

Curriculum of Matric Tech
INTRODUCTION TO HOTEL MANAGEMENT
GRADE X
2020



GOVERNMENT OF PAKISTAN
Ministry of Federal Education and Professional Training ISLAMABAD
In Collaboration with
National Vocational and Technical Training Commission

Introduction

Pakistan is a developing country with 5th largest population in the world. 64% of our population is below 30 years of age which makes it second youngest country in South Asia. This “youth bulge” provides unique challenges as well as opportunities for the country’s social and economic development. The only remedy is to develop youth of Pakistan through education and training. To control the increasing un-employment, promoting entrepreneurship (self-employment), alleviate poverty and provide skilled manpower for industrial/economic growth, The Govt. of Pakistan has decided to introduce Technical Scheme at SSC Level. For this a stream of technical subjects has been selected including Hotel Management as one of the elective subjects.

The curriculum of Hotel Management is designed to produce middle level human resources equipped with knowledge, skills and attitudes related to the field of hospitality industry so as to meet the demand of such workforce in the country and abroad to contribute in the national streamline of poverty reduction of Pakistan. It is for students who are primarily interested in the practical aspects of the hotel industry.

Hospitality is one of the world’s fastest growing and most dynamic fields of employment with positive trends forecasted for the coming years. The world of hospitality offers a wide range of exciting careers in businesses related to travel and tourism, hotels and food & beverage, and events and leisure. Hotel Management is a branch of overall Hospitality Industry that provides the industry with well educated, adequately trained, and committed workforce.

In Pakistan, this industry contributes a large proportion to the country’s economy. Pakistan is a vast country with a land of variety and very attractive archeological, cultural, religious, natural, and historical destinations for tourists from all over the world which in return has ever increasing space for hotel industry. Increasing business opportunities, improving infrastructure, and growing economy in Pakistan are acting as a stimulant for the hotel industry in Pakistan which has potential to create millions of new jobs. Students exploring a prospective career in this field in Pakistan have more opportunities available to them than ever before.

This curriculum is designed for the students who are interested in practical aspects of hotel industry. It focuses on Hotel Management education with the primary aim of broadening students’ knowledge of the overall hospitality industry. It is a combination of theory and practical providing foundation for their career and provides a link between academia and industry. This curriculum has been designed with a view to integrate diverse skills and knowledge about the hotel management and foundation in front office skills, housekeeping, , essential cookery , hygiene, food safety and quality as well as presentation techniques which are indispensable ingredients to launch a successful career in the food-service industry. This course provides students with practical information about hotel operations and knowledge of hospitality issues and strategies.

Rationale

As a result of globalization and CPEC and victory in war against terrorism, Hospitality Industry has taken on a growing importance in our economy. In preparing students for this new socio-economic environment, it is pertinent to provide students with a solid foundation of knowledge about hotel industry. Furthermore, study of Hotel Management will open up opportunities for students to pursue further studies in the field.

The social aspect of hotel management education will help students to develop a sense of ethical responsibility and a healthy hospitality culture. This is important in helping the community, the nation and the world to achieve the common goal of global sustainable development and is also important to the personal development of students.

The study of hotel management will also provide opportunities for students to develop their general intellectual capacities for life-long learning by promoting communication, interpersonal, information processing, problem solving and decision-making skills, etc. will help students recognize the importance of being a self-motivated problem-solver and life-long learner.

Hotel Management curriculum develops students' adaptability in a rapidly changing society of Pakistan. On completing the curriculum, students should have acquired a set of knowledge and concepts, and have developed a range of technical, personal, interpersonal, organizational, and generic skills, that can be applied in various contexts, both within and beyond the hotel industry. By providing a wide range of learning experiences, the study of Hotel Management enables students to explore different pathways for further studies and career pursuits. These might include academic pursuits, such as Hotel Management, Tourism and Hospitality Management Studies, or career pursuits in the industry, such as initial placement in a hotel's front office, chef etc. Furthermore, this course will stimulate the learners towards entrepreneurship in the industry.

Aims and Objectives.

Aims

This curriculum aims to enable students to.

- acquire a comprehensive understanding of the hotel industry.
- develop the appropriate knowledge, skills values and attitude that support the sustainable development of the industry
- independently identify, analyze, assess, and reflect on problems with Knowledge and skills.
- manage assignments related to operations, development, and administration within the hospitality industry.
- develop human resources required for hospitality industry.
- the positive attitudes towards the trade with greater initiative and self-confidence in handling operations

- become a successful entrepreneur in a small size enterprise.
- develop critical thinking for problem-solving, decision making during the service procedures.
- enhance their awareness of the growing importance of the tourism and hospitality industry to our society, nation, and the world.

