

**Curriculum of Matric Tech**  
**WORKING PRINCIPLES OF HOTEL**  
**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 5<sup>th</sup> 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 WORKING PRINCIPLES OF HOTEL 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 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 WORKING PRINCIPLES OF HOTEL 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.

WORKING PRINCIPLES OF HOTEL 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 WORKING PRINCIPLES OF HOTEL 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 –IX**

<b>Ch. # 01 Introduction to Safety and Hygiene in Hospitality Industry</b>			<b>10 Periods (06 =T, 04 = P)</b>		
<b>Themes</b>	<b>Students' Learning outcomes</b>	<b>Activities</b>	<b>Duration</b>	<b>Tools</b>	<b>Workplace</b>
Safety and Hygiene	<p>The Students will be able to:</p> <ul style="list-style-type: none"> <li>• learn the concept of hygiene in every department of Hotel</li> <li>• Understand the importance of health and hygiene in hotels</li> </ul>	<p>Group discussion on concept of hygiene with respect to Hotel Establishment</p>			
Rules of Safety and Hygiene	<ul style="list-style-type: none"> <li>• Learn about safety and hygiene procedures in hotel industry</li> <li>• Understand reporting procedures and SOP's regarding hygiene</li> </ul>	<p>Draw a chart on safety and hygiene procedures for the class</p> <p>Draw and present a chart on health and hygiene SOPs with respect to Pandemic situation in hotel</p>			
International Safety Standards	<ul style="list-style-type: none"> <li>• learn about international standards followed in Hotels</li> <li>• understand safety and hygiene points in ISO 22000:9001</li> <li>• learn the requirement for obtaining ISO certification</li> </ul>	<p>Prepare a list of safety points in ISO 22000</p>			
Health and Safety Measures for Guests	<ul style="list-style-type: none"> <li>• learn about health hazards in hotel industry</li> <li>• understand the procedures to eliminate health hazards</li> </ul>	<p>Roleplay on Health and Hygiene</p>			

	<ul style="list-style-type: none"> <li>know about safe handling of risky guests</li> </ul>				
<b>• Ch. # 02 Workplace Sanitation</b>			<b>10 Periods (06 =T, 04 = P)</b>		
Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Workplace Sanitation	<p>The Students will be able to:</p> <ul style="list-style-type: none"> <li>understand the concept and importance of workplace sanitation.</li> <li>Learn how to identify risks to employees and guests.</li> <li>Comply with sanitation guideline.</li> </ul>	Perform workplace sanitation practices as per standards.	02 Period (T) 02 Period (P)(02 Hours 40 Minutes)		
Use of Chemicals	<ul style="list-style-type: none"> <li>Know how to use chemicals for the sanitation.</li> <li>Understand the chemical ratio with water for sanitation</li> </ul>	Perform sanitation procedure in your class			
Modern Sanitation and Sterilization	<ul style="list-style-type: none"> <li>Learn about modern techniques for the sanitization and sterilization.</li> <li>Understand the use of UV in sterilization</li> </ul>	<p>Prepare and present list of equipment used for sterilization in hotels</p> <p>Practically operate UV sterilization machine</p>			
Room Service	<ul style="list-style-type: none"> <li>Know the procedures for sanitization of room</li> <li>Understand the procedures of clearing room and removing guest</li> </ul>	Clear Room as per Room service standards and following health and safety procedures			

	waste				
<b>Ch.3 Food Safety and Hygiene</b>			<b>15 Periods (09=T, 06 = P)</b>		
<b>Themes</b>	<b>Students' Learning Outcomes</b>	<b>Activities</b>	<b>Duration</b>	<b>Tools</b>	<b>Workplace</b>
Introduction to Hygiene and Safety	<p>The Students will be able to:</p> <ul style="list-style-type: none"> <li>learn the concept of food safety hygiene in Hotel Industry.</li> <li>understand role of food hygiene and safety in catering service</li> </ul>	Group discussion on importance of food hygiene and safety	03 Period (T) (02 Hours)		
Personal hygiene in Catering	<ul style="list-style-type: none"> <li>learn the concept of personal hygiene of food preparation department</li> <li>understand impact of personal hygiene on food safety</li> <li>Identify food borne risks concerning personal hygiene and safety.</li> <li>comply with personal hygiene guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Perform personal hygiene practices as HACCP standards</li> </ul>	02 Period (T) 02 Period (P)(02 Hours 40 Minutes)		
Kitchen area hygiene	<ul style="list-style-type: none"> <li>understand the concept and importance of Food preparation area hygiene.</li> <li>Identify procedures to comply with sanitation guidelines in food premises</li> </ul>	<ul style="list-style-type: none"> <li>Perform workplace hygiene practices as per standards.</li> </ul>	02 Period (T) 02 Period (P)(02 Hours 40 Minutes)		
Food safety and hygiene	<ul style="list-style-type: none"> <li>know about basic principles of food</li> </ul>	<ul style="list-style-type: none"> <li>Perform food safety for work</li> </ul>	02 Period(T)02		

