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कौशल गुणवत्ता प्रगति

Skill India
कौशल भारत-कुशल भारत

सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP

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National
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THSC
TOURISM & HOSPITALITY
SKILL COUNCIL

Facilitator Guide

Commis Chef

Sector
Tourism and Hospitality

Sub-Sector
Hotels

Occupation
Food Production and Kitchen

Reference ID: THC/Q0406, Version-2.0
NSQF Level: 4

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This book is sponsored by

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First Edition, June 2022

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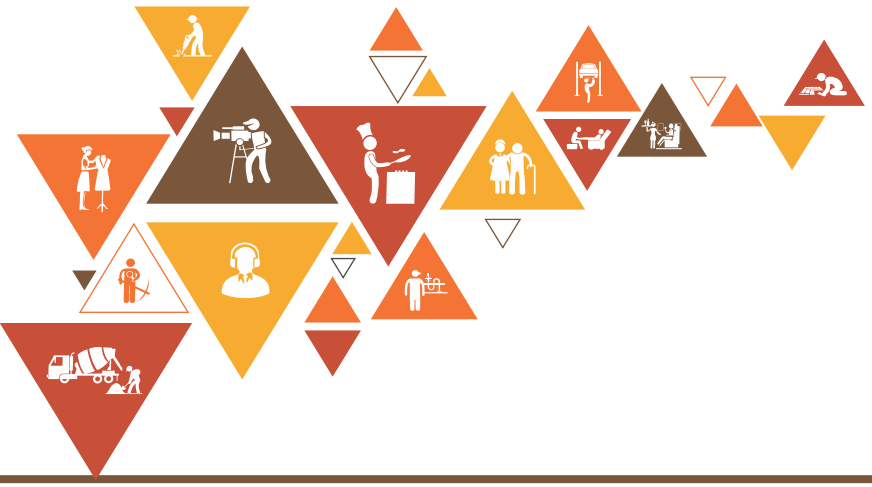


> Skilling is building a better India. If we have to move India towards development then Skill Development should be our mission.

Shri Narendra Modi
Prime Minister of India

Acknowledgments

Tourism & Hospitality Skill Council would like to express its gratitude to all the individuals and institutions who contributed in different ways towards the preparation of this "Facilitator Guide". Without their contribution it could not have been completed. Special thanks are extended to those who collaborated in the preparation of its different modules. Sincere appreciation is also extended to all who provided peer review for these modules. The preparation of this manual would not have been possible without the Tourism and Hospitality Industry's support. Industry feedback has been extremely encouraging from inception to conclusion and it is with their input that we have tried to bridge the skill gaps existing today in the Industry. This facilitator guide is dedicated to the aspiring trainers who desire to achieve special skills which will be a lifelong asset for their future endeavors.

About this Guide

This Commis Chef is designed to enable training for the specific Qualification Pack (QP). Each National Occupational (NOS) is covered across Unit/s. Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS.

. The individual at work sets up thekitchen for operations and assists in food preparation and cooking. The person prepares sauces, salads, cold starters and other base items, monitors the stock in the kitchen, and closes the kitchen at the end of the day's operations or shift end. The job requires the individual to have the stamina to work for long hours, attention to detail, creativity and patience.

Symbols Used

Steps

Time

Tips

Notes

Objectives

Do

Ask

Explain

Elaborate

Field Visit

Practical

Lab

Demonstrate

Exercise

Team Activity

Facilitation Notes

Learning Outcomes

Say

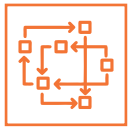
Resources

Activity

Summary

Role Play

Example


Methodology

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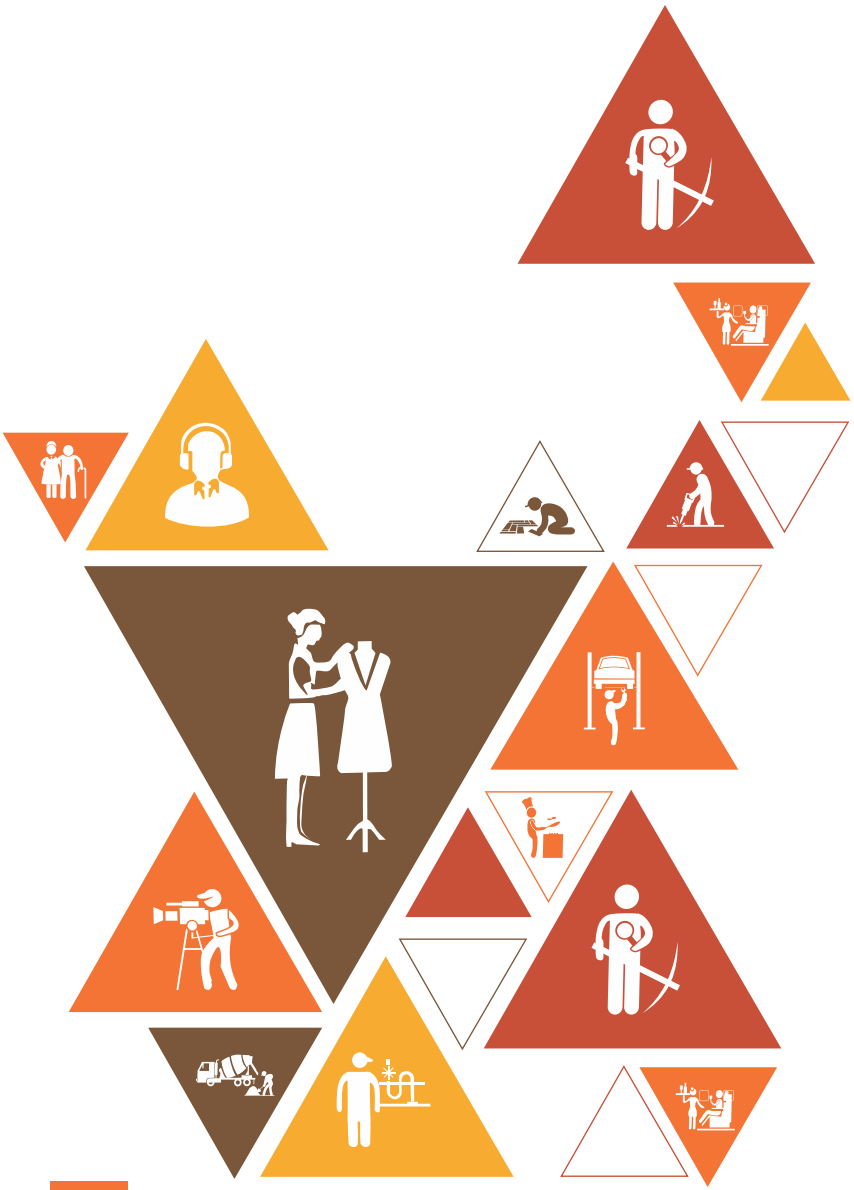

Guidelines for the Trainer

As a Trainer, follow the below guidelines:

- **Understand your job thoroughly**
    - Reach the venue 15 minutes before the training session.
    - Please make sure you have all thenecessary training tools and materials for conducting the training session (learning cards, sketch pens, raw materials etc.).
    - Check the condition of your training equipment, such as a laptop, projector and, camera, relevant tools (depending on the training site).
    - Before starting any training program, the trainer should concentrate on the below key pointers,
        - Use best practices and methods of training.
        - Create awareness of the quality of work done.
        - Explain how to minimise waste.
        - Ensure that the participants practice safety measures and use proper PPE.
        - Make sure the participant adopts the basic ergonomic principles.
        - Create awareness of housekeeping at regular intervals.
        - Explain the influence of productivity as a whole.
        - Make the class as interactive as possible by adopting activity-based or scenario-based training methodology.

- **Understand your participants**
    - You will conduct the training program for a certain period as a trainer. To improve the program's effectiveness, you should understand the mindset of the participants and create a good rapport with them. Maintaining a good working relationship with the participants is always important to achieve better results from the training program.

- **Adopt the basic etiquette during training**
    - Greet the participant and introduce yourself.
    - Use a gentle pace of voice/tone while speaking with the participant.
    - Explain the need and use of the training program.
    - Ask the participants to introduce themselves to the group and help them with communication difficulties.
    - Clarify their doubts patiently, and do not get irritated if a participant asks the same question repeatedly.
    - Understand the level of participants and train them accordingly.
    - Watch the participants at work, and note some pointers of performance.
    - Give some hints and easy thumb rules which can be easily understood and remembered.
    - Always use the three golden words, “Please”, “Thank You”, and “Sorry”.
    - Be positive and professional while giving feedback to the participants, and do not criticise or make fun of their performance.
    - Identify the faulty practices of the participants and rectify them as soon as possible.
    - Always be a good mentor and observer.
    - Do not forget to introduce the topic to be covered in the next class.
    - Do not forget to recapitulate the topic covered in the last class.

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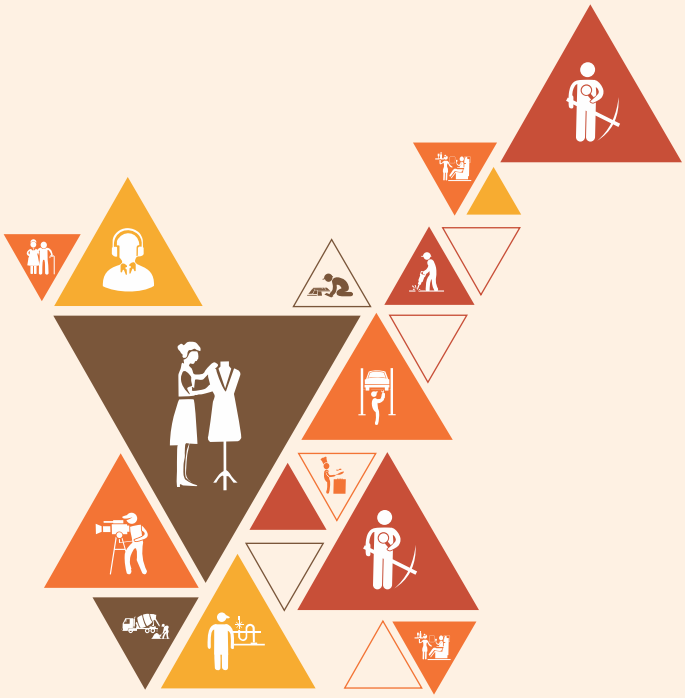
1 Introduction to Hotel Industry and Commis Chef

Unit - 1.1 Introduction to Hotel Industry and Commis Chef



(Bridge Module)

Key Learning Outcome

At the end of this module, you will be able to understand

1. Discuss the objectives and benefits of the Skill India Mission
2. Describe the Tourism and Hospitality Industry and its sub-sectors
3. Elaborate on the hierarchy of Hotel/Restaurants of small, medium and large establishments
4. Discuss the roles and responsibility es of a Commis Chef
5. Describe the attributes required for a Commis Chef
6. Elaborate on the scope for a Commis Chef in the Tourism and Hospitality Industry
7. Explain different types of cuisines available in the country and across the world
8. Elaborate on the basic terms used in the kitchen department

Icebreaker

Unit Objectives

At the end of this activity, the participant will be able to:

1. Building rapport with fellow participants and trainer.

Icebreaker

Say

- My name is _____, and I will be the trainer for this session.
- Thank you all for your participation.
- Please take your respective seats.

Notes for Facilitation

- Add more details when introducing yourself, such as experience, native place, learning, likings etc.

Resources to be Used

- Use of any prop example flower, water bottle or pencil (optional)

Activity

- All participants were standing in a semi-circle.
- Ask the participant to introduce themselves one by one with actions.
- Participants may use any prop possible for their actions while announcing names.
- While the participant announces the name, the others will try to memorise the name and action.
- Then all participant with the trainer repeats the participant's name and copy the action too.
- Once all participants are done. The trainer shall call any random participant to name the other, with the actions done by the fellow participant.
- Encourage participants to provide general information about themselves and briefly introduce them.

Notes for Facilitation

- Optionally, start the above activity by demonstrating with the example. Hello, I am Amber with raised or waving hands or any action (as an action sign).
- Encourage shy students to act along by introducing themselves.

Say

- Now that we all are familiar with actions and names. Each one of you will introduce us to you in brief.
- Example. I am _____, came here from _____, like to _____, love _____ and _____.
- Now that we know something about each other. We will try to take only first names while speaking to each other for the rest of our sessions.
- Let us see how interactive we can make this discussion by working together.
- Now trainer will explain the objective of this module.

Ask

- Welcome the participants and ask them if they know about each other.
- If not, then let them introduce themselves to each other.
- Ask the participant if they have undergone any training.
- Ask the participant to outline the benefits one would derive from training.

Notes

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Unit1.1: Introduction to Hotel Industry and Commis Chef

Unit Objective

At the end of this module, the participant will be able to:

Explain the objectives and benefits of the Skill India Mission

1.1.1 Introduction

Resources to be Used

- Participant Handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record of assessment scores.

Do

- Recap the previous session and clarify the doubts, if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary

Ask

- Where did you hear about this program, and why did you choose it for yourself?
- What should a person know to get good career opportunities?
- Can you define skill?

Say

- Skill is an integral part of any skilled based profession, where human performance is more important than technical support
- You will be benefited immensely from this program to build your career.

Note for facilitation

- Prepare PPT on various Skill Development Program
- Collect data on the hospitality industry in India and abroad.
- Share names of websites from where students can collect more information.

1.1.2: Objectives and Benefits of the Skill India Mission

Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector, speaker and Laptop
- Pencil and paper (optional)

Activity

- Play the video of any skilled program from the internet and let students watch the video. Ask them to point down two observations from the video.
- Brief them on the topics given in the Participant Handbook.
  - Skill India Mission
  - The main Skill India objectives
  - Features of the Skill India Mission
  - Sub-schemes that are part of the Skill India Mission
  - The list of Skill India sources
  - Explain The Skill India Mission and its features Sub-schemes that are part of the Skill India Mission
  - The observation that is part of the video

Say

- The Skill India Program enables the development by the ability to bring confidence, provides the scope of growth, and gives advanced training structure and knowledge as it builds the concept
- With this, one can get core strategies of competent
- The importance of skills in the growth of an individual can be evaluated after understanding the techniques required
- The youth are educated, and the technical scope can be identified if close access to segments is explained with features that are pointed out in Skill India Mission

Tip

- A trained tailor makes a difference by getting scope in an area if his/her work is getting marketed with the help of tools. Example- accessing the work of others through various online platforms. Since the market is open in social media, one can use it most if they know or learn about the tools.

Summarise

- Make them understand that skilled individuals can contribute to their lives and make a base of the country's economy.
- Good for the growth of various sectors and the economy of India
- Skilled India Mission helps to recognise new areas for skill development

Objectives - Skill India Mission

- Will increase the per capita income of a country
- Ensure growth opportunities for the development of the country
- Adequate investments for the sustainability of skill development
- To create a new rural India
- To fill the gap between skills required by the industry and people's skills for employment Sub Schemes- Skill India Mission
- The national skill development mission aims to ease decision making across sectors and coordinate skill activities to accomplish high-quality skilling on a broad scale.
- The Pradhan Mantri Kaushal Vikas Yojana seeks to motivate the nation's youth to pursue relevant training in the industry.
- National policy for skill development and Entrepreneurship 2015 enables individuals to stick to shared standards, and links skill sets to demand places.
- Promotion of micro firms, cluster development, and lending techniques for MSMEs are included in the list of skilled India sources (Micro, Small and Medium Enterprises)

Elaborate

The following points:

- Strong points about Indian tourism
- Rich culture
- Strong heritage
- Variety in cuisines
- Terrains and diversity in geography
- Tourism growth and earnings projections
- Government initiatives – Skill development program, IRCTC, growth in the hotel industry

Figure No 1.1.1: Indian Tourism

1.1.3: Tourism and Hospitality Industry and Its Sub Sectors

Explain

- Role & importance of tourism
- Types of hotels – Business hotels, airport hotels, suite hotels, extended stay hotels, service apartments, Bed &B reakfast, resorts, timeshare, casino hotels, conference & convention hotels
- Star ratings of hotels – Categories like 5 star, 4 star , 3 stars, 2 star and 1 star and their specifications
- Sectors related to the hospitality industry – Lodging, hotels, Bed & breakfast, motels, flotels
- Recreation industry – Amusement parks, campgrounds, theatres, museums, zoos, art exhibits etc
- Travel and tourism industry
- Meetings and events industry – Sports events, family get-togethers, holidaying, trade shows, farm shows, conferences etc
- Food & beverage industry – restaurants, cafeterias, catering companies, pubs, delis, third party delivery, fast food restaurants, bars, discotheque, casinos, take away etc

1.1.4:Hierarchy in the Hotel

Ask

Ask candidates what they understand by term hierarchy

Discuss

Why having hierarchy is important in the hotel

Explain

- Hierarchy of large, medium and small hotels– Good organisational structure is important in any industry.
- Duties and responsibilities of departmental heads and other staff of each department like Manager, Assistant Manager, assistants, trainees etc

