types of cheese, uses in cooking.
- Leavening agents
Different Leavening agents available. Their use in cooking.

Through this chapter (13 hours)

For convenience this chapter is divided into 4 heads

- I. Breakfast
- II Egg

III Cheese

IV Leavening agent

I. Breakfast (4 hours)

Suggested strategy: General discussion, demonstration and practicals.

A group discussion may be initiated asking the students

Lead points

- List out the dishes they eat for their breakfast.
- Do you heard the term English and Continental breakfast.
- Can you make a comparison of the Indian, English and Continental breakfast.

The students are taken to the lab and the teacher demonstrate the cover set up of each breakfast. Finally each student is made to prepare the set up.

Expected outcome

- Notes
- Cover set up, drawings
- Preparation of menu

II Egg and egg cookery (4 hours)

Suggested strategy: General discussion, experiments, preparation of chart and practicals.

A general discussion can be initiated by the teacher asking questions like.

Lead points

- How can you define egg?
- Commonly used eggs in kitchen?
- Why egg is an important ingredient in kitchen?
- How can you differentiate a boiled egg and a raw egg without breaking it?
- Why egg has an oval shape?
- Which are the common egg preparations you know?
-
-

All these questions helps the teacher to explain the physical composition of egg (for this chart also could be used - cross section chart of an egg), importance of egg and its nutritional value.

Further to deepen the idea of grading egg and checking its qualities experiments may be conducted.

Experiment I

List of items needed

- Egg of different age, preferably fresh, 1 week old, 2 week old and a stale egg.
- 4 glass full of water.
- Put the egg into each glass and note down the observations.

Observations

- If the egg sink and lie flat - it is fresh and new.
- If it begins to rise it bigger end - it is 1 week old.
- If it stand upright - 3 weeks old.
- If it float - it is stale.

Then the teacher could break the first three eggs and demonstrate most common methods of egg cookery. The last egg may be discarded.

Expected outcomes

- Notes on the topic.
- Observations of the experiments.
- Receipts of egg preparations.

III Cheese (3 hours)

Suggested strategy: General discussion and experiments

An experiment may be done in the lab by curdling milk and turning it into fresh cheese or paneer.

List of items needed

- Milk - 1 litre
- Lime juice of 2 lemon.
- Muslin cloth - 18" × 18"

In a pan boil milk and add lime juice stirring well till the milk solid separate from the whey and float on top. Then strain it through a mulin cloth and tie it into a bundle keeping a heavy weight on it for one hour and keep it in the refrigerator for another half an hour. Remove and cut it into pieces.

Based on the above experiment a general discussion can be initiated.

Lead points

- Components in cheese.
- Other types of cheese.
- Processed cheese.
- Production of cheese.
- Cheese cookery.
-
-

Expected outcome

- Notes on types, production and cheese cookery.

- Recipe for making paneer.

IV Leavening agents (2 hours)

Suggested strategy: General discussion and experiment.

A general discussion may be initiated by asking questions like.

Lead points

- How can you make bread soft?
- How milk is turned into curd?
- How egg white could be made fluffy?
-
-

During the discussion the teacher could introduce various leavening agents like natural (air and water) biological (yeast and bacteria) chemical (baking soda, baking powder) and mechanical (beating and whipping). To get a deeper idea of different leavening agents, experiments may be conducted in the lab.

Experiment I (Testing the action of yeast)

List of ingredients needed

- Yeast - 10 gms.
- Water - 1 glass.
- Sugar - 1 tsp.

Add sugar to the water and mix well. Slowly add yeast into it and observe. If the yeast is good you can see water turning to a pale yellow colour and foams appear on the top. Explain that this is fermentation where yeast turns sugar to carbondioxide and alcohol.

Similarly the action of baking soda, beating, whipping etc., could be demonstrated.

Expected outcome

- Notes on the topic.
- Obervation of the experiment.

C.E. Possibilities

- Class test.

Unit - 8 Breakfast, Egg, Cheese and Leavening Agents Unit Analysis

Objectives	Concept/Ideas	Process skills	Activities	Materials	Evaluation
To compare the dishes continental, English and Indian breakfast and find out the differences.	Types of breakfast Breakfast service Table set up Brunch and menu	Observation Generalisation Identification	General discussion Demonstration Practical	Reference book Menu	Notes Drawing cover set up
To get a clear idea of the types of cheeses and its production.	Classification Types and uses of cheese	Observation Classification Analysis	General discussion Experiment	Reference book Charts	Notes Observation of the experiments
To develop the idea of different leavening agents and its classification.	Natural, chemical, mechanical and biological leavening agents.	Observation Classification Analysis	General discussion Experiment	Reference book	Notes Observation of the experiments
To secure a clear idea of the importance egg and its cookery.	Physical composition of egg, nutritive value, cookery and storage	Observation Classification Analysis	General discussion Demonstration Experiment Preparation of charts	Reference book Charts	Notes Chart Observation of the experiment Recipes

Introduction

There is an inherent paradox in teaching English ‘communicatively’ because no language can be ‘taught’ or ‘learnt’ except for communication. The eight year long instruction at the primary and the secondary level, however, does not seem to have achieved the target requirements for equipping the learner with the necessary competence. In the revised syllabus of catering and restaurant management the students are made to read, write, speak and interact at different levels - personal, interpersonal and textual - to develop their communicative competence which is an inevitable quality of the service industry.