Objectives

After completing this SSC level Hotel Management program, the students will be able to:

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

Grade –X

Ch. 1 Receiving and Greeting Guest			14 Periods (08=T, 06 = P)		
Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Concierge and Valet services	<ul style="list-style-type: none"> • know how to greet guest. • Understand appropriate guests receiving procedures • learn about valet services. • Comprehend tasks performed in valet services 	<ul style="list-style-type: none"> • Demonstrate Guest receiving • Assist guest with luggage and Car park 	Periods (T) Periods (P)		Classroom
Bookings & Reservation	<ul style="list-style-type: none"> • learn to deal with booking inquiries. • understand how to make a booking and record their details correctly. • learn to deal with E-Channels Booking (Booking.com, Travelousity.com etc.,) • Practice booking & reservation procedures 	<ul style="list-style-type: none"> • Perform booking procedures including third party systems, obtaining and recording booking details accurately. • Role play on how to deal with unexpected situations and problems that may occur with bookings. • Demonstrate receiving, confirming, amending and canceling booking inquiries. 	Periods (T) Periods (P)		Classroom
Telephone Exchange Department (PBX) (At Your Services)	<ul style="list-style-type: none"> • handle Telephone Calls (In-bound & out-bound). • perform customer care services. 	<ul style="list-style-type: none"> • Perform call handling 	Periods (T) Periods (P)		
Ch. 2 Front Office Operation Services- II			25 Periods (10 =T, 15= P)		
Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Introduction to Front Desk	The learner will be able to: <ul style="list-style-type: none"> • learn the working environment of Front Desk. • understand the front desk services. 	<ul style="list-style-type: none"> • Visit to the front desk of nearest hotel 	Periods (T) Periods (P)		Classroom
Arrival & Departure	<ul style="list-style-type: none"> • learn to retrieve guest booking details from the 	<ul style="list-style-type: none"> • Demonstrate how to greet the guest 	Periods (T)		

	<ul style="list-style-type: none"> booking system perform Check-In of guest promote the services and facilities of your organization understand the process of Check- out procedures Differentiate between charge, credit, debit and currency cards; types of fraudulent card transactions, for example lost or stolen card. 	<ul style="list-style-type: none"> using 15/5 rule with proper eye contact and smile. Demonstrate Checking-in procedures. Registration and room allotment Secure advanced (Cash, Card and Cheque). Handover room keys. Receiving, handling and maintaining payments. Practice Payment methods acceptable to the organization, including chip & pin procedures. 	Periods (P)		
Business Centers	<ul style="list-style-type: none"> learn the Importance and working of business centers. understand the activities and facilities of business center 	<ul style="list-style-type: none"> Convert classroom into board room and arrange meeting Demonstrate usage of Photocopy machine, printer and scanner. 	Periods (T) Periods (P)		
Fitness Center Management	<ul style="list-style-type: none"> Know about Fitness center and its management <ul style="list-style-type: none"> Gym Swimming pool 	<ul style="list-style-type: none"> Role play on fitness center 	Periods (T) Periods (P)		
Ch. 3 Accommodation Operation Services			25 Periods	(10 =T, 15 = P)	
Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Introduction Housekeeping	The students will be able to: <ul style="list-style-type: none"> Know about the function of housekeeping department learn about working environment and importance of House keeping 	<ul style="list-style-type: none"> Group Discussion 	Periods (T) Periods (P)		Classroom/Lab
Rooms Housekeeping	<ul style="list-style-type: none"> Identify Cleaning Tools and their usage. Understand the procedure to enter room perform Bed making, 	<ul style="list-style-type: none"> Practice Room make-up and cleaning as per SOP's 	Periods (T) Periods (P)	Kitchen equipment, knives, cutting boards,	Classroom/Lab

	Floor Cleaning (Vacuuming), Dusting, Washroom Cleaning.	<ul style="list-style-type: none"> Demonstrate reporting procedure for repairs and maintenance 		pots, etc.	
Public area Housekeeping	<ul style="list-style-type: none"> Identify Public areas maintain cleaning of public areas 	<ul style="list-style-type: none"> Observe Cleaning Lobby area, Corridors, Elevators and stairs, Restaurants, Back offices, Parking area, Gym and Swimming Pool Area 	Periods (T) Periods (P)	Kitchen equipment, knives, cutting boards, pots, etc.	Classroom/Lab
Linen, Store, Room Management	<ul style="list-style-type: none"> learn about linen storeroom working environment. understand the process of receiving and checking clean linen. store and issue clean linen. 	<ul style="list-style-type: none"> Practice receiving and storing of linen and room supplies as per SOP's 	Periods (T) Periods (P)		
Laundry Services	<ul style="list-style-type: none"> learn about laundry service. understand the recording and reporting laundry process. deliver laundry services 	<ul style="list-style-type: none"> Demonstrate delivery of laundry services 	Periods (T) Periods (P)		
Ch. 4 Food & Beverages Services- II			30 Periods	(09 =T, 21 = P	
Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Room Services	The Students will be able to: <ul style="list-style-type: none"> learn about the Room Service in Hotels. Know about the norms of Room Service. Provide Room Service to guests at hotel. 	<ul style="list-style-type: none"> Video Demonstration of Room Service at hotels. Demonstrate Trolley Setting. Demonstrate Room Service and 3 knock procedure. 	Periods (T) Periods (P)		Classroom/Lab