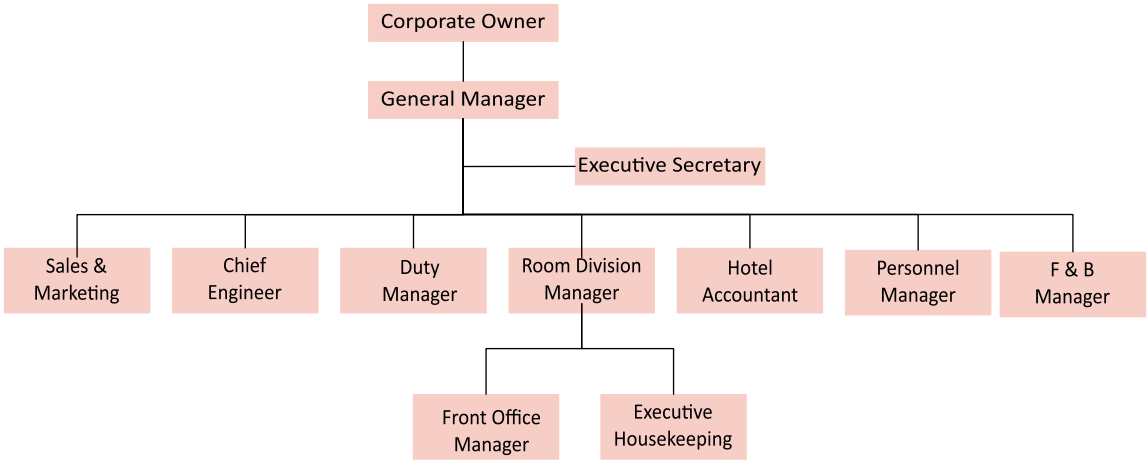


Fig 1.1.2 Organisation chart medium hotel

Organisation chart of a large hotel

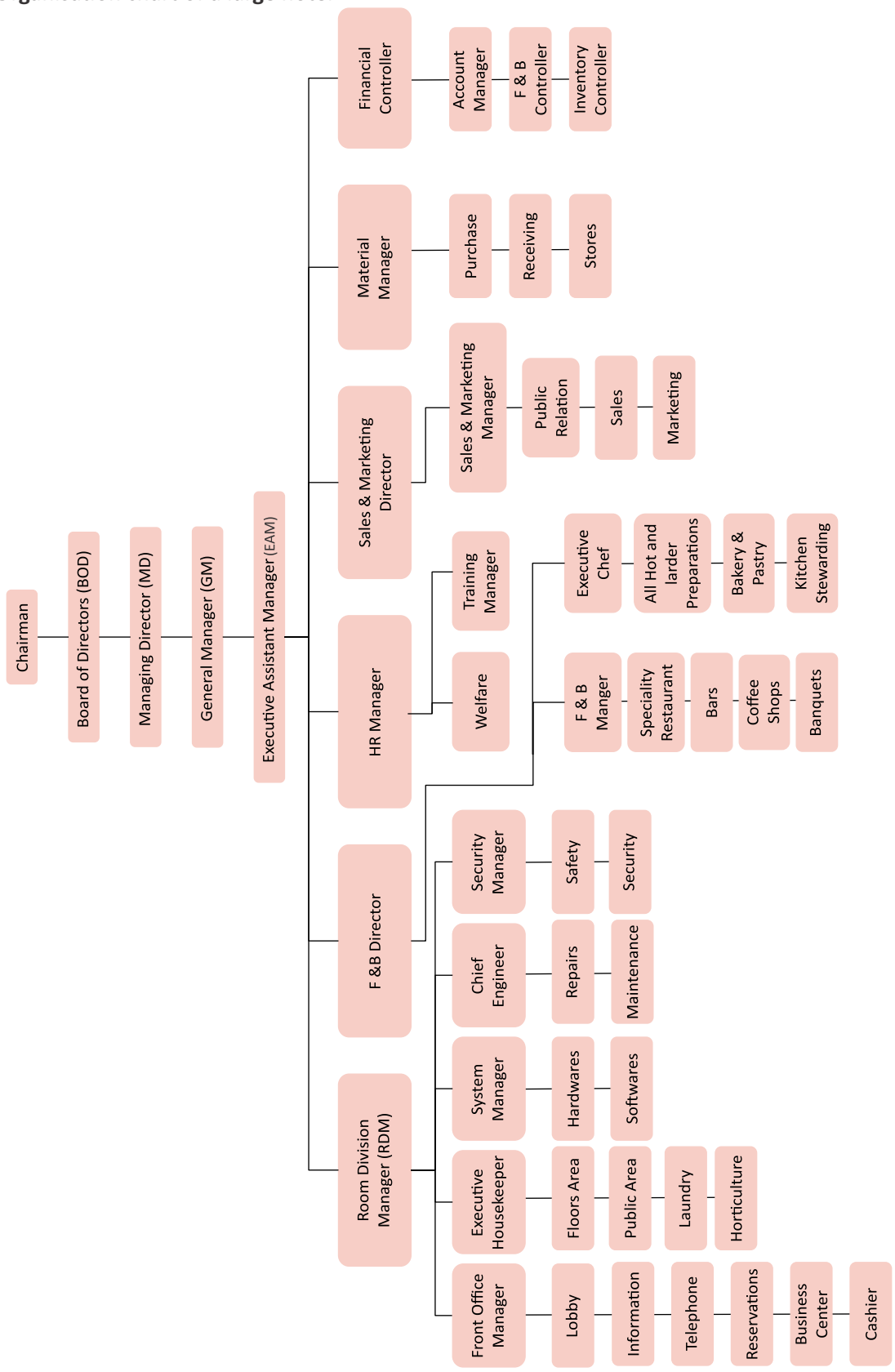


Fig 1.1.1 Organisation chart large hotel

1.1.4.1: Hierarchy of Kitchen Department

Explain

With the help of fig 1.1.4, Explain various chefs and their responsibilities in the kitchen department

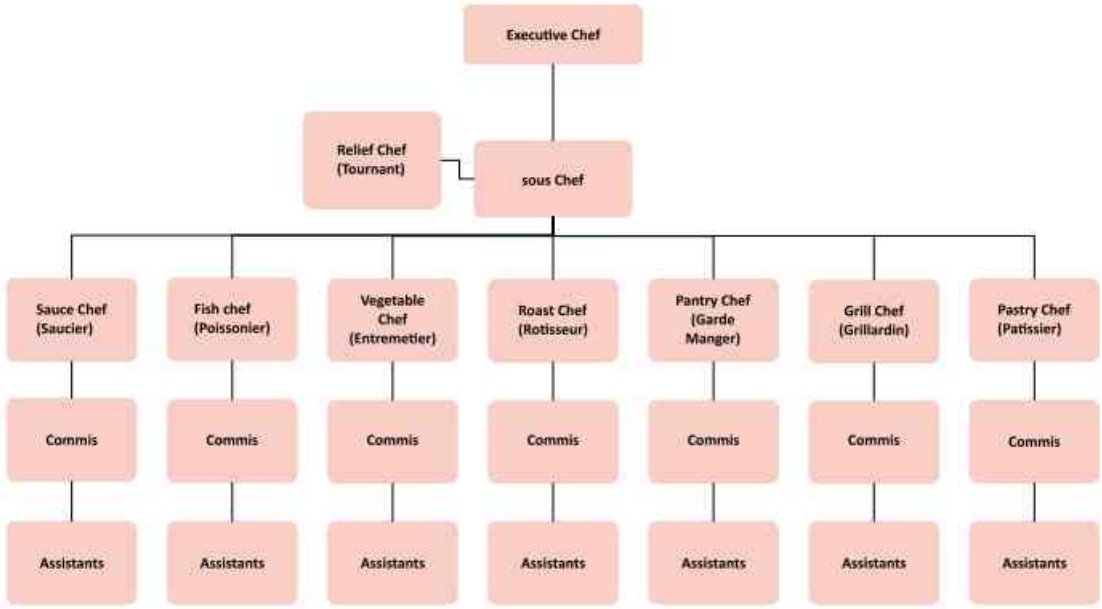


Figure No 1.1.4 Kitchen department chart

1.1.5 Role and Responsibilities of a Commis Chef

Explain

- Roles and responsibilities of Commis chef must have

Elaborate

Elaborate the following as the duties and responsibilities of a Commis chef -

1. Provide the highest and most efficient hospitality service to hotel guests.
2. Works in the designated station set by the Executive Chef and Sous Chef.
3. Able to organise the assigned work area and efficiently put away orders.
4. Able to prepare and sells food within recommended time frames to meet Guest expectations.
5. Able to operate kitchen equipment like braising pans, baking ovens, stoves, grills, microwaves and fryers.

6. Able to produce a quality product in a timely and efficient manner for the guests or staff.
7. Responsible for maintaining cleanliness and sanitation in the assigned work area.
8. Responsible for preparing and cooking all food items by the recipe and specifications.
9. Prepare ingredients for cooking, including portioning, chopping, and storing food.
10. Prepare all menu items by strictly following recipes and yield guide.
11. Cook food according to recipes, quality standards, presentation standards and food preparation checklist.
12. Prepares, seasons, and cooks various types of meat, vegetables, soups, breakfast dishes and other food items.
13. Slices, grind and cooks meats and vegetables using various cooking methods.
14. Wash and peel fresh fruits and vegetables and weigh, measure, and mix ingredients the correct proportions.
15. Have general knowledge of cooking temperatures, making soups & sauces, preparing entrees, vegetable preparation and a la carte cooking.
16. Set up the station with par stocks of menu items and prepare the dishes designated for that station.
17. Checks supplies and prep lists and ensures all items are prepped quickly.
18. Replenishes service lines as needed, restocks, and prepares the workstation for the next shift.
19. Ensures that all products are correctly stored in the correct location at the appropriate levels.
20. Communicate any assistance needed during busy periods and report incidents to the Sous Chef to ensure optimum guest service.
21. Check and ensure the correctness of the temperature of appliances and food.
22. Serve food in proper portions to correct serving vessels and plates.
23. Wash and disinfect the kitchen area, workstations, tables, tools, knives and other equipment.
24. Maintained correct portion size and food quality to the hotel's standards.
25. Minimise waste and maintain controls to attain forecasted food costs.
26. Review the status of work and follow-up actions required with the Head Cook before leaving.
27. Assists in providing on-the-job training & development of new cooks.
28. Assists other Team Members in the kitchen when needed or perform any other tasks assigned by the hotel management.

1.1.6. Attributes Required for a Commis Chef -

Resources to be Used

- Participant Handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record of assessment scores.

Do

- Recap the previous session and clarify the doubts, if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary

Ask

- The candidate what they understand by word attribute and how it is related to Commis chef

Explain

Explain how the below-mentioned factors play into the successes of any chef

1. Creativity
2. Passion
3. Not Alone
4. Grace Under Fire
5. Able to Take Criticism
6. Detail Oriented
7. Endurance and Stamina
8. A Leader
9. Have A Defined Palate
10. Aimed at Cooking Your Best All the Time

1.1.6 Scope for a Commis Chef in the Tourism and Hospitality Industry

Resources to be Used

- Participant Handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.

Do

- Recap the previous session and clarify the doubts, if any.
- Follow the session plan.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary

Elaborate

- The step-wise raise to Executive Chef, the highest position, with the help of the below figure.
- The skills set needed to climb the ladder

Figure No 1.1.5 Career growth of Commis chef

Ask

- Ask each student to mention ten different designations from a typical and regular restaurant set-up and write in one or two lines the essential

1.1.7 Different Types of Cuisines Available in the Country and Across The World

Resources to be Used

- Participant Handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record of assessment scores.

Do

- Recap the previous session and clarify the doubts, if any.
- Follow the session plan.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary

Ask

- The candidate to name dishes from different cuisine around the world

Explain

Explain the Different types of cuisines available in the country and across the world

- French Cuisine
- Chinese Cuisine
- Japanese Cuisine
- Indian Cuisine
- Italian Cuisine
- Greek Cuisine

- Spanish Cuisine
- Mediterranean Cuisine
- Lebanese Cuisine
- Moroccan Cuisine
- Turkish Cuisine
- Thai Cuisine
- Mexican cuisine
- Swedish cuisine
- Latvian cuisine
- American cuisine
- Scottish cuisine
- Explain what speciality each cuisine holds, its important elements and the basic ingredients used in every cuisine.

Do

Show the pictures of the following cuisines from the internet and ask the candidates to identify them correctly.

- French Cuisine
- Chinese Cuisine
- Japanese Cuisine
- Indian Cuisine
- Italian Cuisine
- Greek Cuisine
- Spanish Cuisine
- Mediterranean Cuisine
- Lebanese Cuisine
- Moroccan Cuisine
- Turkish Cuisine
- Thai Cuisine
- Mexican cuisine
- Swedish cuisine
- Latvian cuisine
- American cuisine
- Scottish cuisine

Notes for Facilitation

- Ask questions; allow some candidates to answer the questions.
- Make open discussions

Summarise

- Different types of cuisines available in the country and across the world

1.1.8 Basic Terms Used in the Kitchen Department

Explain

Explain some basic terms used in the Kitchen department-

1. Abate - Meat items such as offal, heads, liver, kidney etc.
2. Aigulettes - Thin strips of the fish, breast of poultry, cut lengthwise.
3. Ageing - To improve the tenderness of meat which is held at a cold temperature,
4. A la bourgeoise - Family style-plain.
5. Au four - Baked in the oven.
6. Au jus - Served with natural juices or gravy.
7. Au natural - Served in a simple, unadorned style.
8. Marquette - A boat-shaped pastry tartlet with a filling.
9. Baron - A double sirloin and rump of beef; the saddle and two legs of lamb.
10. Beating - Regular lifting motion to bring mixture to smooth texture.
11. Beurre fondue - Melted butter.
12. Beurre noisette - Butter heated to a nut brown colour.
13. Beurre noir - Butter heated to a very dark brown colour.
14. Bisque - A thick sauce or soup from shellfish or game.
15. Blend-Thorough mixing of two or more ingredients.
16. Brioche - A feathery light yeast cake. A favourite breakfast bun in France.
17. Brunoise - Cut into fine dices.
18. Cafe - Coffee
19. Carte de jour - Menu for the day.
20. Capon - A young male bird which has been catered to improve flavour and to fatten.
21. Cassoulet - A hot hors d'oeuvre shaped like a small drum.
22. Casserole - An earthenware or pyrex fireproof dish with a lid.
23. Cepes - Species of mushrooms.
24. Champignons - Mushrooms
25. Chantilly Cream - whipped cream.
26. Chapelle - Crumbs made from dried bread.
27. Chiffonade - Threads of lettuce or sorrel.
28. Chinoise - A conical-shaped wire mesh strainer.
29. Cisel - To cut a vegetable like a chaffting machine.
30. Coagulation - Proteins solidifying after the application of heat, e.g. Fried egg.
31. Coat - Cover with sauce.
32. Clochesous - Under bell, usually glass.
33. Cloute - Studded, e.g. Clove, bay leaf in an onion.
34. Cocotte - Porcelain or earthenware fireproof dish.

35. Coddling - Cooking below boiling point, e.g. Coddled eggs.
36. Compote - A dish of stewed fruit retained in its natural shape.
37. Cookout - Process of cooking the flour in the roux, sauce or soup.
38. Concasse - Coarsely chopped, e.g. Blanched tomatoes or parsley, etc.
39. Condiments - Seasonings.
40. Correcting - Adjusting the seasoning, consistency and colour of a dish.
41. Cordon - To have a thin line of sauce.
42. Coulis - An essence made from shellfish, also used as a sauce.
43. Court bouillon - A lightly flavoured cooking liquor in which fish is cooked.
44. Contre fillet - Sirloin of beef, deboned.
45. Cordon - A thread or thin line of sauce.
46. Crackling - The rind of roast pork. Crepe pancake.
47. Cuisine - Art of cooking and preparation in the kitchen. Cult cooked.
48. Dariole - A deep round sloping-sided mould like a flowerpot.
49. Darne - A section of fish cut across the bone of a large whole round fish.
50. Demi - Half
51. Durum wheat - Hard wheat with gluten content used for making pasta and semolina.
52. Dust - Sprinkling fine sugar or flour.
53. Entree - The main dish of meat or poultry for an informal meal.
54. Entremet - Refers to the sweet course, cold or hot.
55. Epigramme - Boned breast of lamb.
56. Escalopes - To cut thin slices sideways.
57. Estouffade-Brown stock.
58. Espagnole - Basic brown sauce.
59. Etamine - Tammy or double-thickness of cheesecloth for straining soups and sauces.
60. Farce - Stuffing, and farci means stuffed.
61. Fillets - Boneless flesh under the loin of beat, veal or pork.
62. Flake - To break into natural segments (fish).
63. Florentine - With spinach.
64. Flute - A long, crisp roll of bread, thin slices cut on a slant and used for garnishing soups.
65. Fois Gras - Flatted goose liver.
66. Forcemeat - Mixture of minced or chopped meat and seasoning used for stuffing.
67. Frappe - Partially frozen drinks or desserts.
68. Fritters - Small pieces of vegetables, fruit, cheese, etc., dipped in batter and deep fried.
69. Friture - A pan that contains deep fat.
70. Frizzling - Cooking in a small amount of fat until crisp.
71. Fumet - A kind of essence extracted from fish's bones and skin.
72. Gherkins - Small cucumbers(a few days old), usually pickled.
73. Giblets - Liver, heart and trimmings from poultry.
74. Glaze - A semi-transparent or glossy coating. Also, the colour gives elasticity to a dough.
75. Gluten - A vegetable protein found in cereal, especially flour.
76. Gnocchi - Italian-light dumplings usually made from farina(cream of wheat)
77. Goulash - A Hungarian beef stew with onions, tomatoes and paprika.
78. Gourmet - Connoisseurs of food and drinks are known as an epicure.
79. Grenadine - Slices of veal, thicker than escalopes.
80. Gratinate - To colour under a salamander or in the oven.
81. Griddle - To cook on a solid surface or plate.
82. Hash - It is usually a rechauffe dish. A dish of meat diced or minced and seasoned.

83. Hors d'oeuvres - Small relishes or appetisers. Served as the first course of mea
84. Indiana - An oriental dish. Indian style dish.
85. Infusion - Liquid obtained from steeping food. E.g. Coffee and tea.
86. Incise - Make small cuts across the back of the fish before cooking.
87. Isinglass - Fish gelatine-(used for clarification).
88. Jardiniere - Vegetables cut into batons.
89. Kedgeree is an Anglo-Indian dish of fish, rice, eggs and curried dish.
90. Kromeskeys - Similar to croquettes, it is dipped in a yeast batter and deep fried.
91. Langouste - Crayfish.
92. Langoustine - Spiny lobster.
93. Macedoine - Mixture of fruit and vegetables cut in even pieces; fruit salad.
94. Maraschino - Italian cherry cordial. Also, a type of cherry.
95. Marinade - A spiced mixture of vinegar, oil, spices or wine.
96. Marmite - Stockpot or earthenware pot in which soup is served.
97. Macerate - To soak (in flavoured syrup, wine or liquor) often applied to fruits.
98. Mandolin - A handheld machine used for slicing vegetables and potatoes.
99. Masking - To cover completely (usually with a sauce)
100. Matelotes - Fish stew with wine, onions and seasonings.
101. Medallion - Round flat, shaped piece of fish or meat.
102. Menu - List of fare.
103. Mise-en-place - Basic preparation in the kitchen before serving.
104. Mortifier - To hand meat to tenderise it.
105. Napper - To coat or mask with sauce.
106. Navarin - Mutton stew with carrots and turnips.
107. Panada - Thick white sauce.
108. Parboil - To partially cook.
109. Paysanne - Cut into uniform shapes, whether round, triangles, etc.
110. Pimentos - Red sweet Spanish pepper pod.
111. Piquant - Highly seasoned, tangy.
112. Poisson - Fish in French.
113. Potage - Soup is usually thickened.
114. Puree - Pulp or paste of vegetables or fruit, also a thick soup.
115. Ragout - Thick savoury stew.
116. Raspings fine breadcrumbs.
117. Rechauffe - A re-heated dish.
118. Reduce - Concentrate a liquid by boiling it, usually without a lid.
119. Reish - A highly seasoned food item used as an accompaniment.
120. Salami - Sausage of pork and beef, highly seasoned.
121. Score - To cut slits in the fatty piece of pork before roasting.
122. Souse - Herrings, etc. Pickled in vinegar and spices.
123. Spit - Pointed metal rod to hold meat or poultry for roasting.
124. Table d' hote - Fixed price meal. A meal of a definite number of courses.
125. Terrine - Forcemeat stuffing, moulded, cooked, and served cold.
126. Troncon - A slice of flat fish with a bone.
127. Vol au vent - Puff pastry case.
128. Wok - A concave pan used for stir-frying.
129. Whipping - Rapid beating to increase the volume of mixing air.

Do

Give the candidates definitions of the terms and ask them to identify the terms based on the description in the definition.