	<p>safety and hygiene.</p> <ul style="list-style-type: none"> <li>maintain food safety during preparing storing and holding.</li> <li>serve the food and beverages according to basic principle of food safety and hygiene.</li> </ul>	area when storing, holding, and serving food	Period (P) (02 Hours 40 Minutes)		
<b>Ch. 4 Occupational Health, Safety and Environment</b>			<b>16 Periods (10 =T, 06 = P)</b>		
<b>Themes</b>	<b>Students' Learning Outcomes</b>	<b>Activities</b>	<b>Duration</b>	<b>Tools</b>	<b>Workplace</b>
Introduction to health and safety	<p>The Students will be able to:</p> <ul style="list-style-type: none"> <li>learn about the concept of Health &amp; Safety.</li> <li>know Basic Principles of Safety.</li> <li>understand standard operating procedure regarding health and safety.</li> <li>observe the basic rules of health &amp; safety in workplace environment.</li> </ul>	Follow the Standard Operating Procedures (SOP's) regarding basic safety	04Periods(T) (02 hour 40 minutes)		
Personal Safety	<ul style="list-style-type: none"> <li>understand the importance of Personal Protective Equipment (PPE).</li> <li>Know how to use Personal Protective Equipment (PPE).</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the use of PPE Kits and Uniforms (Gloves, Uniforms, Shoes, Hair net, Beard net, Masks)</li> </ul>	02 Periods (T) 02 Periods (P) (02 hours 40 Minutes)		
Equipment Handling	<ul style="list-style-type: none"> <li>Know the dangers posed by equipment.</li> <li>make safe use of knives, kitchen equipment and laundry equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate safe use of sharp cutting tools and electrical appliances.</li> <li>Maintain correct posture.</li> </ul> <p>Perform correct</p>	02 Periods (T) 02 Periods (P) (02 hours 40 Minutes)		



	operate correct manual handling procedures.	manual handling procedures.			
Fire and hazards	<ul style="list-style-type: none"> <li>• know about fire triangle.</li> <li>• identify types of fires and fire extinguishers.</li> <li>• learn correct evacuation procedures.</li> <li>• Learn to identify and report hazards to concerned departments.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate use of Fire Extinguishers and Fire Safety Equipment.</li> <li>• Perform correct evacuation procedures.</li> <li>• Demonstrate various incidents reporting through role play.</li> </ul>	02 Periods (T) 02 Periods (P)(02 hours 40 Minutes)		
<b>Ch.5 Personal Grooming and Professionalism</b>			<b>30 Periods (12 =T, 18 = P)</b>		
<b>Themes</b>	<b>Students' Learning Outcomes</b>	<b>Activities</b>	<b>Duration</b>	<b>Tools</b>	<b>Workplace</b>
Personal Grooming and Hygiene	<p>the students will be able to:</p> <ul style="list-style-type: none"> <li>• learn the concept of personal hygiene and grooming in hotel industry</li> <li>• understand basic grooming guidelines in hotel industry</li> <li>• understand importance of oral hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate good practices of personal hygiene in class</li> <li>• Group Presentation on oral hygiene and health</li> </ul>			
Professional etiquettes	<ul style="list-style-type: none"> <li>• learn the role of uniform in every department of hotel</li> <li>• know the guidelines for maintaining professional attire</li> <li>• learn basic etiquettes for communicating and dealing with</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare and present a chart for uniform of different departments in hotel</li> <li>• Role play on professional etiquettes</li> </ul>			