Banquet Services.	<ul style="list-style-type: none"> learn about the role of Banquet Service at Hotel. perform Banquet Services as per Venue 	<ul style="list-style-type: none"> Demonstrate Banquet Services as per Venue. 	Periods (T) Periods (P)		
Barista	<ul style="list-style-type: none"> learn about the role and duties of Barista in F&B services. understand ingredients required to prepare different Coffees. operate Coffee machine and other equipment. 	<ul style="list-style-type: none"> Identify Different Coffee Cups. Operate coffee machine and juicer blenders. Prepare and present coffee. 	Periods (T) Periods (P)		
Types of beverages	<ul style="list-style-type: none"> Know about the types of beverages (Hot & Cold Beverages.) Know about the Glassware. Prepare and present Hot & Cold beverages. 	<ul style="list-style-type: none"> Cleaning and Polishing of glasses Prepare and present. <ul style="list-style-type: none"> Juices Teas Mock tails. 	Periods (T) Periods (P)		

Ch.5 Culinary Arts- II 30 Periods (11 =T, 19 = P)

Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
HACCP	The Students will be able to: <ul style="list-style-type: none"> learn the importance of food safety in Professional Kitchens. understand the 7 Principles of HACCP. understand how to eliminate food related hazards 	<ul style="list-style-type: none"> Pictorial presentation of HACCP principles. 	Periods (T) Periods (P)		Classroom/Lab
Categories of Food	<ul style="list-style-type: none"> Know the basic categories of Raw Food in kitchen: <ul style="list-style-type: none"> Fruits & Vegetables. Rice and Pulses. Meat and Poultry. Dairy Products. manage the safety and temperature of foods. 	<ul style="list-style-type: none"> Describe Categories of provided food (pictures). Prepare a group presentation on Storage Temperature of foods. 	Periods (T) Periods (P)	Kitchen equipment, knives, cutting boards, pots, etc.	Classroom/Lab
Meal designing &Cooking	<ul style="list-style-type: none"> Know about basic tools and utensils. Know cooking temperature of different foods. Understand basic 	<ul style="list-style-type: none"> Prepare a group presentation on tools and utensils in kitchen. Perform Cooking involving Dry & 	Periods (T) Periods (P)		

	<p>components of 3 course meal.</p> <ul style="list-style-type: none"> Perceive cooking methods and terminologies involved. select relevant tools and utensils for given recipe. select raw material and prepare food according to menu. 	<p>Moist Heat Cooking Methods.</p> <ul style="list-style-type: none"> Prepare Soups, Farinaceous dishes, Meat & Poultry Dishes, Basic Pakistani Dishes. 			
Menu Planning and Costing	<ul style="list-style-type: none"> Know what Menu Planning is. create basic Menu. ○ 	<ul style="list-style-type: none"> Prepare a 3 Course meal menu of various item. • Create a recipe card 	<p>Periods (T)</p> <p>Periods (P)</p>		
Serving Methods	<ul style="list-style-type: none"> know different serving methods follow standards to garnish and present food follow correct storage procedures for cooked dishes 	<ul style="list-style-type: none"> Serve prepared food, following specific plating and garnishing guidelines 			

Ch.6 Support Services Department

15 Periods (15 =T, 0 = P)

Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Sales Department	<p>The Students will be able to:</p> <ul style="list-style-type: none"> learn about sales department of hotel. understand the importance of Sales and marketing. • 	<ul style="list-style-type: none"> Presentation on different departments of hotel 	<p>Periods (T)</p> <p>Periods (P)</p>		Classroom/Lab
Finance Department	<ul style="list-style-type: none"> learn about basic functions of Finance department of hotel. comprehend the section of finance department: <ul style="list-style-type: none"> ○ Credit ○ Cost ○ Purchase ○ Payroll ○ Audit • 		<p>Periods (T)</p> <p>Periods (P)</p>	Kitchen equipment, knives, cutting boards, pots ,etc	Classroom/Lab
Human Resource Department	<ul style="list-style-type: none"> learn about main function of HR department in a hotel. comprehend the section of HR Department: <ul style="list-style-type: none"> ○ Training and Development. ○ Hiring and 	<ul style="list-style-type: none"> • 	<p>Periods (T)</p> <p>Periods (P)</p>	Kitchen equipment, knives, cutting boards, pots ,etc	Classroom/Lab