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Activity

- Create a story-telling session wherein each team member would be the owner of various service areas and act/demonstrate a few critical work responsibilities.
- From the below, identify in one-or two-line essential assistance provided by the commis chef:
  - Assisting Other Chefs
  - Helping With Deliveries
  - Measuring Ingredients
  - Preparing Meats and Vegetables
  - Assisting With Stock Rotation
  - Training and Learning
  - Cleaning Stations

Ask

- Few common terminologies used in a kitchen

Summarise

- The Tourism and Hospitality Industry and its sub-sectors
- The hierarchy of Hotels/restaurants of small, medium and large establishments
- The service departments in the hotel, like Food & Beverage, Housekeeping, Kitchen
- The attributes required for a Commis Chef
- The role and responsibilities of a Commis Chef
- Basic terminology used in the kitchen

Notes

Exercise

Question 1. Indian hotels are constantly innovating to keep up with competition from both domestic and international chains.

(A). True
(B). False

Question 2. The head chef remains at the top of the hierarchy in restaurant kitchens without an executive chef; he is also known as which of the following?

(A). Chef de Cuisine
(B). Sous Chef
(C). Chef de Partie
(D). Commis Chef

Question 3. Which of the following statements are true concerning the primary objectives of the Skill India Mission?

I. Reducing poverty in the country
II. Increasing the competitiveness of Indian businesses
III. Skill India Mission is an initiative to ensure that skill development training is relevant and of high quality in India
IV. Helping the Indian citizens to rule the human resources and resources in the market

(A). Only I
(B). Only II and III
(C). Only II and IV
(D). All I. II. III and IV

Question 4. An aspirant who wants to be a commis chef must know which of the given duties?

(A). Assisting other chefs
(B). Helping with deliveries
(C). Measuring ingredients
(D). All of the above

Question 5. If an aspirant wishes to know if he/she has what it takes, which of the following qualities will be needed in a commis chef?

(A). Attention to detail
(B). Passion for food
(C). Ability to work well under pressure
(D). All of the above

Question 6. Which statements are incorrect concerning the commis chef's roles and responsibilities?

I. Provide the hotel guests with the highest and least efficient hospitality service.
II. Works in the designated station set by the Executive Chef and Sous Chef.
III. Able to organise the assigned work area and not put away orders.
IV. Unable to prepare and sells food within recommended frames to meet guest expectations

(A). Only – I
(B). Only – II
(C). Only – III
(D). Only – IV

Question 7. The Commis chef also arrives early to help carry and unpack deliveries. This is where he/she will _____ where everything goes and how a kitchen generally works.

(A). learn
(B). explore
(C). list
(D). watch

Question 8. He/she might liken cooking to science and art working together simultaneously; fine tuned skills are required for inspired cooking, but these techniques' applications make impressive dishes. So, which of the following does the above statement denote?

(A). Creativity
(B). Passion
(C). Orientation
(D). Calmness

Question 9. How many years generally does it take to become an executive chef in a hotel?

(A). 0-2 years
(B). 3-4 years
(C). 4-8 years
(D). 9-10 years

Question 10. The most famous Italian dish is _____.

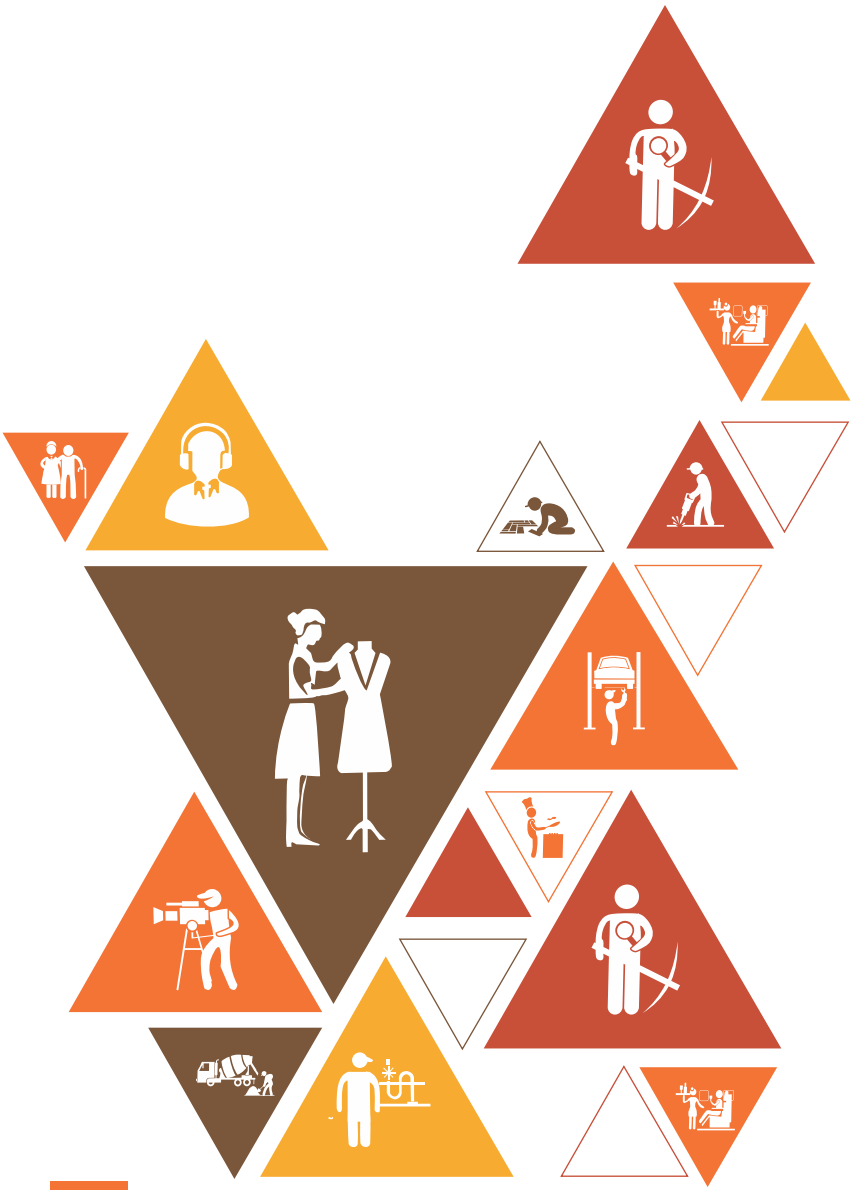
(A). Pizza
(B). Pasta
(C). Burger
(D). Sub

Notes

Scan the QR codes to watch the related videos

Role of Government in skill development

Introduction to Hospitality Industry



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Transforming the skill landscape

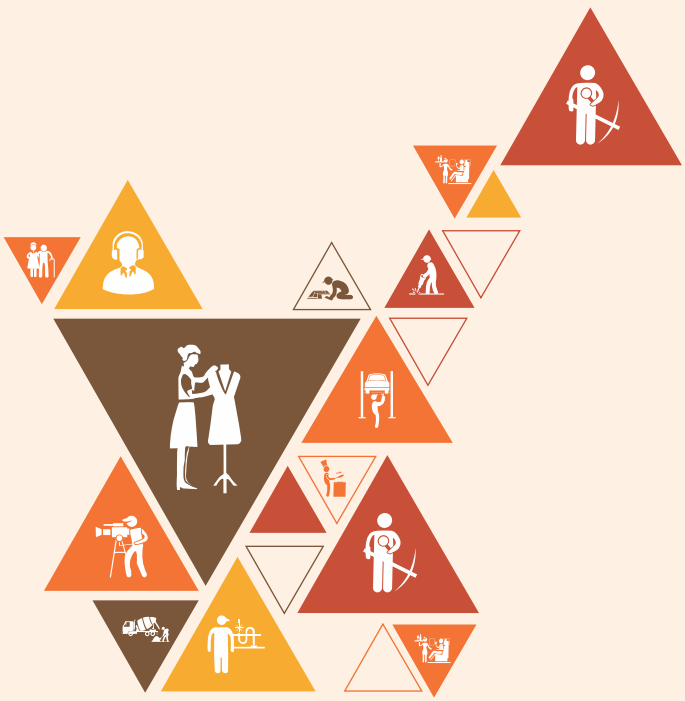
THSC
TOURISM & HOSPITALITY
SKILL COUNCIL

Chapter 2. Assist in Kitchen Operations and Food Preparation

Unit 2.1 Introduction to Kitchen Equipment and Appliances

Unit 2.2 Perform Food Preparation Activities

Unit 2.3 Provide Assistance in Inventory Management and Close the Kitchen



(THC/N0415)

Key Learning Outcome

At the end of this module, you will be able to understand/know the following:

1. Elaborate on various appliances, tools and equipment required for the preparation for and cooking of different dishes
2. Describe the operational and storage procedures of various appliances, tools, equipment, and other sharp objects required for cooking
3. Explain the importance of organising the assigned workstation
4. Discuss the importance of updating the Senior Chef about any damage to the kitchen tools/appliances

Unit 2.1: Introduction to Kitchen Equipment and Appliances

Unit Objective

At the end of this unit, you will be able to -

1. Describe the various types of cooking equipment available.
2. List the appliances, tools, and equipment needed to prepare and cook various cuisines.
3. Describe the numerous appliances, tools, equipment, and other sharp objects' operational and storage processes.
4. Emphasise the importance of keeping the allotted workstation organised.

2.1.1 Introduction to Essential Cooking Equipment

Resources to be Used

- Participant Handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record of assessment scores.

Say

In the last unit, we discussed the Commis chef's roles and responsibilities and, at the same time, other related topics such as career growth

Do

- Recap the previous session and clarify the doubts, if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary

Explain

- Ovens
- Ranges
- Deep Fryers
- Grills
- Griddles
- Holding Equipment
- Salamanders or Broilers
- Toasters
- Coffee Brewers
- Microwave

Elaborate

- Cooking equipment is the cornerstone of any commercial kitchen. When choosing cooking equipment for your restaurant, think about whatequipment you will use most often. While smaller pieces of equipment may be less expensive, the y may not meet your capacity needs if you use them regularly, costing your business more in the long run.
- Essential cooking equipment for restaurants
- Classification of equipment and tools
- Food Service Equipment
- Cooking Equipment
- Holding and storage of kitchen equipment:
- Cold Food Storage Kitchen Equipment
- Pots, pans, and containers
- Metals and Conductivity
- Measuring devices:
- Utensils and Knives
- Hand Tools and Small Kitchen Equipment

With the help of following figures in the Participant Handbook explain the different kinds of equipment used in the commercial kitchen

- Fig 2.1.1 Large kitchen equipment
- Fig 2.1.2 Mechanical equipment
- Fig 2.1.3 Small equipment
- Fig 2.1.4 Food service equipment-A
- Fig 2.1.5 Food service equipment-B
- Fig 2.1 6 Food service equipment-C
- Fig 2.1.7 Basic tools used in a hotel's kitchen
- Fig 2.1.8 Knives Set

Do

- Show the various equipment from the kitchen and let students identify

Ask

- What is the basic setup of a kitchen?
- What is the different equipment used in a typical kitchen?

Do

- Create a list of all kitchen devices and utensils being used in all types of kitchens Grinder, mixer, cooking range, oven, pulveriser, dough kneader, beater, bulk cooker, deep fat fryer, all types of pots and pans, cutting board, chopping knives, other types of k nives, work tables, and crockery & cutlery
- Collect the names of some popular brands of kitchen equipment.

Ask

- The candidates are to identify the items as they are shown on the projector screen one-by-one

Summarise

- Introduction to essential cooking equipment

2.1.2: Various Appliances, Tools, and Equipment Required in the Kitchen

Resources to be Used

- Participant Handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector
- Images of tools covered in the PH

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record of assessment scores.

Do

- Recap the previous session and clarify the doubts, if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Say

- There are wide ranges of different Appliances, tools and equipment required which are required in a commercial kitchen
- Today we will discuss many in the session.

Explain

- What are hand tool and small kitchen equipment and their uses

Notes for Facilitation

- With the help ofhe following figures in the participant, thehandbook illustrates the cookware, utensils and tools and multipurpose kitchen tools
  - Fig 2.1.9 Cookware
  - Fig 2.1.10 Utensils and tools
  - Fig 2.1.11 Multipurpose kitchen tools

Elaborate

Cookware

- Non-stick fry pan
- Saucepan
- Stock pots
- Sheet pans
- Glass baking dish

Utensils and tools

- Knives
- Measuring spoons
- Measuring cups
- Wooden spoons
- Fish turner
- Peeler
- Whisk & Tongs

Multipurpose kitchen tools

- Cutting board
- Colander
- Prep bowls in every size
- Can opener
- Microplane zester
- Immersion/stick blender
- Salad spinner

Ask

The participants to define the equipment cookware, utensils and tools, and multipurpose kitchen tools that have been covered in the session

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Summarise

- Cookware, utensils and tools and multipurpose kitchen tools
- Their uses
- Classification based on their size

2.1.3 Equipment Required for Cooking Different Dishes

Resources to be Used

- Participant Handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.

Do

- Recap the previous session and clarify the doubts, if any.
- Follow the session plan
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary

Say

- Kitchen equipment needs to produce food for a large number of customers.
- Kitchen equipment needs to be robust, durable, and easy to operate.
- The equipment should consume less electricity, improve the productivity of food production operations, and be eco-friendly.
- Finally, it should serve its purpose effectively.
- Most kitchen equipment is operated electronically.
- A wide range of cooking, cutting, baking, and cleaning equipmentis available for the kitchen staff.

Notes for Facilitation

- Illustrate the ovens with the help of Fig 2.1.14 Ovens, given in the Participant Handbook
- Illustrate the griddles with the help of Fig 2.1.15 Griddles, given in the Participant Handbook
- Illustrate the pans and pots with the help of Fig 2.1.16 Pans and pots, given in the Participant Handbook
- Illustrate the spoons with the help of Fig 2.1.17 Spoons, given in the Participant Handbook
- Illustrate the kettles with the help of Fig 2.1.18 Kettles, given in the Participant Handbook
- Illustrate the vegetable cutters/choppers with the help of Fig 2.1.19 Vegetable cutters/choppers, given in the Participant Handbook
- Illustrate the dough arm handles with the help of Fig 2.1.20 Dough arm handles, given in the Participant Handbook
- Illustrate the cookers and steamers with the help of Fig 2.1.21 Cookers and steamers, given in the Participant Handbook
- Illustrate the fryer with the help of Fig 2.1.22 Fryer, given in the Participant Handbook
- Illustrate the Juicer with the help of Fig 2.1.23 Juicer, given in the Participant Handbook
- Illustrate the Glasswasher with the help of Fig 2.1.24 Glass washer, given in the Participant Handbook
- Illustrate the nutcrackers with the help of Fig 2.1.25 Nut cracker, given in the Participant Handbook
- Illustrate the shredders with the help of Fig 2.1.26 Shredders, given in the Participant Handbook

Elaborate

- Burners
- Cooking ranges
- Restaurant Range
- Heavy duty range
- Rack ovens
- Griddles

- Maintenance equipment in a commercial kitchen –
  - Dishwasher
  - Under Counter
  - Door type
  - Glasswasher
- Special equipment in a commercial kitchen –
  - Nutcrackers Shredders
  -
- Fuels and energy used for cooking
  - Wood
  - Charcoal
  - LPG
  - Kerosene
  - Electricity

Do

- Conduct a doubt-clearing session and clear the doubts of the candidates

Ask

- The participants, if they have understood the topic well
- Ask the candidates some questions related to the topic covered in the session

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Summarise

- Kitchen equipment and appliances
- Essential cooking equipment for restaurants
- Various appliances, tools and equipment required in the kitchen
- Appliances, tools and equipment required for the preparation for and cooking of different dishes

2.1.4: Operational and Storage Procedures of Various Equipment and Objects Required for Cooking

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record of assessment scores.

Do

- Recap the previous session and clarify the doubts, if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary

Say

- While planning a unit, storage should be considered the most important part and minute detailing should be done based on items on the menu.
- Storage should not have easy access for people.
- FDA of every country has given guidelines under Regulations about food storage.
- It is mandatory to follow the basic Standards given in the Regulations
- Storage provides a place to hold the equipment and ingredients.
- The biggest factor to consider when choosing storage equipment is capacity and shape.
- One needs to choose equipment that can handle the food the restaurant will need and equipment that will fit into the kitchen's layout.

Notes for Facilitation

- Illustrate the refrigeration with the help of Fig 2.1.27 Refrigeration Equipment, given in the Participant Handbook
- Illustrate the storage equipment with the help of Fig 2.1.28 Storage Equipment, given in the Participant Handbook
- Illustrate the storage illustration with the help of Fig 2.1.29 Storage illustration, given in the Participant Handbook

Elaborate

- Refrigeration equipment – Refrigerator, freezer, ice machine
- Storage equipment – Shelving, bussing and utility carts, sheet pan racks, storage containers, drying racks, dunnage racks
- Other storage solutions – Plastic containers, plastic zipper bags, bread bion/boxes

Ask

Ask the candidates what they understand by :

- Shelving
- Bussing and utility carts
- Sheet pan racks
- Storage containers
- Drying racks
- Dunnage racks

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the keywords to correct the answer on the whiteboard.

Summarise

- Operational and storage procedures of various equipment and objects required for cooking

2.1.5: Importance of Organising the Assigned Work Stations

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record of assessment scores.

Say

- In the last unit, we gained an understanding ofoperational and storage procedures forvarious equipment and objects required for cooking
- “In today's session, we will understand the importance of organising the assigned work station
- Start the session by saying, " the importance of organising the assigned workstation In the kitchen

Do

- Recap the previous session and clarify the doubts, if any.
- Follow the session plan strictly.

Ask

Ask the candidate why the working station needs to be ordered

Elaborate

The following points:

- In the kitchen, timing is everything.
- Hungry customers wait for their food, and the servers try totime the guest experience just right.
- One of the quickest ways to slow down the entire operation is to have a messy and disorderly kitchen.
- Keeping an organised workspace can make each task faster, from prep to baking to plating.
- Careful consideration of layout, planning, and efficiency can be the difference between a good baker or pastry chef and a great one.

Explain

- The value of an organised kitchen
- An organised kitchen helps save time and moneyis easier to maintain, and makes it look nicer, which can increase the kitchen's value by:
  - Saving time
  - Saving money
  - Easier to maintain
  - Keeps food fresher for longer

Summarise

- Importance of organising the assigned workstations

2.1.6: Updating Senior chef About Damages to Kitchen Tools for Smooth and Efficient Working in the Kitchen

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record of assessment scores.

Do

- Recap the previous session and clarify the doubts, if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary

Elaborate

- A detailed schedule needs to be maintained for the cleaning and maintenance of kitchen tools. While maintaining, if any damage is noticed, it should be immediately brought to be notified to the senior chef.
- The benefit is that the machinery, appliances, and systems will be replaced or repaired on time, and any hazard can be avoided. The other benefits are listed below:
  - Reduces utility cost
  - Reduces major failures
  - The quality and taste of food will not be compromised
  - Ensure speedy service
  - More customers and increased income potential
  - Safer work environment

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Summarise

- Importance of updating the senior chef about any damage to the kitchen tools/appliances
- Why it is necessary to have a well-planned and organised kitchen

Notes

2.2 Perform Food Preparation Activities

Unit Objective

At the end of this module, you will be able to

1. Discuss various essential ingredients required for different dishes, their characteristics and functions
2. Discuss the units of measurement and culinary terms used for various food products
3. Explain recipes for various food items
4. Elaborate on various methods of mixing and preparing the ingredients (like washing, peeling, etc.) for cooking along with their recipes
5. Describe various food preparation techniques (like marinating, chopping, etc.) and cooking methods (like boiling, frying, etc.)
6. Explain the different temperatures required for cooking and serving various dishes
7. Elaborate on different types of plating, decoration and presentation methods for cooked meals

2.2.1 Introduction

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record of assessment scores.