Curriculum objectives

- Develop the ability for reading aloud with proper stress and intonation.
- To develop the learners the ability to describe things, people etc.
- To enable the learner to communicate his/her ideas clearly, logically and with appropriate body language.

Syllabus

- Communication skill and speaking proficiency in English.

Through the chapter (20 hours)

- I Reading comprehension
- II Description
- III Discussion

I Reading comprehension (7 hours)

Reading is one of the most effective means of language learning. It expands one’s proficiency in the use of language. It gives skills necessary to acquire more knowledge.

Suggested strategy

- Read and locate the topic sentence in each paragraph.
- Read and make notes.
- Reading aloud.
-

Learning activity

Students are given passages for reading within a time limit. Then the students have to answer questions based on the passage.

- Passage suitable for the learner's level is supplied.
- Use of dictionary is encouraged.
- Discourage bad reading habits.
- Purpose of reading should be specified well in advance.
- Supplementary reading materials such as newspapers and magazines should be provided.
-

Finally the teacher consolidates by giving necessary suggestions and corrections.

II Description (7 hours)

We often describe a lot of things in our day to day life. To describe is a kind of drawing in words. Descriptions should be clear, apt and devoid of ambiguity.

Suggested strategy: Model description and role play.

The teacher familiarizes the learners with the language used for describing things, persons, places etc.

Activity

Students are asked to prepare small description of their classmates, preferably in 4 or 5 sentences.

A student reads out his description of his classmate and the others guess who that student is?

Students are asked to describe well known personalities by commenting on their physical appearance.

The teacher could consolidate listing down the main points.

III Discussion (6 hours)

Discussion is a talk about something with another person or a group in order to exchange ideas or decide something.

Suggested strategy: Group and general discussion.

The teacher introduces topics suitable for discussion. For example: Unemployment, corruption, leisure, love marriage, western culture.

Activity

The class is divided into groups of five and a leader is chosen for each group. The group meet separately and the group leader elicits the relevant points for the discussion. Then the leader present the points one by one.

The teacher helps the class to organize the ideas logically by listing down the main points. The students note down the points in a note book which they are asked to maintain for future reference.

Unit - 9 Communication Skill and Speaking Proficiency in English Unit Analysis

Objectives	Concept/Ideas	Process skills	Activities	Materials	Evaluation
1. To develop the ability for reading aloud with proper stress and intonation.	Read and locate the topic sentences.	Observation Generalisation Communication	Reading	News papers Magazines	Acquired concepts
2. To develop the learners the ability to describe things, people etc.	Describing things, places, persons etc.	Generalization Communication	Model description Role play	News papers Magazines	Acquired concepts
3. To enable the learners to communicate his/her ideas clearly, logically and with appropriate body language.	Express the ideas effectively	Observation Communication	Group and general discussion	News papers Magazines	Acquired concepts

Introduction

Information technology can improve operational efficiency and organizational effectiveness. Computer have become an inevitable tool for the smooth functioning of any business enterprise. A computer is high speed electronic device which can receive, process store and give output.

This chapter is an attempt to brush up the previous knowledge of the students through general discussion, reading materials and lab visit. They are also introduced with the application of computer in catering establishments.

Curriculum objectives

- To familiarize the historical perspective of computer its growth and uses in the present day through general discussion, reading materials and prepare note based on it.
- To acquire knowledge about the different types of computers and their relation to human work through general discussion, chart, brochures etc., and prepare notes.
- To familiarize with basic terms such as hardware, software and other computer terminology through general discussion, reading materials and prepare notes.
- To get an idea of the uses of computer in food and beverage operations through reading materials and prepare note based on it.

Syllabus

- Historical perspective - Computer and their relation to human work - Computer terminology - Computer in food and beverage operations.

Through the chapter (15 hours)

For convenience this chapter is divided into four heads.

- I Historic perspectives of computer.
- II Computers and their relation to human work.
- III Computer terminology.
- IV Computer in food and beverage operations.

I Historic perspective of the computer (2 hours)

Suggested stragety: General discussion

The teacher may initiate a general discussion as all the students are familiar with the growth, development and uses of computer; as part of their secondary education.

Lead points

- What is a computer?
- Who invented computer?
-
-

The students may be motivated to involve in the discussion for recollecting their knowledge in computer.

Expected outcome

- Notes

II Computers and their relation to human work (4 hours)

Suggested strategies: General discussion & lab visit

A general discussion may be initiated after taking the students to the lab and asking questions like.

- What is a computer?
- What are the uses of computer?
- What are the component you can see?
- What is needed for generating output from the computer?

Then the teacher could visibly show them which are the components and he/she helps the students to recollect their knowledge.