	<ul style="list-style-type: none"> ○ Firing Time Office 				
Engineering and Maintenance Department	<ul style="list-style-type: none"> • learn about engineering department functions. • Know about how they maintain and repair hotel plant. 	•	Periods (T) Periods (P)		
Ch. 7 Entrepreneurship Skills			16 Periods (08 =T, 08 = P)		
Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Introduction to Entrepreneurship	The Students will be able to: <ul style="list-style-type: none"> • define entrepreneurship. • know key concepts of entrepreneurship. • understand main component of entrepreneurship. 	<ul style="list-style-type: none"> • Develop a small business model. • Exposure to successful entrepreneur from hospitality 	Periods (T) Periods (P)		Classroom
Feasibility and Business Plan	<ul style="list-style-type: none"> • know how to identify business opportunity. • know how to develop Feasibility and Business Plan. • prepare a business plan. 	<ul style="list-style-type: none"> • Design a Business plan keeping in view of your own skills. 	Periods (T) Periods (P)		Classroom
Marketing and Marketing Mix	<ul style="list-style-type: none"> • learn about concept of marketing and marketing mix • understand 7P's of marketing • calculate costing and pricing 	<ul style="list-style-type: none"> • Develop a marketing strategy for your business model developed under first topic of this chapter. 	Periods (T) Periods (P)		Classroom

Assessment and Evaluation

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

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

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

Formative (Internal) Assessment

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

Methods for Internal/Formative Assessment

Following tasks can help in formative assessment;

- assignments ● quizzes ● tests ● group discussions ● oral/multimedia presentations ● worksheets ● online interactive activities ● role play
- demonstration ● practical exercises

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

Summative /External Assessment

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

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

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

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

Guidelines for Writing a Textbook

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

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

- The continuity of the concepts, their integration and logical development should be ensured.
- Horizontal and vertical overlapping of the concepts should be avoided.
- The textbook should be informative and interactive with questions to be put at suitable intervals to provoke the students to think.
- The language used should be simple, clear, straight forward, unambiguous and easily comprehensible by the students of the particular level.
- Simple questions may be asked within the chapter, which requires students to recall, think, and apply what they have just learnt as well as to reinforce the learning of the concepts and principle.
- The examples and applications should be from everyday life and be supportive of our cultural values.
- Photographs and illustrations should be clear, labeled and supportive of the text. Tables, flow charts and graph may be given wherever needed.

- Key points at the end of each chapter should provide a summary of the important concepts and principles discussed in the chapter.
- End-of-the-Chapter exercises must include a variety of assessment styles based on levels of Bloom's Taxonomy. These should encourage students to think, develop skills, and use information for a variety of purposes.
- Textbooks should be free from all kinds of biases including, gender, religion, occupation, social background etc.
- To make the students self-learner use of IT based resources may be encouraged. Relevant internet links and other online resources may be included.
- Glossary of the new vocabulary must be included.

Guideline for planning and writing a chapter

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

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

Guidelines for Writing Learner Workbook

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

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

Basic Requirements for Lab (Tools/Equipment)

Sr.#	Item Description	Brand Name/ Model No	Standard Quantity
1.	Cleaning equipment, including small equipment (cloths, dusters, mops, brushes, buckets, hand-held cleaning spray),	Local	3 x class sets
2.	Guest services resources, handouts, articles, journals	Local printed	3 x class sets
3.	Memo forms	Local printed	20
4.	Menus, drinks lists, brochures, prices (including room rates), other promotional materials (including posters, blackboard / whiteboards, illustrated menu boards, vouchers and loyalty cards, additional promotional information)	Local printed	3 x class sets
5.	Notepads for recording messages	Local printed	20
6.	Operating manuals and specifications for tools and equipment relevant to hotel industry	Software	Class set
7.	Supplies, including bedsheets, pillow cases, towels, cleaning agents, equipment and supplies, paper towels	Local (White Linen)	Class set
8.	Food outlet log books		1 class set
9.	Food outlet logs for recording accidents and incidents		1 completed class copy as example 20 blank copies
10.	Guest services resources, handouts, articles, journals		1 class set
11.	Record of guest reservations		20 copies
12.	Record of guest needs, likes and dislikes		1 completed class copy as example 20 blank copies
13.	Tableware (table coverings, cruet sets, table decorations, menu holders, ashtrays)		20 sets
14.	Service list/menu dishes/flats, plate rings, sauce boats, soup tureens, service cloths		20 sets (minimum)
15.	Service equipment and utensils for serving food at the counter		20 sets
16.	Holders for order pads		20 sets