Do

- Recap the previous session and clarify the doubts, if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Say

- Good chefs take pride in the thoroughness and quality of their pre-preparation or mise-en-place
- This French term meaning "everything put in place," has become almost a professional password in kitchens because food service professionals understand its importance to the establishment's success.
- Imparting an out-of-the-world meal experience requires much preparation beforehand.
- To achieve maximum guest satisfaction, food and beverage businesses work to bring out the best possible experience for their guests and customers. All operations regarding food and beverage service need preparations by anticipating guest arrival at anyti me during working hours.

Notes for Facilitation

Illustrate the Safe steps in food handling with the help of Fig 2.2.1 Safe steps in food handling, given in the Participant Handbook

- **Clean—**Wash hands and surfaces often
- **Separate—**Do not cross-contaminate
- **Cook—**Cook to proper temperatures, checking with a food thermometer
- **Chill—**Refrigerate promptly

Elaborate

- Basic principles – Cook. Chill, Clean, and Separate

Ask

- What are safety steps in food handling, cooking, and storage essential to preventing foodborne illness?
- What guidelines are for keeping the food clean, separating, cooking, and chilling?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Summarise

- The safety steps in food handling

2.2.2: Importance of Setting up the Assigned Work Area/Station

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record of assessment scores.

Do

- Recap the previous session and clarify the doubts, if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Say

- It is excellent to have all the necessary tools for any task.
- Chefs prepare all ingredients and tools before cooking.
- Commis chef sets out his gear the night before. Workplaces are similar. Having a clear workspace helps you focus and get to work.
- Bacteria can develop and spread in a dirty kitchen, including on worktops and chopping boards. Several key points:
  - Worktops
  - Cloths
  - Knives, spoons and other utensils
  - Hands

Explain

The candidates what all is done in the assigned workstation

Elaborate

Why Keeping all required items and work surfaces clean is important?

- Worktops – Clean and sanitise
- Cloths – Clean, fresh, dry
- Knives, spoons, and other utensils – Clean, sanitised and dry
- Hands – Washed and sanitised
- Cleanliness in the kitchen before work starts
- Preparing and organising equipment
- Preparing raw materials for cooking

Notes for Facilitation

- Allow one or two students to answer the questions asked while teaching
- Verbally state the points or answer the questions and move to the next topic

Summarise

- The importance of setting up the assigned work area/station

2.2.3: Importance of Maintaining Cleanliness and Hygiene in the Workplace

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record of assessment scores.

Do

- Recap the previous session and clarify the doubts, if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary

Explain

Why cleanliness and hygiene in the workplace

Elaborate

the importance of maintaining cleanliness and hygiene in the workplace
The precautions and steps should be followed while washing vegetables and fruits thoroughly

The steps and guidelines should be followed while cleaning the kitchen rags regularly
How do you segregate the chopping boards
The importance of cleaning kitchen cabinets and refrigerators periodically
The consequences of an unhygienic kitchen

Ask

What is the importance of maintaining cleanliness and hygiene in the workplace?
What precautions and steps should be followed while washing vegetables and fruits thoroughly?
What steps and guidelines should be followed while cleaning the kitchen rags regularly?
How do you segregate the chopping boards?
What is the importance of cleaning kitchen cabinets and refrigerators periodically?
What are the consequences of an unhygienic kitchen?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Summarise

- Importance of maintaining cleanliness and hygiene in the workplace

2.2.4: Essential Ingredients Required for Different Dishes, Their Characteristics and Functions

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record of assessment scores.

Do

- Recap the previous session and clarify the doubts, if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Say

- The spice comes from Latin, meaning 'Fruits of the earth'. Spices, distinguished from herbs, are derived from various parts of the plants. For example, cinnamon is taken from the bark, cloves from the buds, saffron from the flower, allspice from the fruit, ginger from the root, mustard from the seed etc.
- Herbs are the second category of flavouring agents used in food; herbs come from Latin, ' Grass'. Herbs are defined as the leaves and stems of soft-stemmed, non-woody plants. Examples; include savoury, sage, thyme, rosemary, oregano etc.
- All chefs should have a very good understanding and knowledge about the type of spices and their use in cooking. The commonly used spices and herbs in the hotel kitchen department.

Elaborate

- Illustrate the essential ingredients required for different dishes with the help of Figures 2.2.2 to Fig 2.2.23, given in the Participant Handbook

Explain

The type, Characteristics, and usage of-

- Allspice berries
- Anise/star anise
- Basil
- Bay leaf
- Bouquet garni
- Caraway
- Cardamom

- Cayenne
- Celery Seed
- Chervil
- Chilli powder
- Chives
- Cilantro
- Cinnamon
- Clove
- Coriander
- Cumin
- Curry/curry powder
- Dill
- Fennel
- Fine herb
- Garlic
- Ginger

Ask

- What essential ingredients are required for different dishes, characteristics, and functions?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Summarise

- Essential ingredients are required for different dishes

2.2.5: Recipes of (Basic Gravies, Salads)

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector
- Gravy recipes mentioned in the participant handbook

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record of assessment scores.

Do

- Recap the previous session and clarify the doubts, if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Elaborate

- Basic Indian gravies - Red, orange gravies, makhana gravy, kadhai gravy, lababdar gravy
- Salads – Caesar salad, Walldorf salad, gado- gado salad
- Cold starters – Caviar cold starters, bruschetta,

Say

- Indian gravy is the base of most curries, be it butter chicken, paneer butter masala, Chettinad chicken or egg curry.
- Once anyone masters making gravies, he/she cancook at least 80% of the Subjis made in India. The following are recipes for a few basic Indian gravies:
  - Makhani gravy
  - Kadhai gravy
  - Lababdar gravy

Elaborate

- Illustrate the Makhani gravy recipe with the help of Table 2.2.1 Makhani gravy recipe, given in the Participant Handbook
- Illustrate the Kadhai gravy recipe with the help of Table 2.2.2 Kadhai gravy recipe, given in the Participant Handbook
- Illustrate the Lababdar gravy recipe with the help of Table 2.2.3 Lababdar gravy recipe, given in the Participant Handbook

Demonstrate

- The gravy preparations

Say

- A salad is a cold dish made with various raw or cooked vegetables. These vegetables are seasoned with oil, vinegar, or other dressing. Sometimes, salads are accompanied by meat, fish, or other ingredients. The following are some salad recipes:
  - Caeser salad
  - Waldorf salad
  - Gado-gado salad

Elaborate

- The Caeser salad recipe with the help of the Lababdar gravy recipe, given in the Participant Handbook
- The Waldorf salad recipe, with the help of Table 2.2.5 Waldorf salad recipe, given in the Participant Handbook
- The Gado-gado salad recipe with the help of Table 2.2.6 Gado-gado salad recipe, given in the Participant Handbook

Demonstrate

- The salad preparations

Say

- Cold starters are singleserve items of food eaten before the main course or as a form of accompaniment. These starters are usually served on square/rectangular plates arranged on a trolley. A few recipes for cold starters are:
  - Caviar cold starter
  - Bruschetta

Elaborate

- Illustrate the Caviar cold starter recipe with the help of Table 2.2.7 Caviar cold starter recipe, given in the Participant Handbook
- Illustrate the Bruschetta recipe with the help of Table 2.2.8 Bruschetta recipe, given in the Participant Handbook

Demonstrate

- The cold starter preparation

Summarise

- Gravy, salad, and cold starter preparation

2.2.6: Various Food Preparation Techniques

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.

Do

- Recap the previous session and clarify the doubts, if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary

Say

- Raw materials used in food production are mostly natural products.
- They are available in various shapes and weights.
- For example, no two potatoes or onions will be the same in size, shape, and weight. No two red pumpkins will be of the same size, shape, and weight.
- Preparing finished products demands basic uniformity in size, shape, and weight. This is the base for uniformity in cooking and the food's appearance.
- Breaking down the raw materials into the required form is called ‘pre-preparation’.

Elaborate

- Washing, peeling and scraping, paring, cutting, grating, grinding, mashing, sieving, milling, steeping, centrifuging, emulsification, evaporation, homogenisation
- – Broiling, grilling, roasting, baking, sautéing, poaching, simmering, boiling, steaming, braising, stewing
- Units of measurements and culinary terms used for various food products and conversion charts for various units

Explain

Cooking methods

- Broiling
- Grilling
- Roasting
- Baking
- Sauteing
- Poaching
- Simmering
- Boiling
- Steaming
- Braising
- Stewing

Ask

- What are the recipes for various food items mentioned in the Participant Handbook?
- What are the various methods of mixing and preparing the ingredients (like washing, peeling, etc.) for cooking along with their recipes
- What are the several food preparation techniques (like marinating, chopping, etc.) and cooking methods (like boiling, frying, etc.)
- What are the different temperatures required for cooking and serving various dishes
- What are the different types of plating, decoration and presentation methods for cooked meals

Notes for Facilitation

- Allow one or two students to answer the questions every time.
- Write down the correct answer on the whiteboard.

Summarise

- Various food preparation techniques, equipment used and techniques

2.2.7: Types of Vegetable Cuts

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector
- Images are given in the Participant Handbook

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record of assessment scores.

Do

- Recap the previous session and clarify the doubts, if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary

Elaborate

Elaborate on the following vegetable cuts; Students may refer to the pictures given in the PH

- Brunoise (Fine dice)
- Chiffonade (shredding)
- Julienne (matchstick cuts)
- Macedoine
- Parmentier
- Carre
- Slicing
- Mincing
- Crushing
- Tourne
- Rondelle
- Paysanne
- Wedges
- Batton
- Use images Fig 2.2 27.to Fig 2.2.40 and their description to illustrate the different types of cuts

Ask

- What is the importance of different cuts?
- The various cuts they might have observed for different dishes at their home.

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Summarise

- Various types of Vegetable cuts
- How are various cuts used (e.g., which cut is used In sauce, salads, stalk, etc.)

2.2.8: Sauces

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record of assessment scores.

Do

- Recap the previous session and clarify the doubts, if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary

Explain

Importance of sauces in food preparation

Elaborate

- Importance sauces as –
  Enhance flavours
  improve digestion
  moisture and texture

Ask

- The candidates to name mother Sauces

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Summarise

- Importance of sauces in food preparation
- Various Common Sauces

2.2.9: Different Types of Plating, Decoration and Presentation Methods for Cooked Meals

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record of assessment scores.

Do

- Recap the previous session and clarify the doubts, if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary

Explain

Different plating styles are used

- Landscape technique
- Futuristic technique
- Free-form technique
- The nordic look technique

Elaborate

- Landscape technique, futuristic, free-form, Nordic and hide and seek etc.
- Classic plating steps –
- Presentation techniques – Plate size and shape, plate colour and contrast with food
- Food arrangement techniques – Rule of 3 rds, do not overcrowd the plate, moist ingredients first, and create flavour bites
- Visual plating techniques – Serve odd quantities, colour diversity
- Sauce plating techniques -Smeared sauce
- Garnishing techniques – Edible garnishes

Ask

- Why is plating important?

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Summarise

- Plating techniques

2.2.8.1 Classic Plating Steps

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector
- Images and steps given the PH

Notes for Facilitation

- Illustrate the classic plating steps with the help of Fig 2.2.49 Classic plating steps, given in the Participant Handbook

Explain

- The classic plating steps

Demonstrate

- Classic plating steps

Ask

- If the candidates have any doubts

Summarise

- Classic plating steps

2.2.8.2 Free-Form Plating Technique

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector
- Images and steps given the PH

Notes for Facilitation

- Illustrate thefree -form-plating technique with the help of Fig 2.2.50 Free-form Plating Technique, given in the Participant Handbook

Explain

- Free-form plating technique

Demonstrate

- Free-form plating technique

Ask

- If the candidates have any doubts

Summarise

- The free-form-plating technique

2.2.8.3 Landscape Plating Steps

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector
- Images and steps given the PH

Notes for Facilitation

- Illustrate the landscape platingwith the help ofFig 2.2.51 Landscape pla ting, given in the Participant Handbook

Explain

- Landscape plating

Demonstrate

- Landscape plating

Ask

- If the candidates have any doubts

Summarise

- Landscape plating

Say

- A working chef is not enough to have an executive chef in charge of operations. In addition to being in charge of the kitchen, the working chef also handles one of the production stations.

Elaborate

Specific tasks that Commis Chef performs

- Sorting vegetables as required
- Selecting an appropriate variety of vegetables and salads
- Washing and peeling
- Preparing stocks and sauces
- Simple cooking
- Harvesting and chopping herbs
- Illustrate the Fig 2.2.52 Kitchen Organization Chart with the help of Fig 2.2.52 Kitchen Organization Chart, given in the Participant Handbook

Summarise

- The topic as a whole
- All the plating techniques
- How does plating affect the overall food experience

Notes

2.3 Provide Assistance in Inventory Management and Close the Kitchen

Unit Objective

At the end of this module, you will be able to

1. Discuss the parameters to check the quality of ingredients and goods received from vendors
2. Discuss the importance of labelling ingredients and finished products
3. Explain stock rotation methods
4. Discuss a suitable environment to stored unused ingredients/ finished products
5. State the correct storage procedure for raw/ finished products
6. Discuss the importance of regular cleaning and sanitising of workstations and other equipment
7. Elaborate on the methods of safe disposal of waste
8. Explain different types of reports to be prepared by the Commis Chef

2.3.1 Introduction to Inventory Management

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record of assessment scores.

Do

- Recap the previous session and clarify the doubts, if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Say

- l Inventory control helps in managing the day-to-day requirement of the kitchen.
- It also helps in budgeting.
- You can have your method of inventory control, which is convenient and easy to manage.
- Many times it depends on the size of the outlet

Elaborate

Effective inventory control can be broken down into a few important steps:

- Set up systems to track and record inventory
- Develop specifications and procedures for ordering and purchasing
- Develop standards and procedures to receive deliveries efficiently
- Determine the frequency and processes for reconciling inventory
- Analyse inventory data and determine any areas for improvement

Do

- Show students sample inventory sheets of all types so that they understand them better.

Ask

For an introduction to the topic, ask some simple questions like -

- What is stock management?
- How do you decide if the quality of ingredients andgoods received from vendors is as required or good
- Do you know the labelling for food products?
- How can you keep raw materials safe for a long time use?
- What will happen if cleaning is not proper?
- What are dry and wet wastes?

Notes for Facilitation

- Collect empty raw material ingredients packets to explain labelling
- Collect inventory management formats from various restaurants.
- Update information on waste management norms of government.
- Collect videos on methods of safe waste.
- Sensitise students on green earth and the responsibility of Save Nature

Ask

What candidate understand by the term inventory management

Summarise

- Inventory control

2.3.2: Checking the Quality of Ingredients and Goods Received

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record of assessment scores.

Do

- Recap the previous session and clarify the doubts, if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Explain

- The importance of checking the quality of good

Elaborate

- Documenting the ingredients – Quantity, description and composition, purchase date, expiry date, nutritional values,
- Chemical testing for food items
- Biological testing for food
- The FSSAI legislations and regulations on food testing

Ask

- If the candidates have understood the concept

Do

Conduct a doubt-clearing session

Summarise

Checking the quality of ingredients and goods received

2.3.3 Importance of Labelling Ingredients And Finished Products

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.

Do

- Recap the previous session and clarify the doubts, if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary

Say

- Food labelling is vital. Not only is it a legal requirement if one is a food producer, but it also helps consumers make informed decisions when purchasing food and helps them to store and use the food they have purchased safely.
- Whether one supplies restaurants or supermarkets, the requirements are the same. Therefore, it is important to understand the responsibilities and why food packaging is important.

Explain

- How to label the products

Elaborate

- The regulatory requirement under FSSAI
- Pre-packaged food items labelling requirements – Name not misleading or misbranding, quantity as available, cooking instructions if any, storage instructions, "used by" or "Best before", contact details, information on front panel label should have main information –
  - Ingredients
  - Health risks
  - Instructions
  - Promotion & marketing

Ask

- Ask the candidate what they understand by word labelling

Summarise

- Importance of labelling ingredients and finished products

2.3.4: Stock Rotation Methods

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Ask

Ask the candidate what stock rotation is and how it is useful

Elaborate

- Importance of stock rotation - Helps in knowing the status of each item like freshness, date of expiry etc; FIFO and FEFO are stock rotation key elements

- Steps essential for the implementation of stock rotation –
  - Checking dates on the label at delivery
  - Highly perishables to be stored in the front row
  - Storing items with a longer shelf life to be stored at the back
  - Checking for acceptability before used
  - Discarding expired food items from the racks immediately
  - Stock loss mitigation

Summarise

- Stock Rotation Methods

2.3.5: Suitable Environment To Store Unused Ingredients/ Finished Products

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Explain

Different conditions that are suitable for various products

- Dry foods, grocery storage
- Storage of refrigerated products
- Storage of dairy products
- The correct method of storing fresh meats, poultry, seafood, frozen foods etc.
- Frozen foods storage

Ask

- The participants if they understood the topic well

Summarise

- Dry foods, grocery storage
- Storage of refrigerated products
- Storage of dairy products
- The correct method of storing fresh meats, poultry, seafood, frozen foods etc.
- Frozen foods storage

2.3.6: Correct storage procedures of raw and finished products

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Say

- Some food needs to be kept in the fridge to help stop bacteria from growing on it, such as food with a 'use by' date, cooked food and ready-to-eat food such as desserts and cooked meats.
- One needs to make sure the fridge is cold enough, or food poisoning bacteria will still be able to grow. The fridge should be between 0ºC and 5ºC.
- Suppose it is not sure how the temperature setting or dial works on the fridge. In that case, one could use a fridge thermometer to check the right temperature.

Explain

- How to store raw and finished products

Elaborate

- Storing food inthe fridge - Temp below 5 Chelps stop bacteria growth.B enefits of covering food with cling film
- Benefits of covering food with kitchen foil
- Storing meat
- Keeping food in the freezer
- Storing dry foods in containers –Importance of food-grade containers
- Storing in tins

2.3.7: Importance of Regular Cleaning and Sanitising of Work Stations and Equipment

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Explain

- Importance of cleaning and sanitising

Elaborate

- Process of cleaning and sanitising –
  Scrape → rinse → apply detergent → rinse again → sanitise → rinse → dry

2.3.8: Process of Safe Disposal of Waste

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Elaborate

- Types of waste – Food waste, plastic waste, glass, cardboard from packings, knives and sharp items, chemical waste, bakery, catering waste
- Effective waste disposal – Collect food waste and dispose of it in closed bins or garbage bags, segregate all types of waste and dispose of it correctly.