	guests and staff				
Do's and Don'ts	<ul style="list-style-type: none"> <li>learn the importance of good behavior in hospitality industry</li> <li>understand the norms of professionalism in hotels</li> <li>learn how to follow professional practices</li> </ul>	<ul style="list-style-type: none"> <li>Roleplay on good behavior for a hospitality worker</li> <li>Presentation on professional practices</li> </ul>			
<b>Ch.6. Personality Development</b>			<b>18 Period 07 (T) 11 (P)</b>		
<b>Themes</b>	<b>Students' Learning Outcomes</b>	<b>Activities</b>	<b>Duration</b>	<b>Tools</b>	<b>Workplace</b>
CV & Resume Writing	<ul style="list-style-type: none"> <li>learn the importance of cv in job application create and format CV/resume</li> </ul>	Create a CV with the help of teacher	02 Periods (T) 03Periods (P)	Computer system with MS office	Classroom/ Labs
Job Portals	<ul style="list-style-type: none"> <li>access and register email account on various online job portals search job as per job description and title</li> </ul>	Register on online job portals, follow job hunting procedure and steps to apply for an advertised job	03 Periods (T) 04 Periods(P)	Computer system with internet connection	Classroom/ Labs
Introduction to e-commerce	<ul style="list-style-type: none"> <li>familiarize oneself with online travel e-commerce websites</li> <li>learn about hotel websites learn about freelancing websites</li> </ul>	<ul style="list-style-type: none"> <li>Create a travel booking on any online travel website</li> <li>Create an account on any freelancing website</li> </ul>	02 Periods (T) 04 Periods (P)	Computer system with internet connection	
<b>Ch.7. Interpersonal Skills</b>			<b>21 Period 07 (T) 12 (P)</b>		
<b>Themes</b>	<b>Students' Learning Outcomes</b>	<b>Themes</b>	<b>Duration</b>	<b>Tools</b>	<b>Workplace</b>
Effective Communication	the student will be able to: <ul style="list-style-type: none"> <li>define effective</li> </ul>	Roleplay on effective communication skills in hospitality	02 Period (T) 04 Period (P)		

	communication know about characteristics of effective communication	sector			
Process of Communication	<ul style="list-style-type: none"> <li>define process of communication</li> <li>learn effective communication skills</li> </ul>	Group Presentation on communication process	02 Period (T) 04 Period (P)		
Listening skills	<ul style="list-style-type: none"> <li>listen to the given instructions effectively</li> <li>understand the importance of effective listening</li> <li>know types of listening skills</li> </ul>	<ul style="list-style-type: none"> <li>Paraphrasing</li> <li>Visualization of a video communication barrier</li> </ul> A session with guest speaker (motivational speaker)	03 Period (T) 04 Period (P)		
<b>Ch.8 Soft Skills</b>			<b>22 Periods</b>	<b>(14 =T, 08 = P)</b>	
<b>Themes</b>	<b>Students' Learning Outcomes</b>	<b>Activities</b>	<b>Duration</b>	<b>Tools</b>	<b>Workplace</b>
Introduction to soft skills	The Students will be able to: <ul style="list-style-type: none"> <li>know the basic soft skills</li> <li>understand the importance of soft skills in daily life</li> <li>apply soft skills for academic and professional success</li> </ul>	<ul style="list-style-type: none"> <li>Group Discussion and model presentation on soft skills</li> </ul>	02 Periods (T) 02 Periods (P) (02 Hour 40 Minutes)		Classroom
Personal Development	<ul style="list-style-type: none"> <li>learn the personal and professional aspects of life.</li> <li>understand the importance of self-image.</li> <li>develop self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>Role play to enhance self-awareness, self-confidence and self-image</li> </ul>	2 Periods (T) (01 Hour 20 Minutes)		Classroom
Interpersonal and Communication Skills	<ul style="list-style-type: none"> <li>know model of communication.</li> <li>realize importance of active listening and responding.</li> <li>understand</li> </ul>	<ul style="list-style-type: none"> <li>Role play, group exercises through listening audio or video documentaries.</li> <li>Dialogue amongst</li> </ul>	2 Periods (T) 1 Period (p) (02 hours)		Classroom

	<p>effective communication.</p> <ul style="list-style-type: none"> <li>• identify obstacles in communication.</li> </ul>	<p>students to reflect verbal and non-verbal communication.</p>			
Teamwork and leadership	<ul style="list-style-type: none"> <li>• know the importance of teamwork in a professional environment.</li> <li>• understand the concept of teamwork and leadership.</li> </ul>	<p>Organize a welcome party/ birthday party and/or a national event</p>	<p>2 Periods (T) 1 Period (p) (80 mints)</p>		
Time Management	<ul style="list-style-type: none"> <li>• Know the concept of better time management.</li> <li>• observe time management in daily life</li> <li>• understand professional and personal time management.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange Outdoor Tour to a nearest venue observing time management</li> <li>• Schedule the tasks.</li> </ul>	<p>02 Periods (T) 03 Period (p) (03 hours 20 mints)</p>		
Attention to detail	<ul style="list-style-type: none"> <li>• Understand guidelines of attention to details.</li> <li>• understand the advantages of attention to detail in work and studies.</li> <li>• give attention to details to perform their tasks in an effective manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Practically apply the 5 methods of attention to detail.</li> <li>• Through different exercises enhance the attention to detail skill.</li> </ul>	<p>02 Periods (T) 02 Periods (P) (2 hours 40 mints)</p>		
Attitude, behavior, and customer care	<ul style="list-style-type: none"> <li>• learn the concepts of attitude and behavior</li> <li>• understand the impact of positive and negative attitude in daily life</li> </ul>	<ul style="list-style-type: none"> <li>• Through different scenarios practically apply the principles of customer care and positive attitude.</li> <li>• Exercise and deal with problematic and angry persons by conducting role plays</li> </ul>	<p>02 Periods (T) 02 Periods (P) (02 hours 40 mints)</p>		