17.	Hot plates/plate warmers (stocked as required for service)		5
18.	Trays/trolleys		10
19.	Sideboards/side tables/service station		5
20.	Counter service materials, including posters, black/white board, menus board, promotional materials showing special offers		1 set
21.	Waiters' pantry		2 installations
22.	Front office stationery, including booking and amendment forms, arrivals and departure lists, house lists, accounting stationery, invoices Reception desk	Local designed ,Printed	Class set
23.	Telephone system		1 installation
24.	Room keys or cards	Local designed	Class set
25.	Standard operating procedures for front office, including handling problems and managing payments		20 sets
26.	Work area logs book	Local designed	20 sets
27.	Complaints Log book	Local designed	3 sets
28.	Bill/Check folders	Local designed	20 sets
29.	Cash till (mechanical/electronic)		1
30.	Cash float and mechanism for keeping cash secure	Artificial currency , local and international	5 sets
31.	Illustrative range of emergency notices		1 set
32.	Fire equipment including the provision of fire exits, fire doors, fire extinguishers, alarm systems, emergency lighting, fire safety and exit signs		1 set
33.	First aid equipment properly stocked: Food safety plasters, in a variety of different sizes and shapes; small, medium and large sterile gauze dressings; sterile eye dressings; triangular bandages; crêpe rolled bandages; safety pins; disposable sterile gloves; scissors; alcohol-free cleansing wipes; tape; distilled water, for cleaning wounds and as an eye bath		1 set
34.	Food outlet logs for recording accidents and incidents		1 example copy
35.	Tools and equipment for disposing of waste, including waste disposal units, recycling bins, garbage drums on		2 sets

	wheels (foot operated) with garbage bags included		
36.	Floor mop bucket	Material: Plastic with Steel Handle and 4 Wheels 63*27*67cm pack size: 46.5*27*29cm	1
37.	With 02 Dry Mops with handles and 02 Wet mops with handles.		
Sr.#	Item Description	Brand Name/ Model No	Standard Quantity
1.	Cleaning equipment, including small equipment (cloths, dusters, mops, brushes, buckets, hand-held cleaning spray),	Local	3 x class sets
2.	Guest services resources, handouts, articles, journals	Local printed	3 x class sets
3.	Memo forms	Local printed	20
4.	Menus, drinks lists, brochures, prices (including room rates), other promotional materials (including posters, blackboard / whiteboards, illustrated menu boards, vouchers and loyalty cards, additional promotional information)	Local printed	3 x class sets
5.	Notepads for recording messages	Local printed	20
6.	Operating manuals and specifications for tools and equipment relevant to hotel industry	Software	Class set
7.	Supplies, including bed sheets, pillow cases, towels, cleaning agents, equipment and supplies, paper towels	Local (White Linen)	Class set
8.	Food outlet log books		1 class set
9.	Food outlet logs for recording accidents and incidents		1 completed class copy as example 20 blank copies
10.	Guest services resources, handouts, articles, journals		1 class set
11.	Record of guest reservations		20 copies
12.	Record of guest needs, likes and dislikes		1 completed class copy as example 20 blank copies
13.	Tableware (table coverings, cruet sets, table decorations, menu holders, ashtrays)		20 sets

14.	Service list/menu dishes/flats, plate rings, sauce boats, soup tureens, service cloths		20 sets (minimum)
15.	Service equipment and utensils for serving food at the counter		20 sets
16.	Holders for order pads		20 sets
17.	Hot plates/plate warmers (stocked as required for service)		5
18.	Trays/trolleys		10
19.	Sideboards/side tables/service station		5
20.	Counter service materials, including posters, black/white board, menus board, promotional materials showing special offers		1 set
21.	Waiters' pantry		2 installations
22.	Front office stationery, including booking and amendment forms, arrivals and departure lists, house lists, accounting stationery, invoices Reception desk	Local designed ,Printed	Class set
23.	Telephone system		1 installation
24.	Room keys or cards	Local designed	Class set
25.	Standard operating procedures for front office, including handling problems and managing payments		20 sets
26.	Work area logs book	Local designed	20 sets
27.	Complaints Log book	Local designed	3 sets
28.	Bill/Check folders	Local designed	20 sets
29.	Cash till (mechanical/electronic)		1
30.	Cash float and mechanism for keeping cash secure	Artificial currency , local and international	5 sets
31.	Illustrative range of emergency notices		1 set
32.	Fire equipment including the provision of fire exits, fire doors, fire extinguishers, alarm systems, emergency lighting, fire safety and exit signs		1 set
33.	First aid equipment properly stocked: Food safety plasters, in a variety of different sizes and shapes; small, medium and large sterile gauze dressings; sterile eye dressings; triangular bandages; crêpe rolled bandages; safety pins; disposable sterile gloves; scissors; alcohol-		1 set