Ask

- Ask the candidate about different types of waste

Summary

- Inventory management
- Parameters to check the quality of ingredients, and goods received from vendors
- Labelling ingredients and finished products
- Stock rotation methods
- Suitable environment to store unused ingredients/ finished products
- Correct storage procedure of raw/ finished products – Temperature controls, segregation
- Importance of regular cleaning and sanitising of workstation and other equipment
- Methods of safe disposal of waste

Notes

_____
_____
_____
_____
_____

Exercise

Question 1. Griddles are a mainstay in diners like grills but with a flat metallic surface. They can be used for various cooking methods. From the given definition, identify the equipment.

(A). Griddles
(B). Holding equipment
(C). Grill
(D). Salamander or broiler

Question 2. The kitchen equipment can be divided into three categories based on its size.

I. Large equipment – Range, steamers, boiling pans, refrigerators
II. Mechanical equipment – Peelers, pincers, mixers, refrigerators
III. Small equipment – Utensils, pots, pans, bowls, spoons
(A). True
(B). False

Question 3. Consists of mechanical pieces such as beaters or whisks, hand slicers require more significant effort than the semi-automatic types. So which of the following does the above statement talk about?

(A). Hand-operated equipment
(B). Semi-automatic equipment
(C). Fully automatic equipment
(D). None of the above

Question 4. These ovens operate simply by heating air in an enclosed space. The most common ovens are part of the range unit. However, separate oven units or ovens such as a broiler units are also available. So which of the following does the above statement talk about?

(A). Convection ovens
(B). Revolving ovens
(C). Slow-cook-and-hold ovens
(D). Conventional ovens

Question 5. Steam cookers are ideal for rapidly cooking vegetables and many other foods with minimum loss of nutrients and flavour. First, from the definition, identify the equipment.

(A). Food cutter
(B). Steam-jacketed kettles
(C). Steam cookers
(D). Tilting skillet

Question 6. For bigger batches of soups, stews, and pasta, he/she would want to have a 12-quart of which of the following around. Its base allows for even heating, so the soups cook evenly.

(A). Stockpot
(B). Sheet pans
(C). Glass baking dish
(D). Saucepan

Question 7. While forks and chops cks can be handy, a whisk is quicker and more efficient for emulsifying ingredients like vinegar and oils. So, which of the following does the above statement denote?

(A). Tags
(B). Whisks
(C). Peeler
(D). Fish turner

Question 8. What is a "Microplane Zester"?

(A). Every kitchen needs a heavy-duty colander for draining out boiled pasta and vegetables. It is also used for draining canned beans and freshly washed veggies.
(B). While forks and chops sti cks can be handy, a whisk is quicker and more efficient for emulsifying ingredients like vinegar and oils
(C). For bigger batches of soups, stews, and pasta, he/she would want to have a 12-quart stockpot around. Its base allows for even heating, so the soups cook evenly.
(D). This may not seem like an essential tool in a basic kitchen, but it makes a huge difference when looking up the flavours in the meals.

Question 9. It cuts the fruits and vegetables into string-like fine pieces, useful in salads and vegetarian cookery. Which of the following equipment is it?

(A). Shredders
(B). Nutcracker
(C). Dishwasher
(D). Steak knife

Question 10. It is also a petroleum product used in commercial kitchens for cooking. L iquid fuels produce heat almost instantly. Identify the fuel type from the above definition.

(A). Liquid Propane
(B). Kerosene
(C). Petrol
(D). None of the above

Notes

Scan the QR codes to watch the related videos

Food production Kitchen Equipment

Types of Fuel in the Kitchen

Cooking II Types Of Cooking Methods

NCVET
कौशल गुणवत्ता प्रगति

Skill India
कौशल भारत-कुशल भारत

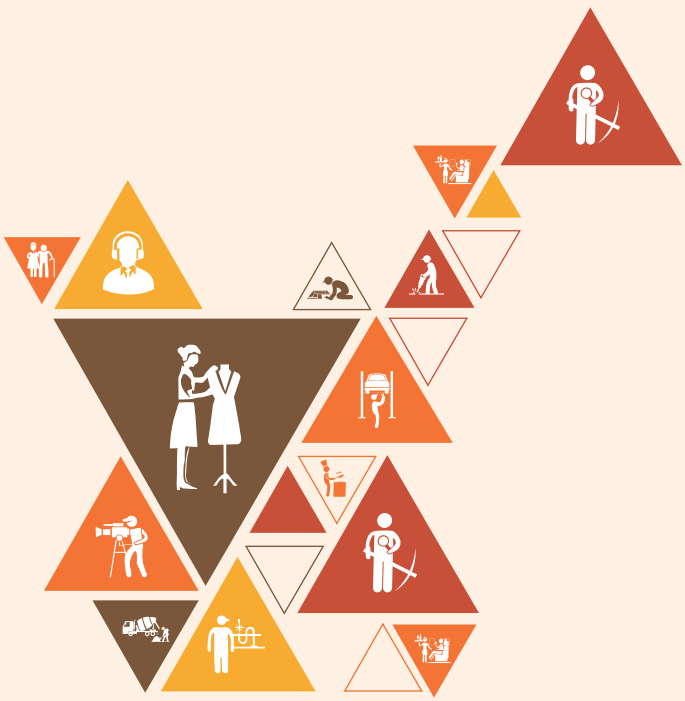
सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP

N·S·D·C
National
Skill Development
Corporation
Transforming the skill landscape

THSC
TOURISM & HOSPITALITY
SKILL COUNCIL

Unit 3 – Use Tandoor for Preparing Food

Unit 3.1 – Prepare The Food Items In Tandoor



(THC/N0428)

Key Learning Outcome

At the end of this module, you will be able to understand

1. Describe the characteristics and types of Tandoor
2. Explain the different types of fuel used in Tandoor
3. Explain the different working temperatures for tandoor products
4. Describe the techniques for controlling the temperature of the Tandoor
5. Describe different recipes to prepare in Tandoor
6. Explain dough mixing and making methods
7. Elaborate precautions to be taken while lighting up the fire inside the Tandoor
8. Discuss various methods of Indian bread making
9. Explain the use and types of marinade used in roasted food products
10. Describe hazards associated with smoke resulting from the burning of charcoal inside the Tandoor
11. Discuss the importance of proper cleaning and maintenance of the Tandoor

Unit 3.1 – Prepare the Food Items in Tandoor

Unit Objectives

At the end of this module, you will be able to

1. Discuss the fundamentals of tandoori food
2. Define the characteristics and types of Tandoor
3. Identify different types of fuel used in Tandoor
4. Describe the different working temperatures for tandoor products
5. Discuss the techniques for controlling the temperature of the Tandoor
6. Elaborate on the different recipes to prepare in Tandoor
7. List the dough mixing and making methods
8. Take precautions lighting up the fire inside the Tandoor
9. Describe the various methods of Indian bread making
10. Explain the use and types of marinade used in roasted food products
11. Identify the different hazards associated with smoke resulting from the burning of charcoal inside the Tandoor
12. State the importance of proper cleaning and maintenance of the Tandoor

3.1.1: Introduction to tandoori food

Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required

Say

- Tandoori food is not only delicious but is also an all -timefavourite food. One will find tandoori food everywhere! Tandoori fish, tandoori chicken, tandoori tikka and tandoori naan! They are delicious and also healthier than fried bread like puri and paranthas.
- Tandoori food is cooked in a tandoor, giving it a smoky and charcoal flavour that instantly wakes the senses.

Do

Start the session by asking some interesting questions like -

- Everyone here must have had tandoori food items in restaurants, roadside carts, or dhaba.
- Do you enjoy eating them?
- Have you ever observed how these items are cooked

Explain

- Tandoori food
- Tandoor preparation

Elaborate

- Definition of tandoori food
- Tandoori preparation
- Types of Tandoor
- Importance of tandoori cooking in various cuisines
- Some common tandoori food items like Tandoori Murgh, Tandooriroti, naan, paratha, kababs etc

Ask

- Ask candidates about different tandoori food they have seen/heard
- Have they observed how it is prepared?

3.1.2: Characteristics and Types of Tandoor

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Elaborate

- Form, material and heat (features) of Tandoor
- Types of Tandoor -
  Clay tandoor, drum tandoor, square tandoor, steel gas tandoor
- Illustrate the different types of Tandoors with the help of Fig 3.1 1 Different types of Tandoors, given in the Participant Handbook

Ask

- Ask the candidate about materials that are used in Tandoor

3.1.3: Different Types Of Fuel Used In The Tandoor

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Explain

- Different types of fuel used in Tandoor

Elaborate

- Charcoal, wood, gas or electricity as fuels used in different types of Tandoor

3.1.4: Different Working Temperatures for a Tandoor Item

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Say

- Tandoors are designed to reach exceptionally high temperatures — much higher than those experienced with a traditional horizontal grill. While most tandoori recipes call for a temperature between 500_ – 600^{0}F, some tandoors can easily exceed 900^{0}F.

Notes for Facilitation

- Illustrate the Indian cuisine preparation illustration with the help of Fig 3.1.5 Indian cuisine preparation illustration, given in the Participant Handbook

Explain

- The temperature right for Tandoor and its preparation Temp range is 500 – 600 F.

3.1.5: Techniques for Controlling the Temperature of Tandoor

Say

- With temperatures reaching anywhere from 500^{0F} to 900^0 F the Tandoor has been creatively fashioned to grill and steam many different foods beyond the iconic naan bread.
- One of India's most recognisable dishes comes from the Tandoor in the form of Tandoori Chicken.

Do

- Discuss how to control the temperature of the Tandoor

Elaborate

- Adjusting fuel quantity and taking out food items frequently not to burn.

Explain

- In most tandoori cooking, chefs use a yoghurt-based marinade to coat the meat and lock in the desired flavours before cooking.
- That natural acidity in yoghurt makes it an excellent choice for marination.
- Not only that, but its viscosity lends it to hold the meat together well and keeps the herbs and spices locked in place.

Ask

- If the candidates have understood the concept or it is needed to be revisited.

Summarise

- Techniques for controlling the temperature of the Tandoor

3.1.6: Different Recipes to Prepare in the Tandoor

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Elaborate

- Illustrate the tandoori Murgh with the help of Fig 3.1.7 Tandoori Murgh, given in the Participant Handbook
- Illustrate the tandoori bhune also with the help of Fig 3.1.8 Tandoori bhune aloo, given in the Participant Handbook
- Illustrate the Tandoori Egg with the help of Fig 3.1.9 Tandoori Egg, given in the Participant Handbook
- Illustrate the Tandoori Fruit Chaat with the help of Tandoori Egg, given in the Participant Handbook

The following as basic tandoor preparations and their recipes in brief-

- Tandoori chicken
- Tandoori Aloo
- Tandoori gobhi
- Tandoori fruit chat
- Tandoori eggs

Ask

- Ask candidates about different tandoori items they have heard

Summarise

- Different recipes to prepare in the Tandoor

3.1.7: Process of Dough Mixing and Making Methods

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.

Do

- Recap the previous session and clarify the doubts, if any.
- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas etc.
- Capture their responses on board and share them wherever necessary

Explain

- How to prepare the dough

Elaborate

- Types of flour, oil, water, salt
- Stages of mixing – Pick up, initial development, clean up,
- Precautions to be taken while lighting up the fire inside the Tandoor
- Different methods of Indian bread making
- Uses and types of marinade used in roasted food products
- Common hazards associated with smoke resulting from the burning of charcoal inside the Tandoor
- The importance of proper cleaning and maintenance of Tandoor

Ask

- Ask the candidate about steps of preparing dough they might have observed while seeing dough being prepared at home or any restaurant

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

3.1.8: Precautions to be Taken While Lighting up the Fire Inside Tandoor

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record of assessment scores.

Elaborate

- Illustrate the steps to light the Tandoor with the help of Fig 3.1.17 steps to light Tandoor, given in the Participant Handbook

Explain

- Stepwise procedure for fire lighting inside Tandoor – arranging charcoal or wood, adding fuel, lighting fire
- Precautions – Wind direction, spillage of water or any liquid, when not in use, should be kept covered after cooling down

Ask

- Ask the candidate what preventive steps needs while firing Tandoor

Summarise

- Precautions to be taken while lighting up the fire inside Tandoor

3.1.9: Various Methods of Indian Bread Making

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Ask

- Ask the candidate about the different types of breads they have seen/eaten

Explain

- Different types of bread and their making

Elaborate

The various types of bread that can be prepared in Tandoor-

- Naan
- Roti
- Paratha
- Kulcha
- Khameeri roti
- Sheermal

Notes for Facilitation

- Allow one or two students to answer the questions.

Summarise

- Various Indian bread
- Their Preparation

3.1.10: Use and Types of Marinade Used in Roasted Food Products

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Explain

- The use of marinades
- Basic ingredients in a marinade

Elaborate

- Processes such as stuffing to tenderise meat pieces, develop a texture
- Basic ingredients in a marinade – Salt, acid, enzymes, herbs and spices, seasonings and sugar
- Duration of marination

Ask

- Ask the candidate meaning of marinade

Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the whiteboard.

Summarise

- Types of marinade used in roasted food products

3.1.11: Hazards Associated with Smoke Resulting from Burning of Charcoal Inside Tandoor

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Ask

- Ask the candidate what possible hazards in Tandoor

Explain

- Hazardous gases
- Creosote – Meat burning
- Sparks

3.1.12: Importance of Proper Cleaning And Maintenance of Tandoor

Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

Explain

- How to clean Tandoor
- How often should the Tandoor be cleaned
- Importance of Cleaning Tandoor

Elaborate

- How to clean after every use by removing ash
- Why is it important to Service tandoor twice a year
- Clay area maintenance
- Use of wire brush for cleaning

Notes for Facilitation

- Arrange a visit to a dhaba where they can see Tandoor in operation
- Collect pictures and videos from the internet on tandoori preparation

Summarise

- Types of Tandoori food items
- Characteristics and types of Tandoor
- Fuel used in Tandoor
- Working temperatures for tandoor products
- Recipes to prepare in Tandoor
- Dough mixing and making
- Indian bread making
- The marinade used in roasted food products
- Hazards associated with smoke
- Proper cleaning and maintenance of Tandoor

Notes

Exercise

Question 1. Tandoori food is not only but is also my favourite food. He/she will find tandoori food everywhere!

(A). Delicious
(B). Lovely
(C). Worthful
(D). Worthless

Question 2. Tandoors are heated by a wood fire or charcoal and can reach degrees centigrade temperatures.

(A). 100 to 200
(B). 200 to 300
(C). 300 to 400
(D). 400 to 500

Question 3. In most tandoori cooking, chefs use a marinade to coat the meat and lock in the desired flavours before cooking.

(A). yoghurt-based
(B). seasoning-based
(C). spice-based
(D). salt-based

Question 4. How many stages of dough mixing have been discussed in the chapter?

(A). 2
(B). 3
(C). 5
(D). 6

Question 5. This method is the simplest, as it involves mixing all the ingredients with a utensil, usually a spoon, using a circular motion.

(A). Stir
(B). Beat
(C). Blend
(D). Bind

Question 6. How much me does it take to marinate shellfish?

(A). 15 mins
(B). 20.-30 mins
(C). 30 mins
(D). 3-12 hours

Question 7. Suppose proper procedure is not followed and good fuel quality is not used. It can lead to toxic chemicals like PAH, PCB (poly chlorinate biphenyls) and dioxins.

(A). True
(B). False

Question 8. For _____ of years, the Tandoor has been a vital cooking device for humans.

(A). thousands
(B). hundreds
(C). Both of the above
(D). None of the above

Question 9. The tandoor body and metalwork get EXTREMELY HOT during use which can cause severe burns. Therefore, exercise extreme caution and use heat-resistant gloves or oven mitts.

(A). True
(B). False

Question 10. Dough mixing can be viewed as a simple reaction. The reactants transform into a homogeneous, aerated dough, Flour + Water + Air + Energy (work) → Dough.

(A). True
(B). False

Notes

Scan the QR codes to watch the related videos

Tandoor

NCVET
कौशल गुणवत्ता प्रगति

Skill India
कौशल भारत-कुशल भारत

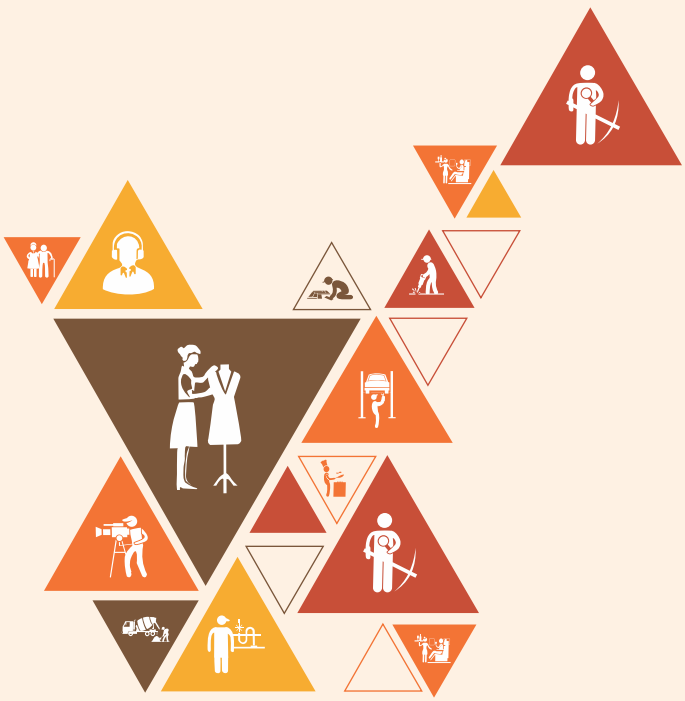
सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP

N·S·D·C
National
Skill Development
Corporation
Transforming the skill landscape

THSC
TOURISM & HOSPITALITY
SKILL COUNCIL

4.Maintain Effective Communication and Service Standard

Unit 4.1 –Communicate effectively with guests, colleagues, and superiors
Unit 4.2 –Maintain professional etiquette
Unit 4.3 –Ways to show sensitisation towards different age groups, gender and persons with disabilities



THC/N9901

Key Learning Outcome

At the end of this module, the participant will be able to:

1. State the importance of workplace professionalism, decorum, and ethical behavio ur.
2. Illustrate the significance of keeping good hygiene and wearing the proper attire.
3. Describe the significance of good communication.
4. Illustrate why guest satisfaction and feedback are so important.
5. Outline the procedure and policy for constructively managing complaints and feedback.
6. List several methods for improving the guest experience.
7. Describe various methods for dealing with team members.
8. Discuss several methods for providing feedback to team members.
9. Explain why gender and age sensitivity are essential.
10. Discuss the guests' exact gender and age requirements.
11. Disseminate information on the unique requirements of people with disabilities.
12. Discuss the standard workplace policy for preventing sexual harassment.
13. Discuss how essential guests' comments are to be submitted on time.