**Grade –X**

**Ch. 1 Costumer Services and Complaint Management**

**14 Periods  
(08=T, 06 = P)**

<b>Themes</b>	<b>Students' Learning Outcomes</b>	<b>Activities</b>	<b>Duration</b>	<b>Tools</b>	<b>Workp lace</b>
Active Communication in Hospitality	<ul style="list-style-type: none"> <li>learn how to communicate with guests using effective communication skills.</li> <li>know the use different modes of communication to communicate effectively e.g.: presentation, speaking, writing, listening, visual representation, reading etc.</li> <li>learn specific business terms used in the market</li> </ul>	<ul style="list-style-type: none"> <li>Roleplay on communicating with guest.</li> <li>Enlist business terms used in market.</li> </ul>			Classro om
Guest & Learn Module	<ul style="list-style-type: none"> <li>learn about guest module</li> <li>understand the use of guest module</li> <li>know about learn module</li> <li>understand the use of learn module</li> </ul>	<ul style="list-style-type: none"> <li>Presentation on GUEST &amp; LEARN module</li> <li>Roleplay on LEARN Module</li> </ul>			
Complaint Management	<ul style="list-style-type: none"> <li>learn how to deal with difficult customers</li> <li>understand how to rectify customer complaints and provide solutions</li> </ul>	<ul style="list-style-type: none"> <li>Role play how to deal with difficult customers</li> <li>Apply LEARN module to rectify complaints</li> </ul>			

Ch. 2 Reservation System Management			15 Periods (08 =T, 7 = P)		
THEMES	STUDENTS' LEARNING OUTCOMES	ACTIVITIES	Duration	Tools	Workplace
Reservation Management	<p>the students will be able to</p> <ul style="list-style-type: none"> <li>• know about transition in reservation management from telephonic to online</li> <li>• learn about reservation management</li> <li>• understand the stages of reservation management</li> </ul>	<ul style="list-style-type: none"> <li>• Visit nearest hotel to observe reservation procedure.</li> <li>• Draw a chart on stages of reservation management.</li> </ul>			
Reservation System	<ul style="list-style-type: none"> <li>• learn online reservation system</li> <li>• know about the required information for telephonic reservations</li> <li>• understand about privileges provided to guest</li> </ul>	<ul style="list-style-type: none"> <li>• Create checklist for online reservation.</li> <li>• Roleplay on how to receive &amp; greet guest who arrived through online reservation</li> </ul>			
Ch. 3 Event Management			25 Periods (10 =T, 15 = P)		
Themes	Students' Learningoutcomes	Activities	Duration	Tools	Workplace
Introduction to Event Management	<p>The Students will be able to:</p> <ul style="list-style-type: none"> <li>• learn about meaning and concept of event management.</li> <li>• know about 5C rules of Event Management: <ul style="list-style-type: none"> <li>○ Concept,</li> <li>○ Coordination,</li> <li>○ Control,</li> <li>○ Culmination</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Prepare event plan.</li> <li>• Prepare a checklist for a planned event.</li> <li>• Presentation on 5Cs of event management</li> </ul>	<p>03 Periods (T) 03Periods (P) (04 Hour)</p>		