Expected outcome

- Notes on computer and its uses

III Computer terminology (3 hours)

Suggested strategy: General discussion

A general discussion may be initiated on basic terms of computers. Ask the students to prepare notes about the fundamental terms such as hardware, software, CPU, RAM, ROM, LAN by reading books or referring journals.

Expected outcome:

- Notes on basic terms

IV Computers in food and beverage operations (6 hours)

Suggested strategy: General discussion

A general discussion can be initiated by asking questions like

- How can you make use of computer in a restaurant?
- Control systems could be made easy with computers. Yes or No?
- Do computerised billing enable fast service?
-

The discussion may be concluded by the teacher giving emphasis to the applications of computer in food and beverage billing, sales summary statement, performance statement, hourly business volume etc.

Expected outcome:

- Notes on the application of computer in hotels.

Assignment

- Collection of KOT, BOT, Bills, Manuals etc.

C.E Possibilities

- Class test
- Assignment

Unit - 10					Uses of Computers in Restaurant Management		Unit Analysis	
Objectives	Concept/Ideas	Process skills	Activities	Materials	Evaluation			
1. To familiarize historical perspectives of computer, its growth and its uses in the present day.	History, growth and development.	Identification Generalization	General discussion	Lab Reference book Periodicals	Acquired concepts Participation in discussion			
2. To acquire knowledge about different types of computers and their relation to human work.	Analog computer Digital, hybrid, micro, mini, super, personal	Identification Observation Analysis	General discussion and lab visit	Lab Periodicals Reference book	Acquired concepts Participation in discussion Notes			
3. To familiarize with basic computer terminology.	Fundamental computer terminology.	Observation Classification	General discussion	Lab Textbook Periodicals	Acquired concepts Participation in discussion Notes			
4. To get an idea about the uses of computers in food and beverage operations.	Billing Statements Reports (computer generated)	Generalization Analysis	General discussion	Lab Reference book Internet	Acquired concepts			

Sample Questions

1. "In a dish each ingredient have a role to play". Comment on it with respect to food commodities.
2. "Development of tourism directly influence the development of hotel industry." Can you justify the statement?
3. "Planned layout of any organization improve its efficiency". Comment on it with respect to kitchen and restaurant.
4. Draw the cover set up of an A la carte menu and Table d'hote menu and list the difference.
5. The saying "A stitch in time saves nine". Comment on its application to routine care and maintenance of equipments.
6. Match A with B and C

A	B	C
English service	Trolley service	Coffeshop
Gueridon service	Pre-plated service	Individual attention
French service	Host service	Visual appeal
American service	Peronalised service	Wairer's role secondary

7. English breakfast is more elaborate than a continental or an Indian breakfast. Comment on the statement expressing your views.
8. "Computer literacy is a major concern of the day". Comment.
9. Why you prefer cooked food rather than raw?
10. Write down any ten Indian vegetable dishes and give recipe for any one of your choice.
11. If your friend has never seen or eaten cheese before, how can you introduce it to him?
12. If by mistake water spills on the table and the guest wants the tablecloth changed. What steps you have to take being a waiter?
13. For 60 cover restaurant plan the staff hierarchy and mention the number of sideboards.
14. State which is the apt method of cooking for the following dishes.
 - Idli
 - Tikka
 - Irish stew
 - Pudding
 - Bread
 - Fish moilee

15. As a waiter working in a star hotel, how will you receive and serve food to a family of two children and their parents.
16. 'Egg has an important role in kitchen'. Comment.
17. Suppose you are working as a chef in a hotel and accidentally a bowl of lemon juice falls into milk. How will you handle the situation.
18. If you have to check into a hotel late night due to a flight delay, from which all food outlets you expect the food to be served.
19. Being a waiter what works you will have to finish before attending the briefing.
20. If you are asked to appear for an interview as a waiter in a 5-star hotel. What are the qualities the manager expects in you?
21. You are working in a hotel as a waiter and a guest asks you to get his clothes washed. How will you tackle the situation.
22. "Yeast should be proofed before use", do you agree? Comment.
23. During his monthly checking a food inspector finds that the fish used in the curry is stale. In your opinion, list who are all responsible for this fault. Suggest preventive measures.
24. "While mixing dough for a cake other than baking soda an addition of an acid is a must". Do you agree? Comment.
25. Working in a restaurant as a waiter guest asks for tea. How will you plan your work.
26. As a captain after taking the order what all step you do to ensure smooth and prompt service.
27. Prepare 5 course menu for 20 people invited for your younger brother's birthday party.
28. If your friends have decided to start a fast food outlet how can you help them in planning a menu.
29. On a hot summer day which nonalcoholic beverage your prefer. List the reasons for your selection.
30. 'Kitchen staff organization is similar to restaurant staff organization'. Do you agree? Comment.
31. "Effect of heat on egg and sugar is different". Point out the differences.
32. Working in room service, you are asked to serve two portions of vegetable fried rice. What are the planning you have to do?
33. How will you plan a day's meal for your grandfather who is in his 70's and suffering from diabetics.
34. Draw flow chart for French classical menu citing examples and comment.
35. "Stocks are the foundation of soups". Do you agree, give reason.