Unit 4.1: Communicate Effectively With Guests, Colleagues, and Superiors

Unit Objectives

At the end of this module, the participant will be able to:

1. Discuss the importance and use of effective communication
2. Explain the importance of guest satisfaction and guest feedback
3. Outline the procedure of receiving feedback and complaints constructively
4. Describe various ways to handle guest complaints
5. Discuss different ways to improve the guest experience

4.1.1 Effective Communication -

Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop

Explain

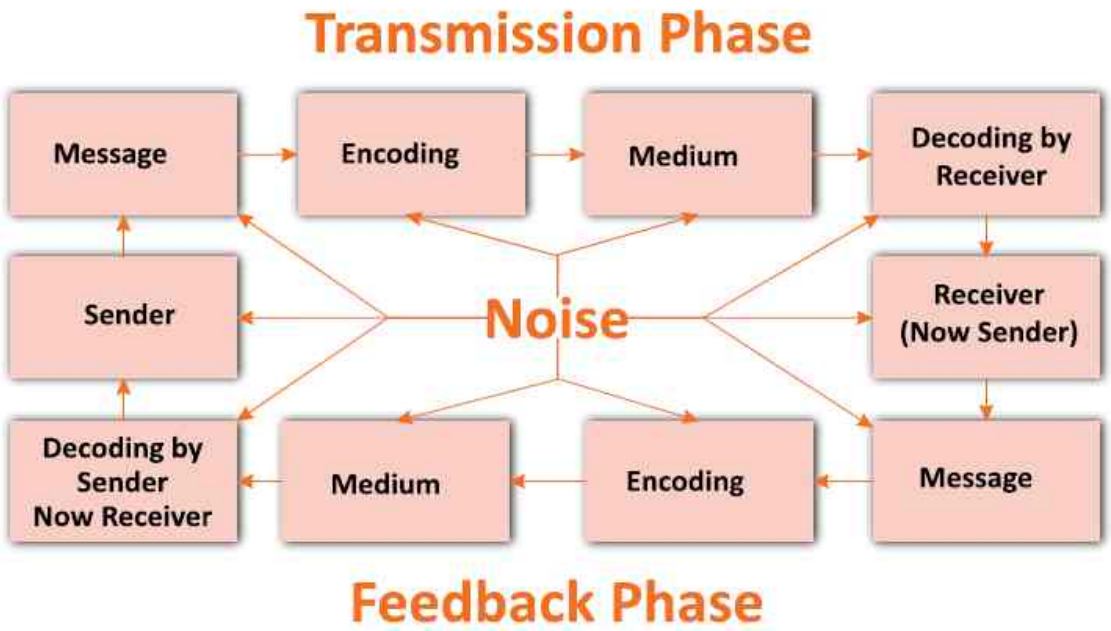


Fig 4.1.1 Communication process

- Components of effective communication
- Effective listening
- Characteristics of a good and effective listener
- Use of body language in communication

Fig 9.1.2 Components of effective communication

Fig 9.1.3 Effective listening key skills

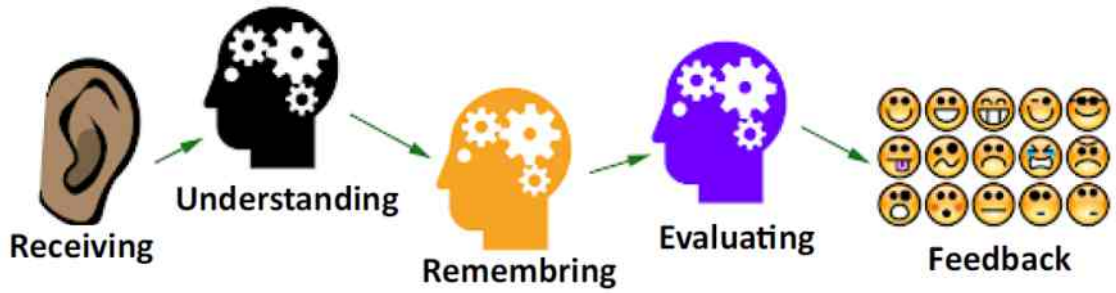


Fig 4.1.4 Effective listening process

Do

- Start the session by asking questions like:
  - ✓ Do you know about customer satisfaction?
- Explain the components of effective communication.
- Discuss the significant part of the communication process, i.e., Listening to facial expression
- Describe the practical listening skills.
- Define the characteristics of a good and effective listener.
- Reiterate on following points:
  - ✓ product (service)
  - ✓ price
  - ✓ place (distribution)
  - ✓ promotion
  - ✓ people
  - ✓ physical evidence, and
  - ✓ process

Notes for Facilitation

- The transmission of a message is not the same as the message itself. It is a two-way communication that begins with the receiver and ends with the sender. In business, communication must be successful. Therefore, management is all about communication.
- The primary functions of management (Planning, Organizing, Staffing, Directing and Controlling) cannot be performed well without effective communication.

Fig 4.1.5 Active Listening elements

Ask

- What is the importance of effective communication

Summarise

- Summarise the importance of effective communication

4.1.2 Guest Satisfaction

Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop

Explain

- Seven P's service industry and service gaps in this industry

Seven P's service industry and service gaps in this industry:

Fig 4.1.7 Product markting mix

Product: In the case of services, the 'product' is intangible, heterogeneous and perishable. Moreover, its production and consumption are inseparable. Hence, there is scope for customising the offering per guest requirements and the actual guest encounter, therefore assuming par ticular significance. However, too much customisation would compromise the standard delivery of the service and adversely affect its quality. Hence particular care has to be taken in designing the service offering.

People are a defining factor in service delivery since a service is inseparable from the person providing it. Thus, a restaurant is known as much for its food as for the service provided by its staff. The same is true of banks and department stores. Consequently, guest service training for staff has become a top priority for many organisations today.

Process: The process of service delivery is crucial since it ensures that the same standard of service is repeatedly delivered to the guests. Therefore, most companies have a service blueprint that provides the details of the service delivery process, often going down to even defining the service script and the greeting phrases to be used by the service staff.

Physical evidence: Since services are intangible, most providers strive to incorporate certain tangible elements into their offerings to enhance the guest experience. Thus, hair salons have well-designed waiting areas, often with magazines and plush sofas for patrons to read and relax while they await their turn. Similarly, restaurants invest heavily. As a result, their interior design and decorations offer guests a tangible and unique experience.

Pricing: Pricing services is more challenging than the pricing of goods. While the latter can be priced efficiently by considering the raw material costs, in the case of services, attendant costs - such as labour and overhead costs - also need to be factored in. Thus, a restaurant has to charge for the cost of the food served and calculate a price for the ambience provided. The final price for the service is then arrived at by including a mark-up for an adequate profit margin.

Place: Since service delivery is concurrent with production and cannot be stored or transported, the service product's location is essential. Service providers have to consider where the service would be provided. Thus, a fine dining restaurant is better located in a busy, upscale market than on the outskirts of a city. Similarly, a holiday resort is better situated in the countryside, away from the rush and noise of a city.

Promotion: Since a service offering can be easily replicated, promotion becomes crucial in differentiating a service offering in the consumer's mind. Thus, service providers offering similar services, such as airlines or banks and insurance companies, invest heavily in advertising their services. This is crucial in attracting guests in a segment where service providers have nearly identical offerings.

Ask

- Ask the candidates if they have understood the topic

Activity

- Ask the candidates to list the examples of the 7 Ps of the service industry.

4.1.3 Spot Guest Service Issues and Apologising to a Guest

Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop

Say

Most guests who experience bad, uncaring, unfair, or incompetent service want some combina tion of the following:

- Validation
- A fix
- A make-up
- Doing Good
- Recompense

Explain

- What steps can be taken to resolve the issues when handling complaints

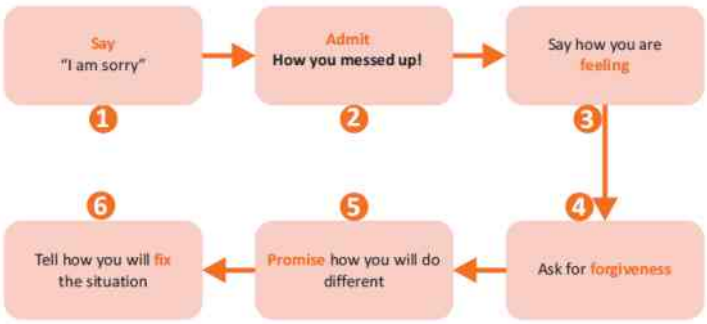


Fig 4.1.8 Apologising to a guest for service issues

4.1.4 How to Handle Guest Complaints

Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop

Explain

- The steps involved in handling the guest complaints
  1. Focus on the complete action
  2. Apologise to the guest for the problem
  3. Ask the guest what you can do to resolve the problem
  4. Make extra efforts to mend the situation.
  5. Learn from the situation

Ask

- Ask the candidate about the steps for handling guest complaints

4.1.5 Measure Guest Satisfaction by Their Feedback

Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster , Projector and Laptop

Say

- Guest feedback is a marketing term that describes the process of obtaining a guest's opinion about a business, product or service.

Explain

How to get feedback from the guests

- Ask them
- Be the guest
- Focus groups
- Questionnaires and surveys
- Usage statistics
- The front-line staff

Do

- Emphasise the process of spotting customer service issues and apologising to a customer.
- Explain the process of resolving customer issues.
- Reiterate how to handle customer complaints in the food service industry.
- Define the process of measuring customer satisfaction by their feedback

Summarise

- Summarise the importance of guest satisfaction and guest feedback
- Summarise the procedure of receiving feedback and complaints constructively
- Summarise various ways to handle guest complaints
- Summarise different ways to improve the guest experience

Notes

UNIT 4.2: Employ Appropriate Expertise to Promote Professional Etiquette

Unit Objectives

At the end of this module, the participant will be able to:

1. Discuss the value and Ethics in Business
2. 2. Describe the significant ethical principles to be followed for a successful business

4.2.1 Value and Ethics in Business

Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop

Do

- Start the session by asking questions like:
  - ✓ Do you know about the meaning of value and ethics in business?
  - ✓ What do you understand by coordination and communication?
- Explain why ethics is important.
- Differentiate the terms like ethics.
- Describe the ethical principles to be followed for a successful business.
- Define the characteristics of a good and effective listener.
- Discuss the significant part of professionalism.
- Reiterate the use of body language in communication
- Enlist the types of customers and how to deal with them.
- Reiterate on following points: 4p's and 7Ps

Notes for Facilitation

Most of us agree that ethics in practice makes sense; having it carefully drafted and redrafted in books may not serve the purpose. Nevertheless, we all want businesses to be fair, clean, and beneficial to society. For that to happen, organisations need to abide by ethics or the rule of law and engage in fair practices and competition, all of which will benefit the consumer, the society and the organisation.

Ask

- Why is ethical and professional behaviour necessary?
- Why are professionalism and workplace etiquette important?
- What is etiquette and professionalism?
- What is ethical and professional behaviour?

Basis for Comparison	Ethics	Values
Meaning	Ethics refers to the guidelines for conduct, that address question about morality.	Value is defined as the principles and ideals, that helps them in making judgement of what is more important.
What are they?	System of moral principles.	Stimuli for thinking.
Consistency	Uniform	Differs from person to person
Tells	What someone wants to do or achieve.	What is morally correct or incorrect, in the given situation.
Determines	Level of importance.	Extent of rightness or wrongness of our options.
What it does?	Constrains	Motivates

Fig 4.2.1 Value versus ethics

Fig 4.2.2 Business ethics

Summarise

- Summarise the importance of professionalism, etiquette and ethical behaviour in the workplace

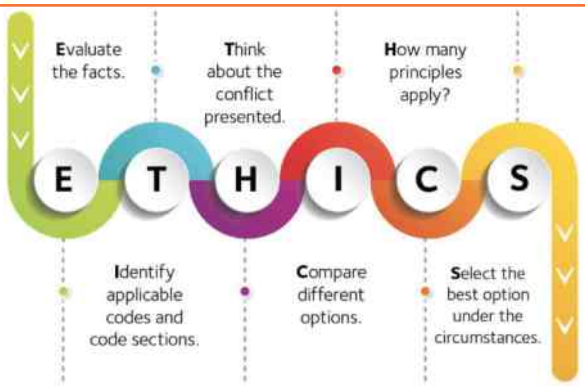


Fig 4.2.3 Ethics

Fig 4.2.4 Business ethics and ethical decisions

Note

Unit 4.3: Sensitisation Toward Different Age Groups, Gender s and Persons With Disabilities

Unit Objectives

At the end of this module, the participant will be able to:

1. Explain the importance of gender and age sensitivity
2. Discuss gender and age-specific requirements of the guests
3. Discuss the specific needs of People with Disabilities
4. Discuss the importance of reporting Sexual harassment at the workplace
5. Discuss ways of escalating problems, reporting workplace issues, and receiving feedback from the superiors

4.3.1 Discrimination

Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Dust er, Projector and Laptop

Do

- Start the session by asking questions like:
  - ✓ Do you know about gender equality?
  - ✓ What do you understand by LGBTIQA+?
- Explain the discrimination (the unfair or prejudicial treatment).
- Discuss the significant part of sex or gender discrimination.
- Describe the examples of potentially unlawful sex/gender discrimination.
- Define the characteristics of Sexual orientation discrimination.
- Emphasise Speaking up about mistreatment.
- Enlist the Obvious types of discrimination.
- Differentiate the terms like PWD, LGBT and SRS.
- Emphasising the equitable distribution of power, influence and resources in society.

Notes for Facilitation

Fig 4.2.4 Disability and special needs

- Discrimination is the unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age or sexual orientation.
- The human brain naturally puts things in categories to make sense of the world. For example, very young children quickly learn the difference between boys and girls. Nevertheless, our values in different categories are learned from our parents, peers, and observations about how the world works. Often, discrimination stems from fear and misunderstanding.
- Discrimination has many shapes and forms. These range from hurtful comments about someone's race to objectionable actions to stereotyping people and how they behave, prejudice and even hatred directed at someone depending on where they are from, their colour, ethnicity, and what they do.

Ask

- What is the relationship between gender and disability?
- How is Constitution ensuring developing sensitivity towards differently-abled?
- Which gender is more likely to have a disability?
- What is gender-sensitive social protection?

Summarise

- Summarise the importance of gender and age sensitivity
- Summarise gender and age-specific requirements of the guests
- Summarise the specific needs of People with Disabilities
- Summarise the importance of reporting Sexual harassment in the workplace
- Summarise ways of escalating problems, reporting workplace issues, and receiving feedback from the superiors

4.3.2 Sex / Gender Discrimination

Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop

Say

- Sex or gender discrimination treats individuals differently in their employment because they are women or men.
- One of the examples; is suppose you have been rejected for employment, fired, or otherwise harmed in employment because of your sex or gender. In that case, you may have suffered sex or gender discrimination.

Explain

- Hiring/firing/promotions
- Pay
- Job classification
- Benefits

4.3.3 Sexual Orientation

Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop

Say

The International Day Against Homophobia, Biphobia and Transphobia was observed on May 17. It aims to coordinate international events that raise awareness Of LGBT rights violations and stimulate interest.in LGBT rights work worldwide.

Explain

- What is LGBT
- What LGBTQIA+ community and create a world

Ask

- Ask the candidates what sexualism is.

4.3.4 Terminology

Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop

Explain

- Sexual orientation
- Homosexuality:
- Coming out
- Homophobia:
- LGBTIQA+:
- PRIDE month

Fig 4.3.2 Sexual orientation, discrimination

Fig 4.3.3 PRIDE month

4.3.5 Apparent Types of Discrimination

Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop

Explain

- Targeted attacks, bullying or harassment
- Physical threats
- Teasing someone about their gender, sexual preferences or partner (even if it seems playful)
- Excluding someone because of their gender or sexual identity
- Asking inappropriate or overly personal questions
- Any action or behaviour that is intended to hurt or upset people.

Ask

Ask the candidates why you think discrimination needs to be needed and everyone deserves to be treated equally.

4.3.6 Gender Equality

Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop

Say

- Gender equality is when people of all genders have equal rights, responsibilities and opportunities.
- Gender equality is achieved when women, men, girls and boys have equal rights, conditions and opportunities and the power to shape their own lives and contribute to the development of society

Fig 4.3.4 Say no to discrimination

Explain

- Explain why accelerating progress and opportunities across India for every girl and every boy.

Notes

Exercise

True False question.

Question 1. A good listener deliberately tries to give other speakers a chance and express their thoughts and views.

(A). True
(B). False

Select the best alternative from the given options (MCQs)

Question 1. Which among the given option is not a part of active listening?

(A). Focus
(B). Respect
(C). Acknowledge
(D). Sympathy

Question 2. Does utilitarianism come under which of the following?

(A). Ethical decision
(B). Listening skills
(C). Effective communication
(D). None of the above

Question 3. Focus complete attention on the unhappy guest and allow the guest to express his complaint without which of the following?

(A). Interruption
(B). Focus
(C). Attention
(D). Empathy

Question 4. How many Ps are there in the "service marketing mix"?

(A). 4
(B). 5
(C). 6
(D). 7

Question 5. A process of being fair to men and women is

(A). Gender Integration
(B). Gender Equity
(C). Gender Stereotypes
(D). Gender discrimination

Question 6. International Women's Day is celebrated on

(A). February 14
(B). March 8
(C). May 12
(D). October 24

Question 7. Which of the following is the cause of gender inequality?

(A). Poverty
(B). Illiteracy
(C). Patriarchy
(D). All of the above

Fill in the blank's questions

Question 1. Gender equality is achieved when _____ has equal rights, conditions and opportunities.

(A). women, men, girls and boys
(B). women and boys
(C). men and girls
(D). girls and boys

Question 2. Homophobia encompasses negative attitudes and feelings toward _____.