	free cleansing wipes; tape; distilled water, for cleaning wounds and as an eye bath		
34.	Food outlet logs for recording accidents and incidents		1 example copy
35.	Tools and equipment for disposing of waste, including waste disposal units, recycling bins, garbage drums on wheels (foot operated) with garbage bags included		2 sets
36.	Floor mop bucket	Material: Plastic with Steel Handle and 4 Wheels 63*27*67cm pack size: 46.5*27*29cm	1
37.	With 02 Dry Mops with handles and 02 Wet mops with handles.		
38.	Lemons Squeezer (Steel made, Local)	SUS 201 (Non-Magnetic) Size: 20.5x6.5cm (LXW)	3
39.	Air Tight Jars	500ml+1500ml +2000ml+5000 ml	40
40.	Pressure Cooker Industrial Aluminum Stainless Steel Capacity Body Material		3
41.			
42.		9L	
43.		Aluminum A00	
44.	Woks / Karahi	Chinese	6
45.	French Fried Cutter (Local)	Iron	1
46.	Microwave Oven (Conventional) Capacity 62 Liters		1

	<p>Power Output</p> <p>1200w</p> <p>Power input (Grill)</p> <p>1200w</p> <p>Colors</p> <p>Black / Silver</p> <p>Digital Control Panel</p> <p>Huge Capacity</p> <p>SS front & handle</p> <p>Grill Function</p> <p>Weight / Time defrost</p> <p>Attractive LED Display</p>		
47.	<p>POTS:</p> <p>Material: Aluminum</p> <p>Sizes:</p> <p>Number 10 with round bottom:</p> <p>Number 9 with round bottom:</p> <p>Number 8 with round bottom:</p> <p>Number 7 with round bottom:</p> <p>Number 6 with round bottom:</p>		2each
48.	<p>KARAHIS:</p> <p>Material: Aluminum</p> <p>Sizes:</p> <p>Number 5 with round bottom:</p> <p>Number 4 with round bottom:</p> <p>Number 3 with round bottom:</p> <p>Number 5 with Flat bottom:</p> <p>Number 4 with Flat bottom:</p> <p>Number 3 with Flat bottom:</p>		2 each
49.	SAUCE PANS:	Aluminum milk	6

	Sizes: Number 9 Number 7	pans	
50.	FRY PANS: Sizes: Number 4	Aluminum with Bakelite handle	6
51.	NON-STICK FRY PANS: Sizes: 30cm Diameter	Aluminum	
52.	NON-STICK SPOON SET (06- PCS)		4
53.	STEAMER: 3 Piece Steamer Stockpot 18/10 Stainless Steel) 6 QUART/5.7 LITRE 3 PIECE STAINLESS STEEL SITS FLAT IMPACT BONDED FOR EVEN HEAT DISTRIBUTION 18/10 Size: 10" IN DIAMETER AND 8 1/2" TALL	STAINLESS STEEL	4
54.	CAST IRON GRILL: Sizes: 35cm diameter Sizes: 24cm diameter	Cast Iron	3
			4
55.	Cutlery Utensils (124 Pieces Set) Tea Spoon 12 PCS Dessert Spoon 12 PCS Dessert Fork 12 PCS Dessert Knife 12 PCS Service Curry Spoon 4 PCS Service Rise Spoon 4 PCS Demitasse Spoon 6 PCS Sugar Spoon 2 PCS Butter Knife (Sheet) 2 PCS Service Fork 2 PCS	Full Dual Finish 14 Gauge	1

	<p>Cake Fork 12 PCS</p> <p>Ice Cream Spoon 12 PCS</p> <p>Soup Spoon 12 PCS</p> <p>Cake Lifter 2 PCS</p> <p>Soup Ladle 9" 2 PCS</p> <p>Tea Spoon Big 12 PCS</p> <p>Service Tong 2 PCS</p> <p>Ice Tong 2 PCS</p>		
56.	<p>Refrigerator</p> <p>Single Door</p> <p>Size 30"x28"x80"</p> <p>Upright , Stainless Steel Body</p> <p>Commercial Usage</p>		1
57.	<p>Deep Freezer Double Door,</p> <p>Single Door</p> <p>Size 30"x28"x80"</p> <p>Stainless Steel Body</p> <p>Commercial</p>		1
58.	<p>Salamander Grill (Stainless Steel)</p> <p>Dimension</p> <p>880*440*610 mm</p> <p>Controllors</p> <p>6</p> <p>Power</p> <p>10.3Kw</p> <p>Weight</p> <p>47Kg</p>		1