	<ul style="list-style-type: none"> <li>○ Closeout</li> <li>● Observe 5C of event management.</li> </ul>				
Event designing and planning	<ul style="list-style-type: none"> <li>● know about Event Planning Process with 5 W's Concept.</li> <li>● understand SWOT Analysis for Event Planning</li> </ul>	<ul style="list-style-type: none"> <li>● Manage a national day event in your school.</li> <li>● Draw a chart on SWOT analysis for event planning</li> </ul>	03 Periods (T) 03 Periods (P) (04 Hour)		
Types of Events	<ul style="list-style-type: none"> <li>● learn about the type and categories of events.</li> <li>● differentiate between nature and requirements of: <ul style="list-style-type: none"> <li>○ Private Event</li> <li>○ Corporate Event</li> <li>○ Charity and Fundraising Event</li> <li>○ Online Events</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Organize a charity event for clean environment.</li> </ul>	02 Periods (T) 01Period (P) (02 Hours)		
<b>Ch. 4 Developing hospitality Teams</b>			<b>30 Periods (09 =T, 21 = P)</b>		
<b>Themes</b>	<b>Students' Learning Outcomes</b>	<b>Activities</b>	<b>Duration</b>	<b>Tools</b>	<b>Workplace</b>
Teams In Hotel Industry	<p>the students will be able to:</p> <ul style="list-style-type: none"> <li>● know the difference between inter-department and intra-department teams</li> <li>● understand the role of inter-department teams in hotels</li> <li>● understand the role of intra-department teams in hotels</li> </ul>	Presentation on difference between inter and intra department functions			

Job Roles	<ul style="list-style-type: none"> <li>• know about job description of hotel departments</li> <li>• learn about guest expectations from different departments</li> <li>• understand the duties of teams in hospitality to provide guest services</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to nearest hotel to understand the working/ job roles of the hotel staff in different departments</li> <li>• Roleplay in class on job roles of different departments of hotel</li> <li>• Mock sessions on providing multiple services to guest</li> </ul>			
Develop Teams In Hotel	<ul style="list-style-type: none"> <li>• learn the proficiencies to create teams in hotel for different indoor and outdoor events</li> <li>• know how to create roasters for different departments</li> <li>• understand how to manage teams according to event requirement</li> </ul>	<ul style="list-style-type: none"> <li>• Enlist proficiencies to create teams in hotel</li> <li>• Create a team to manage a school event for large gathering</li> <li>• Create roasters for different department personnel of hotels</li> </ul>			
<b>Ch.5 Tourism and Hospitality</b>			<b>30 Periods (11 =T, 19 = P)</b>		
<b>Themes</b>	<b>Students' Learning Outcomes</b>	<b>Activities</b>	<b>Duration</b>	<b>Tools</b>	<b>Workplace</b>
Introduction to Tourism	<p>the students will be able to:</p> <ul style="list-style-type: none"> <li>• define tourism</li> <li>• learn about the traits of tourism industry</li> <li>• know about national and international tourism governing bodies</li> </ul>	<ul style="list-style-type: none"> <li>• Access National and International Tourism Websites</li> <li>• Locate and represent various national tourist attractions in small groups</li> </ul>	03 Periods (T) 04 Periods(P)	Computer, Multimedia, High speed internet, tourist map, national/r regional	Classroom/ Lab



	<ul style="list-style-type: none"> <li>know how to locate tourist attractions</li> </ul>	<ul style="list-style-type: none"> <li>Locate famous manmade and natural tourist attractions on regional/national map</li> </ul>		maps, World map, Asia Map, South-east Asia Map (political maps), tourism brochures	
Hospitality And Tourism Trends	<ul style="list-style-type: none"> <li>know accommodation trends as per hotel category</li> <li>understand accommodation facility in a hotel</li> </ul>				
Visitor And Tourist	<ul style="list-style-type: none"> <li>learn why people travel</li> <li>know about motivational factors that influence traveling</li> <li>Differentiate between tourist and visitor</li> </ul>	<ul style="list-style-type: none"> <li>Discuss personal travel experiences</li> </ul>	02 Periods (T) 03 Periods(P)		Classroom
Factors Affecting Hotels	<ul style="list-style-type: none"> <li>know the factor how tourism affects hospitality</li> <li>Understand geographic condition of the local hotels</li> </ul>				
<b>Ch.6 Recreational Services</b>			<b>15 Periods (15 =T, 0 = P)</b>		
<b>Themes</b>	<b>Students' Learning Outcomes</b>	<b>Activities</b>	<b>Duration</b>	<b>Tools</b>	<b>Workplace</b>
Introduction to Recreational	the students will be able to	<ul style="list-style-type: none"> <li>Roleplay to explain and promote</li> </ul>			Classroom/ Lab