(A). homosexuality
(B). women
(C). humans
(D). girls and boys

Question 3. Sexual orientation discrimination is also known as _____orientation or sexual behaviour. is based on sexual

(A). sexualism
(B). homophobia
(C). LGBTIQA±
(D). None of the above

Notes

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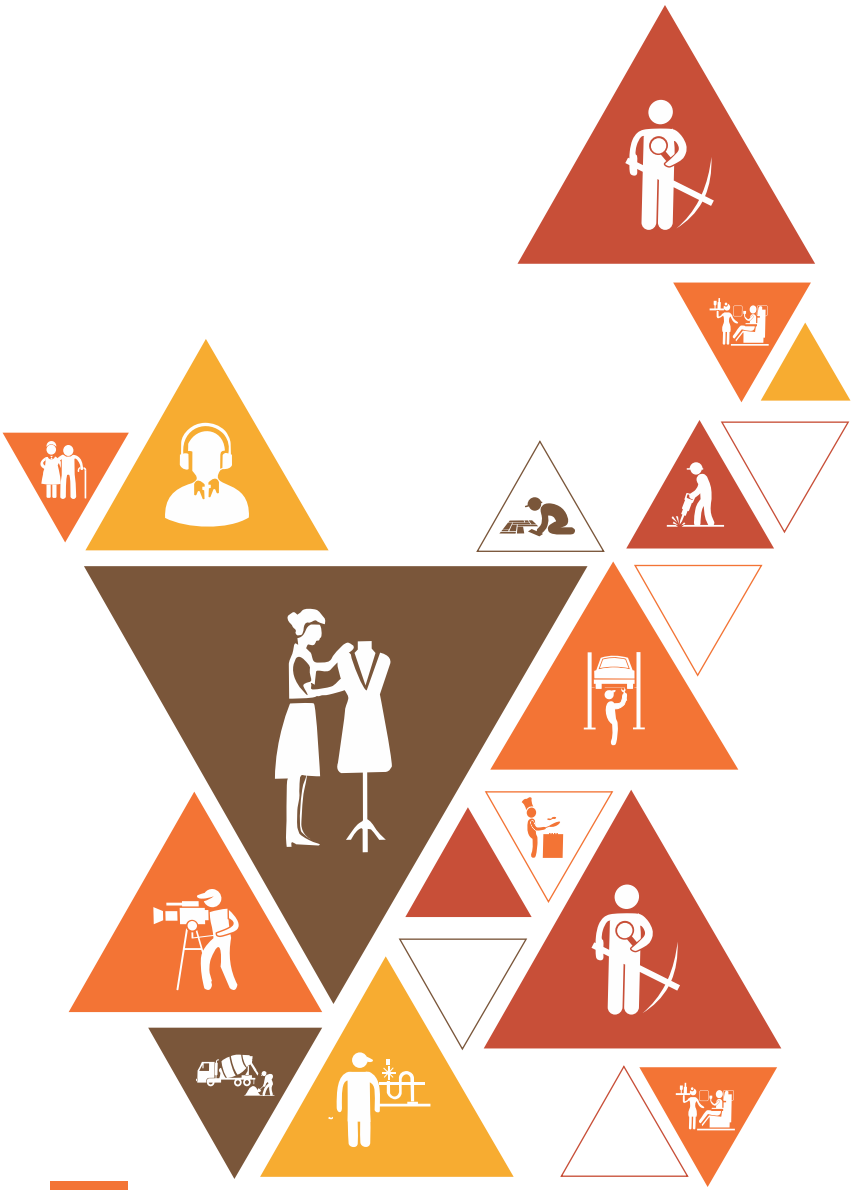
Communication Skills

Gender Sensitization Issues and Challenges



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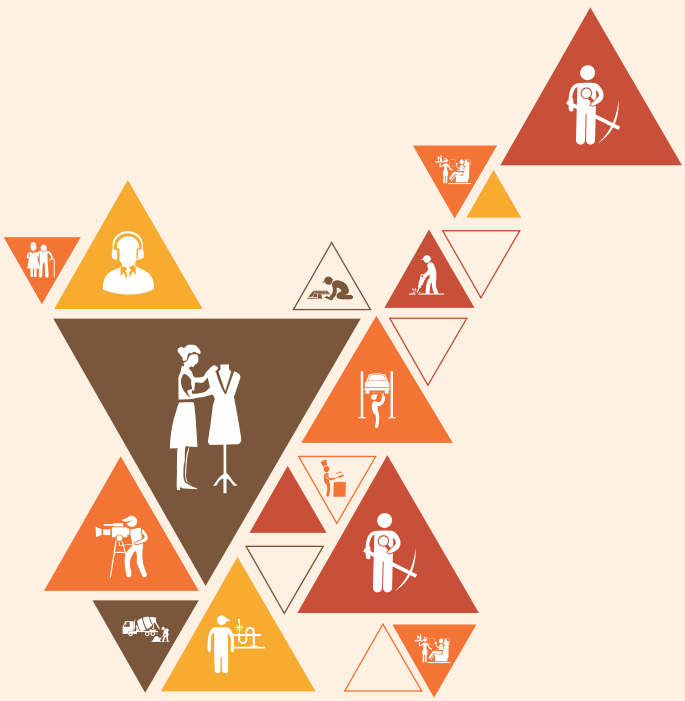
5.Organisational Confidentiality and Guest's Privacy

Unit 5.1 –Maintain the confidentiality of the organisation
Unit 5.2 –Maintain the privacy of guest information



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Key Learning Outcome

At the end of this module, the participant will be able to:

1. Maintaining the confidentiality of the organisation
2. Describe the privacy of guest information
3. Discuss Intellectual Property Rights (IPR) and Its Importance

Unit 5.1 – Confidentiality Of The Organisation

Unit Objectives

At the end of this module, the participant will be able to:

1. Explain the procedures to report the infringement of IPR to the concerned person

5.1.1 Intellectual Property Rights (IPR) and its Importance

Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop

Do

- Start the session by asking questions like:
  - ✓ Do you remember the Logos of the 5 Hospitals?
  - ✓ What do you understand by the tagline of 5 Hotels?
- Explain the Intellectual Property Rights.
- Enlist the types of IPR.
- Discuss the Copyright infringement and its repercussions.

Notes for Facilitation

- Intellectual property rights (IPRs) are the protections granted to the creators of IP. They include trademarks, copyright, patents, industrial design rights, and in some jurisdictions, trade secrets.
- Artistic works, including music, literature, discoveries, inventions, words, phrases, symbols, and designs, can all be protected as intellectual property.

Fig 5.1.1 IPR

Ask

- How is the hotel staff supposed to maintain the confidentiality and privacy of the guests?
- Why is IPR essential in the tourism and hospitality industry?
- How do you ensure the confidentiality of information of your guests in a hotel?
- Why is guest privacy confidential in a particular hotel?

Summarise

- Summarise the significance of maintaining organisational confidentiality and guest privacy in the hospitality industry
- Summarise the Intellectual Property issues and policies affecting the organisation and guest privacy
- Summarise the procedures to report the infringement of IPR to the concerned person

Notes

UNIT 5.2: Maintain the Privacy of Guest Information

Unit Objectives

At the end of this module, the participant will be able to:

1. Discuss the usage, storage and disposal procedures of confidential information as per the specification

5.2.1 Respect Guest's Copyright

Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop

Do

- Start the session by asking questions like:
  - ✓ Do you remember any IPR Infringement Cases?
  - ✓ What do you understand by respecting the Customer's Copyright?
- Reiterate the Intellectual Property Rights.
- Enlist the records management for a hotel or Restaurant regarding HKS Service.
- Reiterate the Copyright infringement and its repercussions.
- Share the need to maintain the confidentiality of guests.
- Enlist Restaurant Management Tips to Improve the Way of Working.

Notes for Facilitation

At various times, the Hotel/Restaurant will be obliged to ask you, as a customer, for information about you and members of your family, such as:

- Contact details (for example, last name, first name, telephone number, email)
- Personal information (for example, date of birth, nationality)
- Information relating to your children (for example, first name, date of birth, age)
- Your credit card number (for transaction and reservation purposes)

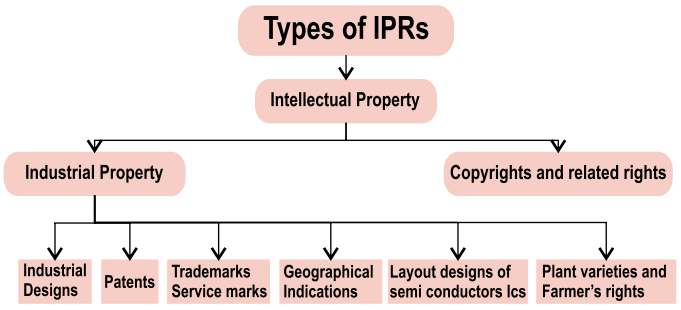

Fig 5.1.2 IPR Types

- Your membership number for the AccorHotels loyalty program or another partner program (for example, the airline loyalty program)
- Your arrival and departure dates
- Your preferences and interests (for example, smoking or non-smoking room, preferred floor, type of bedding, type of newspapers/magazines, sports, cultural interests)
- Your questions/comments during or following a stay in one of our establishments.

Fig 5.1.3 Copyright infringement

Ask

- How do you dispose of confidential information in the workplace?
- What are the measures followed to handle and dispose of confidential information?
- What are the procedures of record-keeping?
- What is Disposal records management?
- What are the basic rules for a waiter?
- What are some of the basic rules of service that you should know in a restaurant?

Summarize

- Summarise the usage, storage and disposal procedures of confidential information as per specification

Note

Exercise

Question 1. The hotelkeeper will violate the guest's privacy if he allows the entrance of any person without the guest's explicit permission into his room.

(A). True

(B). False

Question 2. An industrial design right is called a "design right" or design patent. It protects the visual design of objects that are not purely utilitarian.

(A). True

(B). False

Question 3. A trademark is a recognisable sign, design or expression that distinguishes the products or services of a particular trader from the similar products or services of other traders.

(A). True

(B). False

Question 4. Enforcers of safety Rules are ineffective if they are not followed or enforced.

(A). True

(B). False

Select the best alternative from the given options (MCQs)

Question 1. What should you do with guests during check-in?

(A). Ask personal questions

(B). Tell them the story

(C). Ask for tip

(D). Ask for any requirement

Question 2. Which of the following things will ensure that guests are always satisfied?

(A). Guest should be attended to at every instance of their request.

(B). Guests should be assisted with their every query.

(C). Guest should be ignored when you are not in the mood to interact.

(D). Both A & B

Question 3. What must be insured in all of the invoices?

(A). Everything is priced heavily

(B). No discount is provided

(C). Guest signature is present

(D). All of the above

Question 4. HRACC stand for

(A). Hostel & Reservation Association Classification Counter
(B). Hotel & Reservation Association Classification Counter
(C). Hostel & Restaurant Association Classification Committee
(D). Hotel & Restaurant Approval Classification Committee

Fill in the blank's questions

Question 1. A computer-savvy network user can access another user's data even without a———

(A). **password**
(B). code
(C). knowledge of technology
(D). All of the above

Question 2. _____is the use of works protected by copyright law without permission, infringing certain exclusive rights granted to the copyright holder, such as the right to reproduce, distribute, display, or perform the protected work or do derivative works.

(A). Trademarks
(B). Trade secrets
(C). Knowledge
(D). Copyright infringement

Notes

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Intellectual Property Rights (IPR)

Copyright Infringement

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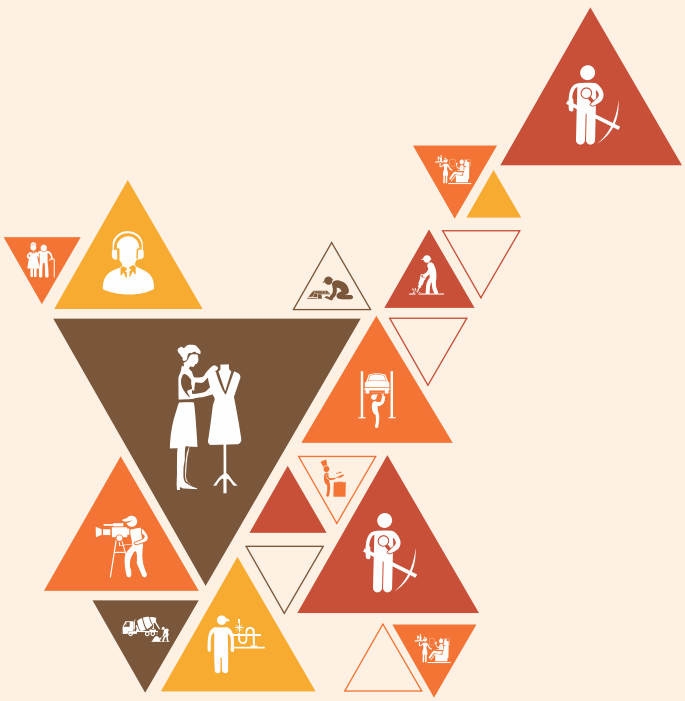
6.Basic Health and Safety Standard

Unit 6.1 –Maintain health, hygiene, and safety practices in the workplace
Unit 6.2 –Apply precautionary health measures
Unit 6.3 –Employ effective waste management



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Key Learning Outcome

At the end of this module, the participant will be able to:

1. Maintain health, hygiene, and safety practices at the workplace
2. Apply precautionary health measures
3. Employ effective waste management

UNIT 6.1: Maintain Health, Hygiene, and Safety Practices at the Workplace

Objectives

At the end of this module, the participant will be able to:

1. Discuss the concept and importance of personal and workplace hygiene
2. Discuss best practices for maintaining personal hygiene
3. Explain the ways to clean and sanitise the workplace and related equipment

6.1.1 Importance of Personal and Workplace Hygiene

Resources to be Used

- Participant Handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector
- Activity Sheets

Do

- Invite 3-4 participants to initiate the session by answering the question below.
- Start the session by asking questions like:
  - ✓ Do you know the difference between hygiene and grooming?
- Mention all points they answered on the whiteboard.
- To understand the difference, follow the activity.

Activity

- Find the terms related to personal hygiene.
- In groups of 2 ask the participant to tell how frequently each of the participants should follow personal hygiene and why ?

Ask

- How do you maintain personal hygiene?
- What are the safety and hygienic practices while being at the workplace?
- How do you ensure that individuals follow workplace food health and safety regulations?
- Why is it important to practice safety and hygiene while working in the various service department?

Explain

- Explain the importance of personal hygiene for oneself and the workplace one work in.
- Cleanliness attracts the attention of one and brings a great impression also. Everyone wants to be properly dressed up and, as per the standards, to be approached by individuals.

Say

- Each term that was hidden in activity sheets creates image building for oneself.
- The hospitality industry thus creates a great impression of one to serve better to their clients.
- The guest's expectation gets exceeded by seeing a presentable person meeting them during their stay.
- The workstation fulfilling the demands with proper cleanliness does play a vital part in guest satisfaction. For example, the hotel's housekeeping and food and service section.
- Hygiene is not all for guest satisfaction; it is for one working in the service departments of hotels. For example- the COVID pandemic taught and made each one realise the awareness and importance of hygiene for all.

6.1.2 Why is Personal and Workplace Hygiene Important?

Resources to be Used

- Participant Handbook
- PowerPoint Presentation and laptop
- Whiteboard, Marker, Duster, Projector

Ask

- Ask the candidates how personal and workplace hygiene adds up to productivity
- What are the best practices for maintaining personal hygiene

Explain

- Explain the concept and importance of personal and workplace hygiene.
- Explain the basic practices to maintain personal hygiene.

Fig 6.1.1 Personal Hygiene

Do

- Show the images featuring the basic practices of hygiene followed in public areas of the hotel, how to wash hand – step procedure followed to reduce accidents like slip and fall- mats used.

Say

- **Happier Stakeholders** - Any organisation builds up stronger and grows mainly because of employees' job happiness; staff/workers are more productive if they are happy at work or feel happy at work. They are joined by an organisation that treats them well. Keeping the place tidy creates the approach of employees to be at work. Some basic duties that provide comfort are- cleaning washrooms.

Managed Washroom Service

Odour Control

Intensive Biological Treatment

Fig 6.1.2 Hygiene-1

- **Improves the hotel's image-**
  Yes, the concept of first impression lasts longer, and so does for employees and guests reaching the hotel. Making sure of cleanliness and hygiene gives different exposure to oneself. Apart from an impression, hygiene practices can also create health issues.
- **Preventing bacteria and viruses from spreading-** Apart from personal hygiene, awareness for

Hand Hygiene

Washroom Sanitisers

Urinal or WC Deep Clean

Fig 6.1.3 Hygiene-2

maintaining the standards for everyone is important. Many co-workers are unaware that their workstations are frequent bacteria and germs, particularly at desks. So daily cleanliness of areas close to work desks is equally important.

- **Personal and workplace hygiene reduces slips, trips, and falls-** Cleaning a workplace should be regular; to prevent injuries during cleaning is equally important.

Fig 6.1.4 Different types of mats

- Since personal hygiene is essential to all, maintaining hygiene with hands is a priority.
- Regularly taking baths will remove dead cells and bacteria, too.
- Trim nails frequently, and keep them short and clean always.
- Oral hygiene is about more than pearl-white teeth. Brush your teeth twice after having food.
- Wash hands after using the toilet, changing a diaper, after cut ting or wounding, before having food and after food too, after sneezing, and after coming in contact with the garbage handle.

Activity

- Ask participants to discuss potential hazards they have encountered recently in a group. How were they managed? Could they have been managed more efficiently?
- In a group, ask participants to think of five permanent slip, trip or fall hazards at your establishment. Are there any ledges, stairs, etc.? How can accidents be avoided in each instance?

Tip

- Tips to be followed while hygiene and cleaning are in process.
- Explain the participants with the help of the image shown.

Fig 6.1.5 Ways of Hygiene

6.1.3 Personal Hygiene and Grooming Standards

Resources to be Used

- Participant Handbook
- PowerPoint Presentation & Laptop
- Whiteboard, Marker, Duster, Projector
- Images
- Wash Basin
- Hand wash liquid
- Clean towel

Ask

- Ask the candidates to explain different personal hygiene standards and the importance

Activity

- The participants will be taken to the hand wash area by the teacher.
- Then demonstrate the procedure of hand washing at the workplace by using liquid hand wash and a clean towel.

  Steps to wash hand

  - ✓ Wet hands with clean and warm running water.
  - ✓ Apply a small amount of liquid hand wash.
  - ✓ Rub your palms together, away from the water.
  - ✓ Rub your fingers and thumb, the skin in between them.
  - ✓ Scour your palms with your nails.
  - ✓ Rub the back of each hand.
  - ✓ Rinse with clean running water
  - ✓ Dry with a clean towel or paper towel.

Explain

- Explain the steps to bathe correctly with hygiene standards to be followed.
- Explain a few procedures followed during the trimming of nails Explain the procedure to main oral hygiene with the help of proper images and its importance at the workplace.

Fig 11.1.6 softening the nails

Fig 11.1.7 Gathering the tools

Fig 11.1.8 Trimming the Nails

Fig 11.1.9 ingrowing toenail

Fig 11.1.10 Smoothen irregular edges

Fig 11.1.11 Taking care of cuticles

Fig 11.1.12 Moisturizing the nails

Fig 11.1.13 Nails Cleaning or Cutting

Fig 6.1.14 Hand washing steps

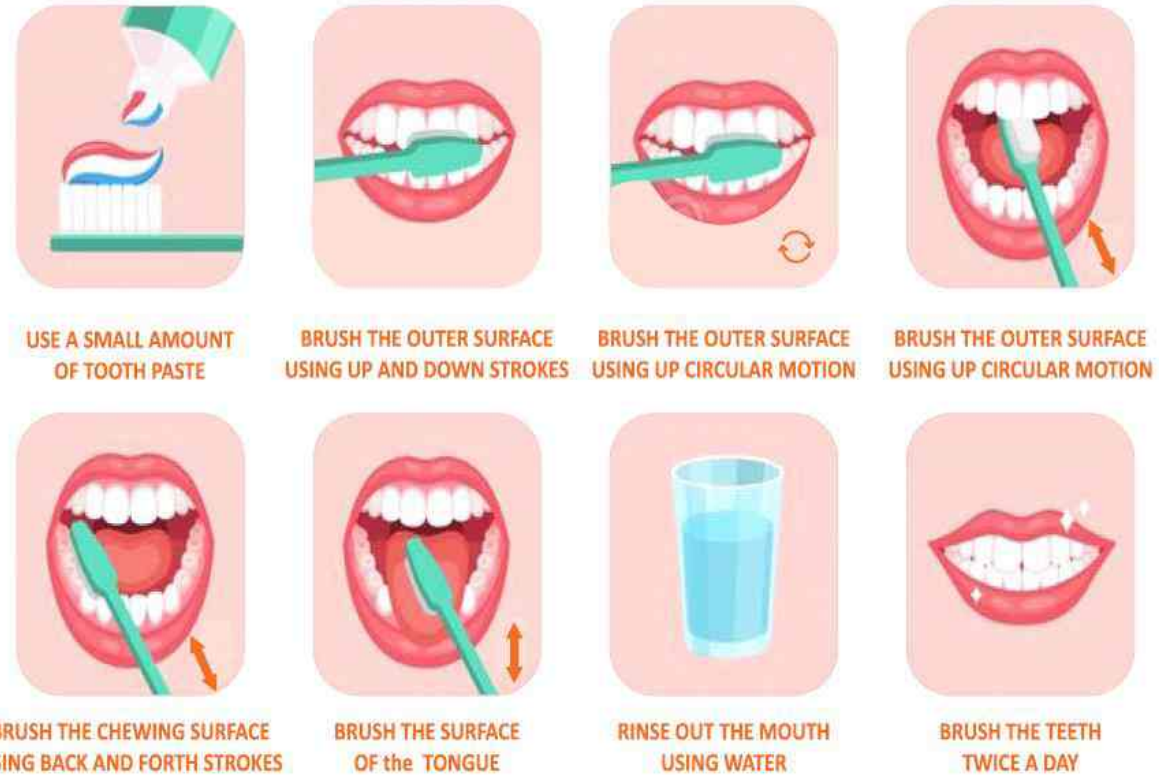


Fig 6.1.15 Oral Hygiene

6.1.4 Grooming

Resources to be Used

- Participant Handbook
- PowerPoint Presentation and laptop
- Whiteboard, Marker, Duster, Projector
- Tie

Ask

- Ask one participant to read the grooming process from the participant handbook.
- Ask the participants about their mood while preparing to go out with friends for the party.