59.	<p>Bain Marie</p> <p>Mobile Dry Bain Marie With Cabinet(Hot)</p> <p>4 Bowls</p> <p>Dimension</p> <p>1060*668*900mm</p> <p>Voltage</p> <p>220V-240V</p> <p>Max Height of GN Pans</p> <p>150mm</p> <p>*Hot air circulation heating</p> <p>*With four 1/2 GN pans and one 1/1 GN pan</p>		1
60.	Bakery oven Single Deck 56x36x35 Stainless Steel		1
61.	Cutting boards Teflon (Different Colors) 24x18x2		12
62.	<p>Dinner-ware set (One)</p> <p>Shape: Square</p> <p>Pattern: Solid</p> <p>Set Include: 80-piece</p> <p>Care Instruction: Dishwasher Safe</p> <p>Exact Color: White</p> <p>Color: White</p> <p>Set Includes:</p> <p>12 x 10-inch Dinner Plates</p> <p>12 x 7-inch Salad Plates</p>	<p>Product Features:</p> <p>Dishwasher Safe, Microwave Safe</p> <p>Material: Porcelain</p> <p>Style: Restaurant-ware</p>	1

	<p>12 x 7-inch Bowls</p> <p>12 x 10.5-ounce Mugs</p> <p>12 x 4-inch Sauce Dishes</p> <p>2 x 2-ounce Salt Shaker</p> <p>2 x 2-ounce Pepper Shaker</p> <p>2 x 8-ounce Sugar bowl with lid</p> <p>2 x 8.75-ounce Milk creamer</p> <p>2 x 8.5-inch Butter dish with lid</p> <p>2 x 20-ounce Gravy boat</p> <p>2 x 10-inch Large Serving bowl</p> <p>2 x 13.75-inch Rectangular platter</p>		
63.	<p>Various knives & choppers (Set)</p> <p>Description:</p> <p>High-carbon stainless steel blades</p> <p>Durable bolster</p> <p>Ergonomic hollow stainless steel handle</p> <p>Includes all-purpose household shears</p> <p>Dishwasher safe</p> <p>Dimensions:</p> <p>Chef's knife: 8 inches long</p> <p>Slicing knife: 8 inches long</p> <p>Santoku knife: 5.5 inches long</p> <p>Serrated utility knife: 5.5 inches long</p> <p>Paring knife: 3.5 inches long</p> <p>Bird's peak paring knife: 2.75 inches long</p> <p>Cleaver: 8 Inches</p> <p>Serrated Knife: 18 inches</p> <p>Palette Knives: 10 inches</p> <p>Sharpening steel: 8 inches long</p>	(Kiwi Knives Set)	4

	Steak knives: 4.5 inches long Block: 14.5 inches high x 7.2 inches long x 6.8 inches wide		
64.	Strainer different size Fry Jali with wooden handle (03 numbers) Stainless steel basket with 28 cm diameter(02 numbers) Flour sieves set (04 sieves)(01 set)	Material: Stainless Steel with Bakelite handles	6
65.	Measuring tools & equipment (Set) Measuring cups 01 sets Measuring spoons 01 sets Measuring jugs 01 Number Local Made		4
66.	Various moulds for baking (Set of 3)	local	8
67.	Baking trays	local	6
68.	Lava Rock Gas Griller with Shelves Dimension : 800*900*(850+60) mm Power : 17KW/58188BTU LPG Gas Pressure : 2800Pa LPG Gas Consumption : 1.238kg/h NG Gas Pressure : 2000Pa NG Gas Consumption : 1.588m3/h N.W : 137 Kg G.W : 208 Kg Free Standing		1
69.	Deep Fat Fryer (Gas operated)		2

	<p>Freestanding Gas 2-Tank 2-Basket Fryer with chip dump table, with two Basket</p> <p>Dimension : 500*700*1080 mm</p> <p>Power : 27KW/92125BTU</p> <p>Capacity :36L</p> <p>LPG Gas Pressure :2800Pa</p> <p>LPG Gas Consumption :1.70kg/h</p> <p>NG Gas Pressure :2000Pa</p> <p>NG Gas Consumption :5.53m3/h</p> <p>N.W:62kg</p> <p>G.W :80Kg</p>		
70.	<p>Sink</p> <p>Triple Sink Bench</p> <p>Dimension:1500x610x900+200mm</p> <p>Package Dimension</p> <p>1520x630x680 mm</p> <p>Cube :0.65 m3</p> <p>Weight: 24Kg</p> <p>Gross Weight: 27Kg</p> <p>Legs: 4</p>		1
71.	<p>Working Table (Stainless Steel) Two Shelves</p> <p>60x24x35 inches</p>		4
72.	<p>Food Processor (1000 W Motor)21x22x40</p>		2
73.	<p>Meat Grinder Metal Body 3.6 KG</p>		1