Services	<ul style="list-style-type: none"> <li>• learn about recreational services and membership offers provided in hotels.</li> <li>• understand information on facilities to guide customers and club members as per sops</li> <li>• learn about membership application forms in accordance with the hotel requirement</li> </ul>	<p>recreational membership and rules to the guest and members following the standard procedures.</p> <ul style="list-style-type: none"> <li>• Create and Maintain membership records according to standard procedures</li> </ul>			
Games and Activities	<ul style="list-style-type: none"> <li>• learn about games and activities provided by hotel and resorts.</li> <li>• understand about the importance of recreational activities for promoting business.</li> <li>• comprehend the impact of outdoor activities for guest</li> </ul>	<ul style="list-style-type: none"> <li>• Roleplay how to refer disputes over entry to relevant person according to established procedures</li> </ul>			Classroom/ Lab
Transport Facilities	<ul style="list-style-type: none"> <li>• learn how to arrange city tours for the guest</li> <li>• understand how to manage guests during tours</li> <li>• know about risks and hazards that may occur during traveling</li> </ul>	<ul style="list-style-type: none"> <li>• Roleplay in class and demonstrate how to assist guest to “sign” in accordance with established procedure</li> <li>• Create a transportation plan for one day trip</li> </ul>			

**Ch. 7 Hotel Business Development****16 Periods  
(08 =T, 08 = P)**

Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Business Development for Hotels	<p>the students will be able to:</p> <ul style="list-style-type: none"> <li>• know about business development department in hotel</li> <li>• learn about business development concept and its importance.</li> <li>• understand business development strategies for hotel business.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation on concept of business development.</li> <li>• Draw and present a chart on business development techniques.</li> </ul>			
Business Plan	<ul style="list-style-type: none"> <li>• understand how to conduct a market survey to collect following information. <ul style="list-style-type: none"> <li>○ business model</li> <li>○ financials</li> <li>○ equipment estimation</li> <li>○ revenue generation sources</li> <li>○ marketing strategy</li> <li>○ market trends</li> <li>○ overall expenses</li> </ul> </li> <li>• know the best option in terms of cost, service, quality, sales, operational expenses.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a market survey by following the given information.</li> <li>• Compile the information collected through the market survey, in the business plan format.</li> <li>• Develop a business plan under the supervision of the teacher.</li> </ul>			

	<ul style="list-style-type: none"> <li>• learn how to compile the information collected through the market survey, in the business plan.</li> </ul>				
Marketing plan	<ul style="list-style-type: none"> <li>• Learn marketing plan for the service products, price, placement, promotion, people, packaging and positioning.</li> <li>• Understand the importance information of marketing plan in the business plan</li> </ul>	•			

## Assessment and Evaluation

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

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

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

### Formative (Internal) Assessment

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

### Methods for Internal/Formative Assessment

Following tasks can help in formative assessment;

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

- demonstration • practical exercises

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

## Summative /External Assessment

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

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

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

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

## Guidelines for Writing a Textbook

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

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

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

## **Guideline for planning and writing a chapter**

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

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

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

## **Guidelines for Writing Learner Workbook**

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

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



## Basic Requirements for Lab (Tools/Equipment)

Sr.#	Item Description	Brand Name/ Model No	Standard Quantity
1.	Cleaning equipment, including small equipment (cloths, dusters, mops, brushes, buckets, hand-held cleaning spray),	Local	3 x class sets
2.	Guest services resources, handouts, articles, journals	Local printed	3 x class sets
3.	Memo forms	Local printed	20
4.	Menus, drinks lists, brochures, prices (including room rates), other promotional materials (including posters, blackboard / whiteboards, illustrated menu boards, vouchers and loyalty cards, additional promotional information)	Local printed	3 x class sets
5.	Notepads for recording messages	Local printed	20
6.	Operating manuals and specifications for tools and equipment relevant to hotel industry	Software	Class set
7.	Supplies, including 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 wheels (foot operated) with garbage bags included		2 sets
36.	Floor mop bucket	Material: Plastic with Steel Handle and 4 Wheels 63*27*67cm	1
37.	With 02 Dry Mops with handles and 02 Wet mops with handles.		
Sr.#	Item Description	pack size: 46.5*27*29cm	Standard Quantity
1.	Cleaning equipment, including small equipment (cloths, dusters, mops, brushes, buckets, hand-held cleaning spray),		3 x class sets
2.	Guest services resources, handouts, articles, journals		3 x class sets
3.	Memo forms		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)		3 x class sets
5.	Notepads for recording messages		20
6.	Operating manuals and specifications for tools and equipment relevant to hotel industry		Class set
7.	Supplies, including bed sheets, pillow cases, towels, cleaning agents, equipment and supplies,		Class set

	paper towels		
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		Class set
23.	Telephone system		1 installation