	Material: Stainless Steel(450x360x340mm)		
74.	Stoves / Cooking Range Dimension : 60"x24"x35" Gas Nozzle 3 Commercial burners with Tray heavy duty commercial Stove. Full Stainless steel.		3
75.	Multimedia Projector with white screen	Sony or Equivalent	1
76.	Computer Core i7 with 21" LCD	Acer	1
77.	Printer LaserJet with Wi-Fi		1
78.	Exhaust Hood Dimensions : As per individual lab Exhaust Hood (Stainless Steel) with Filters, Shape and size: as per the site of the lab individually		1 (24 feet)
79.	Griddle/ Hot Plate Dimension : 1220*840*360+60 mm Grilled Board Dimension : 1216*612*20 mm Power : 35.2KW/120000BTU Burners : 4		1
80.	Exhaust Ducting and Blower (50 ft.) Material: MS Ducting and Blower Size: As per site of individual lab Dimensions: As per individual lab.		1 (50 foot)
81.	Storage Rack/ Shelves Stainless Steel (4 shelves) Dimension : 36"x18"x72" Legs: 4		2

82.	<p>Barbeque Counter</p> <p>4ft x 22" x 40"</p> <p>With 50 Standard Kebab Bars and 50 Seeks Bars of Iron</p>		1
83.	<p>Tandoor (Gas Operated)</p> <p>Height x Top Length x Mouth Dia. X Belly Dia.</p> <p>32"x28"x12"x24" Stone clay body 2"</p> <p>Hard Coated Stainless Steel Body</p> <p>Reinforcement Metal Rings</p> <p>Triple layer insulation</p> <p>Disposal Tray</p> <p>Cast Iron Gas Plate</p> <p>Include 12 Skewers</p> <p>6" wheels</p> <p>13" Butler Plate to detect Flame</p> <p>Warranty required</p>		1
84.	Stainless Steel Food Pan		6
85.	<p>Stainless Steel Bowls</p> <p>Small : 30</p> <p>Medium: 20</p> <p>Large: 20</p> <p>Extra Large: 10</p>		
86.	<p>Stainless Steel Bowls</p> <p>Capacity 1500 mL</p>		6

87.	Dough Mixer Electric, with Stainless Steel 9 Liter Bowl capacity		1
88.	Rolling Pin with Board set Wooden		2
89.	Egg Slicer		4
90.	Wire Whisk Stainless Steel Material Small (10 inches) Medium (14 inches) Large (18 inches)		4 4 4
91.	Piping Bag (Canvas Material) with different shaped 6 nozzles		4
92.	Soup Bowls/ Suitable for all hob types. Black Bakelite handles with glass lid. 23cm Diameter. 7 Liters capacity		4
93.	Bread Toaster		1
94.	Deep dish (Stainless Steel) Small:- Stainless Steel Deep Square Balti Dish Size: 200x200x95mm Capacity: 2.5L Medium:- Stainless Steel Square Balti Dish Size: 255x255x65mm		10 10

	<p>Capacity: 3.2L</p> <p>Large:-</p> <p>Stainless Steel Deep Tray</p> <p>Size: 410x310x55mm</p> <p>Capacity: 4.8L</p>		10
95.	<p>Jug (Hotel and Restaurant Glass water Jug / cold water jug /</p> <p>high polishing finishing</p> <p>Capacity: 1.7 Liters</p> <p>Size: Dia8.8*22.2cm</p>		4
96.	<p>Dust Bin/Waste Bin (foot Operated)</p> <p>Material: Plastic, HDPE (High Density Polyethylene)</p> <p>Structure: Standing</p> <p>Type: with wheels & pedal and lid cover</p> <p>Capacity: 60 Liters</p> <p>Top(mm): 360 x 360</p> <p>Bottom(mm): 300 x 300</p> <p>Height(mm): 620</p> <p>Color: Yellow or Red</p>		4
97.	Steel Brush (Wire Brush) Wooden Handle		4
98.	Egg Beater	Commercial	2

		Type	
99.	Steak Hammer	Material: Aluminum Alloy	2
100.	Mandolin Type: Adjustable Operations	Material: Stainless Steel	4
101.	Electric Fly Killer Blue light for insect attraction	Material: Metal Chinese	2
102.	Hot Air Hand Dryer		1
103.	Water Filter System Size: Medium		1
104.	Scrubbing Pads (Metal, Plastics, etc.)		20
105.	Rubber Spatulas		6
106.	Rice Strainers		6
107.	S.S Cooking Spoon set		3
108.	Silicone Molds and shapes		
109.	Food Containers Plastic. 500 ml, 1000ml, 2000ml, 5000ml,		5 each
110.	Measuring Scale Digital 0.1g to 25kg		2
111.	Food Brush		6
112.	Liquid Bottles Plastic 1 liter 1.5 liter		5 5