24.	Room keys or cards		Class set
25.	Standard operating procedures for front office, including handling problems and managing payments		20 sets
26.	Work area logs book		20 sets
27.	Complaints Log book		3 sets
28.	Bill/Check folders		20 sets
29.	Cash till (mechanical/electronic)		1
30.	Cash float and mechanism for keeping cash secure		5 sets
31.	Illustrative range of emergency notices		1 set
32.	Fire equipment including the provision of fire exits, fire doors, fire extinguishers, alarm systems, emergency lighting, fire safety and exit signs		1 set
33.	First aid equipment properly stocked: Food safety plasters, in a variety of different sizes and shapes; small, medium and large sterile gauze dressings; sterile eye dressings; triangular bandages; crêpe rolled bandages; safety pins; disposable sterile gloves; scissors; alcohol-free cleansing wipes; tape; distilled water, for cleaning wounds and as an eye bath		1 set
34.	Food outlet logs for recording accidents and incidents		1 example copy
35.	Tools and equipment for disposing of waste, including waste disposal units, recycling bins, garbage drums on wheels (foot operated) with garbage bags included		2 sets
36.	Floor mop bucket		1
37.	With 02 Dry Mops with handles and 02 Wet mops with handles.		
38.	Lemons Squeezer (Steel made, Local)		3
39.	Air Tight Jars		40
40.	Pressure Cooker		3

	Industrial Aluminum Stainless Steel Capacity Body Material		
41.			
42.			
43.			
44.	Woks / Karahi		6
45.	French Fried Cutter (Local)		1
46.	Microwave Oven (Conventional) Capacity 62 Liters Power Output 1200w Power input (Grill) 1200w Colors Black / Silver Digital Control Panel Huge Capacity SS front & handle Grill Function Weight / Time defrost Attractive LED Display		1
47.	POTS: Material: Aluminum Sizes: Number 10 with round bottom: Number 9 with round bottom:		2each

	<p>Number 8 with round bottom:</p> <p>Number 7 with round bottom:</p> <p>Number 6 with round bottom:</p>		
48.	<p><b>KARAHIS:</b></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.	<p><b>SAUCE PANS:</b></p> <p>Sizes: Number 9</p> <p>Number 7</p>		6
50.	<p><b>FRY PANS:</b></p> <p>Sizes:</p> <p>Number 4</p>		6
51.	<p><b>NON-STICK FRY PANS:</b></p> <p>Sizes: 30cm Diameter</p>		
52.	<p><b>NON-STICK SPOON SET (06- PCS)</b></p>		4
53.	<p><b>STEAMER:</b></p> <p>3 Piece Steamer Stockpot 18/10 Stainless Steel )</p> <p>6 QUART/5.7 LITRE</p> <p>3 PIECE STAINLESS STEEL</p> <p>SITS FLAT</p> <p>IMPACT BONDED FOR EVEN HEAT DISTRIBUTION 18/10</p>		4

	Size: 10" IN DIAMETER AND 8 1/2" TALL		
54.	CAST IRON GRILL: Sizes: 35cm diameter Sizes: 24cm diameter		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 Cake Fork 12 PCS Ice Cream Spoon 12 PCS Soup Spoon 12 PCS Cake Lifter 2 PCS Soup Ladle 9" 2 PCS Tea Spoon Big 12 PCS Service Tong 2 PCS Ice Tong 2 PCS		1
56.	Refrigerator Single Door Size 30"x28"x80" Upright , Stainless Steel Body Commercial Usage		1



57.	Deep Freezer Double Door, Single Door Size 30"x28"x80" Stainless Steel Body Commercial		1
58.	Salamander Grill (Stainless Steel) Dimension 880*440*610 mm Controllers 6 Power 10.3Kw Weight 47Kg		1
59.	Bain Marie Mobile Dry Bain Marie With Cabinet(Hot) 4 Bowls Dimension 1060*668*900mm Voltage 220V-240V Max Height of GN Pans 150mm *Hot air circulation heating *With four 1/2 GN pans and one		1

	1/1 GN pan		
60.	Bakery oven Single Deck 56x36x35 Stainless Steel		1
61.	Cutting boards Teflon (Different Colors) 24x18x2		12
62.	Dinner-ware set (One) Shape: Square Pattern: Solid Set Include: 80-piece Care Instruction: Dishwasher Safe Exact Color: White Color: White Set Includes: 12 x 10-inch Dinner Plates 12 x 7-inch Salad Plates 12 x 7-inch Bowls 12 x 10.5-ounce Mugs 12 x 4-inch Sauce Dishes 2 x 2-ounce Salt Shaker 2 x 2-ounce Pepper Shaker 2 x 8-ounce Sugar bowl with lid 2 x 8.75-ounce Milk creamer 2 x 8.5-inch Butter dish with lid 2 x 20-ounce Gravy boat 2 x 10-inch Large Serving bowl 2 x 13.75-inch Rectangular platter		1

63.	<p>Various knives &amp; choppers (Set)</p> <p>Description:</p> <p>High-carbon stainless steel blades</p> <p>Durable bolster</p> <p>Ergonomic hollow stainless steel handle</p> <p>Includes all-purpose household shears</p> <p>Dishwasher safe</p> <p>Dimensions:</p> <p>Chef's knife: 8 inches long</p> <p>Slicing knife: 8 inches long</p> <p>Santoku knife: 5.5 inches long</p> <p>Serrated utility knife: 5.5 inches long</p> <p>Paring knife: 3.5 inches long</p> <p>Bird's peak paring knife: 2.75 inches long</p> <p>Cleaver: 8 Inches</p> <p>Serrated Knife: 18 inches</p> <p>Palette Knives: 10 inches</p> <p>Sharpening steel: 8 inches long</p> <p>Steak knives: 4.5 inches long</p> <p>Block: 14.5 inches high x 7.2 inches long x 6.8 inches wide</p>		4
64.	<p>Strainer different size</p> <p>Fry Jali with wooden handle (03 numbers)</p> <p>Stainless steel basket with 28 cm diameter (02 numbers)</p> <p>Flour sieves set (04 sieves) (01 set)</p>		6
65.	<p>Measuring tools &amp; equipment (Set)</p> <p>Measuring cups 01 sets</p>		4

	<p>Measuring spoons 01 sets</p> <p>Measuring jugs 01 Number</p> <p>Local Made</p>		
66.	Various moulds for baking (Set of 3)		8
67.	Baking trays		6
68.	<p>Lava Rock Gas Griller with Shelves</p> <p>Dimension : 800*900*(850+60) mm</p> <p>Power : 17KW/58188BTU</p> <p>LPG Gas Pressure : 2800Pa</p> <p>LPG Gas Consumption : 1.238kg/h</p> <p>NG Gas Pressure : 2000Pa</p> <p>NG Gas Consumption : 1.588m3/h</p> <p>N.W : 137 Kg</p> <p>G.W : 208 Kg</p> <p>Free Standing</p>		1
69.	<p>Deep Fat Fryer (Gas operated)</p> <p>Freestanding Gas 2-Tank 2-Basket</p> <p>Fryer with chip dump table, with two</p> <p>Basket</p> <p>Dimension :</p> <p>500*700*1080 mm</p> <p>Power : 27KW/92125BTU</p> <p>Capacity :36L</p> <p>LPG Gas Pressure :2800Pa</p>		2

	<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> <p>Material: Stainless Steel(450x360x340mm)</p>		1
74.	<p>Stoves / Cooking Range</p> <p>Dimension :</p> <p>60"x24"x35"</p> <p>Gas Nozzle 3 Commercial burners with Tray heavy duty commercial</p> <p>Stove.</p> <p>Full Stainless steel.</p>		3

75.	Multimedia Projector with white screen		1
76.	Computer Core i7 with 21" LCD		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.	Barbeque Counter 4ft x 22" x 40"  With 50 Standard Kebab Bars and 50 Seeks Bars of Iron		1
83.	Tandoor (Gas Operated) Height x Top Length x Mouth Dia. X Belly Dia. 32"x28"x12"x24" Stone clay body 2" Hard Coated Stainless Steel Body		1

	Reinforcement Metal Rings Triple layer insulation Disposal Tray  Cast Iron Gas Plate Include 12 Skewers 6" wheels 13" Butler Plate to detect Flame Warranty required		
84.	Stainless Steel Food Pan		6
85.	Stainless Steel Bowls Small : 30  Medium: 20  Large: 20  Extra Large: 10		
86.	Stainless Steel Bowls Capacity 1500 mL		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 Capacity: 3.2L Large:- Stainless Steel Deep Tray		10 10



	<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 &amp; 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		2
99.	Steak Hammer		2

100.	Mandolin Type: Adjustable Operations		4
101.	Electric Fly Killer Blue light for insect attraction		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 5 5 5
110.	Measuring Scale Digital 0.1g to 25kg		2
111.	Food Brush		6
112.	Liquid Bottles Plastic 1 liter 1.5 liter		5 5