Do

- Show the images of people groomed in corporate attire, people at parties, people at religious spots, and people at home

- Show them how to tie a tie

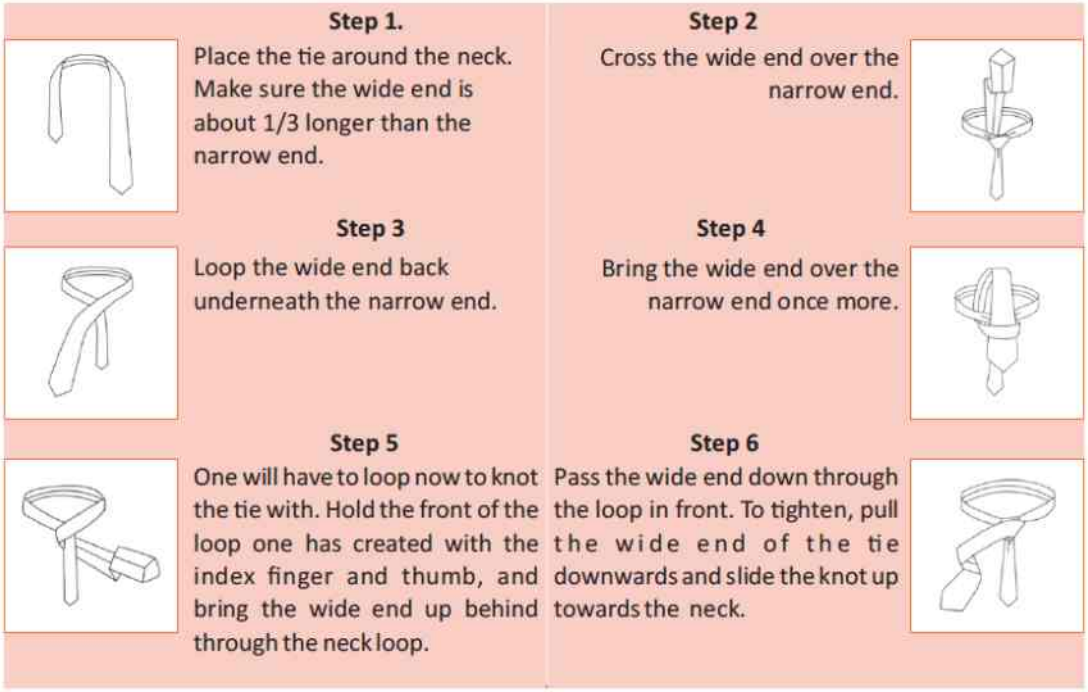


Fig 6.1.16 Tying a tie step

Say

- The hospitality industry to has standards for different sections of the department.
- There should be an understanding of the purpose of carrying formal attire at work, with the proper grooming standards.
- Women can choose between western and Indian attire for formal dress up.
- Do not use bright jewellery and bright make-up.
- Should choose proper black shoes and avoid high heels and boots.
- Minimum accessories to be worn and no visible tattoos.
- Hair should be neat and clean for both men and women.

Explain

- The importance of personal grooming habits guidelines on attire in the hospitality industry
- What should be the appropriate corporate attire for men
- What should be the corporate attire for women
- What is civility
- The importance of etiquette and good manners to the hotel industry
- What is appropriate behaviour
- Why being willing to be of genuine service is crucial for success in the industry
- The essential aspects of time management and punctuality
- Why keeping calm under pressure/stress helps in your professional and personal life
- Why looking good is essential in the hotel industry

Tips

- Dos and Don'ts,
  - ✓ Males should shave daily.
  - ✓ Comb hair properly
  - ✓ Wear mild perfume.
  - ✓ Dress according to the body type, weight and complexion.
  - ✓ Corporate attire is to be worn only on duty.
- Do not chew gums, no tobacco; mobile phone use has refrained too.

Practical

- Ask the candidates to knot a tie appropriately
- Ask about the basic etiquette to be followed while greeting guests with proper body language.
- Ask about the basic rules of telephone etiquette.
- Ask the candidates to prepare a list of Dos and Don'ts at the front office.

Explain

- The importance of punctuality, having a positive attitude, taking care of mental health and focusing on fitness.
- The key points to be taken care of during part of the hospitality industry.

Say

- To be real, one has to be real in a positive approach towards every step taken, since it said, "Do not judge a book by its cover", but the reality in the industry is that one is judged initially by the cover.
- What is shown gets sold before its used, so building the image starts from how you show it.
- To build a positive mindset, taking care of oneself is important.
- Good sleep is the most important aspect of mental health, and a stress-free atmosphere needs good exercise. So, fitness should be added to the routine.
- Being punctual is a discipline; to learn discipline, self-motivated and self-control are needed, and this will teach time management.
- To be courteous is the process of balancing listening power and understanding capacity. This readiness and assisting people are gestures in the service industry. So, train the mind for willingness to serve people.
- Promptness is one more skill related to control over your mind, body and senses. Etiquette learning teaches this readiness too. Engage with plans that are made for etiquettes at work. Follow do's and don'ts.

Notes for Facilitation

Need for Etiquette

- Etiquette makes you a cultured individual who leaves his mark wherever he goes.
- Etiquette teaches you how to talk, walk, and behave in society.
- Etiquette is essential for the first impression. For example, you interact wit h your superiors, parents, and fellow workers. In addition, friends speak a lot about your personality and upbringing.
- Etiquette enables individuals to earn respect and appreciation in society. No one would feel like talking to someone who does not know how to speak or behave in society. Etiquette inculcates a feeling of trust and loyalty in individuals. One becomes more responsible and mature- Etiquette helps individuals to value relationships.

Notes

Unit 6.2 – Apply Precautionary Health Measures

Unit Objectives

At the end of this module, the participant will be able to:

1. Describe the standard operating procedure to be followed while handling tools, materials, and equipment
2. State the importance of safety management programs
3. Outline the purpose and usage of various Personal Protective Equipment (PPE)required at the workplace
4. Explain the importance of preventive health check-ups organised by the company
5. Describe the causes of risks and potential hazards in the workplace and ways to prevent the
6. Identify different safety warning signs and labels at the workplace
7. Discuss ways to identify hazards at the workplace
8. List the components of the first-aid kit
9. Explain the procedure to report accidents and other health-related issues as per SOP

6.2.1 Personal Protective Equipment (P.P.E.) is Compulsory in The Workplace

Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required
- Images on

Ask

- Ask the participants for the full form of PPE.
- Ask the participants to give examples of some equipment that they may know.

Say

- PPEs are guards to protect against the harm that may be caused at any given point. It reduces the chance of exposure to hazards that could lead to serious industrial injuries and illness.
- To have safety during operations, safety equipment is used as a Safety helmet, Safety goggles, Noise protection, respiratory mask, safety boots, and visibility jacket.
- Each piece of equipment is essential as safety measures at work.

Explain

- Explain some examples of personal protection equipment used for safety.

Fig 6.2.2 Safety helmet

Fig 6.2.3 Safety goggle

Fig 6.2.4 Noise protection

Fig 6.2.5 Respiratory mask

Fig 6.2.6 Safety boots

Fig 6.2.7 Visibility jacket

Ask

- What dangers do maintenance staff face if they do not wear the correct personal protective gear in the maintenance department?
- Ask the participants to write answers as per their knowledge and awareness.

Tips

- Never operate dangerous equipment without receiving proper training.

6.2.2 Safety Management Programs

Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required
- Table prints for activity

Say

- A safety management program aims to reduce dangers before they cause catastrophic incidents.

  Ten steps of an effective safety management program-

  - ✓ Examine work methods and work environments for potential safety concerns.
  - ✓ Inform department heads about the types of hazards and how to avoid them.
  - ✓ Put together a safety committee.
  - ✓ Keep detailed safety records.
  - ✓ Conduct in-house safety checks regularly.
  - ✓ Teach employees about the need for safety awareness.
  - ✓ Encourage employees to be safety mindful.
  - ✓ Carry out a thorough examination and investigation of all incidents and injuries.
  - ✓ Maintain a safety management system and track follow-ups.
  - ✓ Evaluate the efficiency of the safety management system.

Explain

- Explain the Occupational safety and hazards standards
- Explain Ergonomics injuries and other safety awareness.

Activity

- Provide the sheets to identify the types of safety warning signs.
- Ask participants to fill in the blanks as per their awareness of signs.

Image To Identify	Answer

Table.6.2.2 Safety warning signs

Image To Identify	Answer
	DANGER SIGNS Indicate immediate hazards that will result in injury or death if not avoided.
	WARNING SIGNS Indicate a hazard level that falls somewhere between caution and danger.
	CAUTION SIGNS, Represent the lowest hazard level, indicating potentially hazardous situations that may result in minor, moderate injury if not avoided.
	BIOLOGICAL HAZARD SIGNS indicate either the actual or potential presence of a biohazard.
	NOTICE SIGNS, Used to convey general information as warning indicators are linked to activities not directly related to personal injury.
	GENERAL SAFETY SIGNS, Important safety instructions and procedures, for example- such as regulations and practices for first signs, cleanliness, and housekeeping.
	FIRE SAFETY SIGNS are frequently used to mark the location of emergency equipment, such as fire extinguishers. These signs do not provide instructions for using safety equipment.

Table.6.2.3 Safety warning signs asnwers

Ask

- Ask participants about the elementary procedures for the prevention of accidents.

Explain

- **Prohibitory signs**

Fig.6.2.8 Safety warning signs

- **Warning signs**

Fig.6.2.9 Safety warning signs

- All safety warning labels at the workplace to the participants.
- All elementary procedures for the prevention of accidents.
- The measures taken in case of an accident.

Notes for Facilitation

- **Danger signs –** Indicate immediate hazards that will result in injury or death if not avoided.
- **Warning signs-** Indicate a hazard level between caution and danger, indicating a risk that could make upshot in serious injury or death if not avoided.
- **Caution signs-** Represents the lowest hazard level, indicating potentially hazardous situations that may result in minor, moderate injury if not avoided.

- **Physical signs-** Used to indicate either the actual or potential presence of a biohazard, identifying objects contaminated with "viable hazardous agents" that pose a risk or potential risk to a person's well-being.
- **Safety symbols-** While they can be used on their own (if they are sufficient to convey the message), they are frequently combined with other sign kinds to offer a visual representation to accompany written content and notifications.

6.2.3 Firefighting and Fire Prevention

Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required
- Paper and lighter/matchbox

Ask

- Ask the participants about their understanding of signs learnt in the previous session.
- Ask the participants about the basic components of fire

Demonstrate

- Take a piece of paper and light the fire with the help of a lighter. (Carefully in open space)
- Once fire catches onto paper, cover the fire with a box.
- Now fire gets extinguished due to the cut off of oxygen.
- Elaborate the reason led for the fire, and now explain how components like heat, fuel, and oxygen played a role in catching fire.

Explain

- Explain the term suffocation, as noticed during a demonstration.
- Explain the fire triangle and all types of fire.

Fig.6.2.10 fire traingle

Ask

- Ask participants about some extinguishers they know.

Notes for Facilitation

- These flames are fueled by rubbish, wood, paper, or other common flammable materials
- Class A - Trash, wood, paper, and other common combustible materials fuel these fires
- Class B - These are fires with flammable or combustible liquids as their cause
- Class C - These are fires concerning electrical apparatus
- Class D - These are fires with certain flammable metals as the fuel source

PPEs are used to guard people against harm. Reduce your chance of exposure to hazards that could lead to severe industrial injuries and illnesses. These injuries and diseases can be caused by chemical, radioactive, physical, electrical, mechanical, and other job hazards. Personal protection equipment includes gloves, safety glasses, shoes, earplugs or muffs, hard helmets, respirators, coveralls, vests, and full bodysuits.

Accidents can be avoided by following the principles listed below.

- When using any cleaning equipment, always follow the manufacturer's recommendations.
- After distributing cleaning chemicals, promptly and securely replace the caps.
- Cleaning agents should be labelled.
- Maintain a clean and dry floor.
- While cleaning, place caution signs throughout the area.
- Before touching plugs, sockets, or electrical fittings, ensure your hands are completely dry.
- Mark any equipment that is not working as 'out of order.'
- Carefully dispose of trash.
- Never put cigarette butts or sharp objects in the trash bag carried by the room staff.
- Carefully open and close doors.
- Carefully clean up any broken glass.

Ask

- Why is fire safety important at any given point and state?

Explain

- Explain all the practices that could result from fire and how to identify the type of fire.
- Explain the fire warning systems like fire alarms, Sprinklers, Fire Pillar hydrants, Fire hose cabinets, Water fire extinguishers, Beam detectors, and Smoke detectors.

Fig.6.2.11 .Fire alarms, sprinklers, fire pillar hydrants, fire hose cabinets, water fire extinguishers, beam detectors, and smoke detectors

- Explain the use of fire sprinkler systems at different places like commercial offices, restaurants eating areas, warehouses, Commercial kitchens, Industrial organisations, and multi or single-family residences.
- Explain the handling of situations due to fire, like
  - ✓ When one notices a fire.
  - ✓ When one hears a fire alarm.
  - ✓ What and how to decide the evacuation.
  - ✓ How to survive a building fire.
  - ✓ What needs to be done if someone gets trapped?
  - ✓ If someone gets caught in the fire.
  - ✓ How to prevent self and protect at the time of the fire.
  - ✓ After a fire emergency.
- Explain the use of extinguishers and operating instructions for fire extinguishers.
- Explain the firefighting equipment and the type of fire extinguisher.

Summarize

- Summarise different safety warning signs and labels at the workplace
- Summarise ways to identify hazards at the workplace.

Activity

- Identify the signs to check the understanding and distribute the prints to each participant.

Fig. Activity to understand the fire signs

Answer

- First row- Harmful and Irritant
- Second row- Highly flammable and Oxidising
- Third row- Danger and Corrosive

Fig.6.2.12 Identify the signs

6.2.4 Importance of Preventive Health Check-ups Organised by the Hotel

Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Projector and laptop

Ask

- Ask the candidates how a preventive health check-up helps in reducing the chance of complications during treatment
- How frequently the participant goes for health checkups?

Say

- To have a healthy body and mindset, one must have a proper sleep and a good diet.
- Regular check-up of the body helps the doctor to diagnose the disease early.
- Reduces risk and complications for the future.

Explain

- Describe the importance of preventive health check-ups
- Discuss how a frequent check-up can determine one's overall health.
- Explain the basic tests like CBC, X-ray chest, ECG, Stress test, Height Weight, BMI, Kidney profile, liver profile, and vitamin D.
- Brief how to prevent health problems in day-to-day life.
- Explain the measures to be followed after medical advice and recommendations.

Fig.6.2.13 Preventive health check-ups

Tip

- Every six-month regular check of health is important.
- Keep track of personal health.

Activity

- Ask the participant to write the correct possible answer they know in the activity sheet.

Tests Conducted	Screening For
ECG- Electrocardiogram	
LIPID PROFILE	
ESR	
USG	
URINE ROUTINE	
CHEST X-RAY	

Table.6.2.4 Guess the must (Activity sheet)

Tests Conducted	Screening For
ECG- Electrocardiogram	Check the heart's rhythm and electrical activity.
Lipid Profile	Blood test to measure the amount of cholesterol.
ESR	Measures how quickly erythrocytes (RBC) settle at the bottom of the test tube. Test to determine if one has a condition that causes inflammation.
USG	Ultrasound or sonogram
Urine Routine	Detects the number of germs present in the urine.
Chest X-RAY	Helps to diagnose conditions affecting the chest.

Table.6.2.5 Answers guess the must (Activity sheet)

Summarise

- Summarise the topic by asking participants about the general tests for a regular health checkup.

11.2.6 Causes of Risks and Potential Hazards in the Workplace and Ways to Prevent Them

Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Blank papers

Ask

- Ask the participants if they know about risks that may arise due to hazards at work.
- What are the basic reasons for having common workplace hazards

Explain

- Explain common workplace hazards.
  - ✓ Working at a height and falling objects and how to prevent falling injuries.
  - ✓ Machinery malfunction.
  - ✓ Electrical injuries.
  - ✓ Fire injures
- Explain the confined spaces and prevention of injuries.

Fig.6.2.14 Risks and common work place hazards

Say

- Prevention is easy if the awareness is broadened. Have use of height safety ladders and equipment.
- Ensure that pieces of equipment are inspected and re-certified regularly.
- Encourage employees to report any indicators of machine failure.
- Well-maintenance of electrical equipment is essential.
- Work areas in tight locations should be limited. Extreme measures should be taken for skilled and equipped employees to access such areas.
- Uneven surfaces and congested areas may cause slips, falls, cuts, and other physical injuries.
- Provide awareness, training, and lectures on appropriate postures to prevent strains and bodily pains.
- For chemical injuries, authorised, trained staff should access the location.

Notes for facilitation

- Discuss working at a height and falling objects
- Describe machinery malfunction
- Describe electrical hazards
- Describe confined spaces
- Describe physical hazards
- Describe ergonomic hazards
- Describe chemical hazards

- Describe biological hazards
- Describe noise hazards

Ask

- Ask the candidates to explain common workplace hazards and their prevention

Activity

- Ask participants to increase the music volume on laptops or any audio device.
- Now ask all the participants to speak loudly and talk over the phone. Also, play a maximum device at one given point.
- Now let everyone settle down for 3 mins with pin-drop silence.
- Observe both the timings and the change you may feel now.
- Write the changes in blank sheets given to you by the trainer/teacher.
- Also, ask them to write the prevention they suggest for such disturbance caused by noise.

Summarize

- Summarise the causes of risks and potential hazards in the workplace and ways to prevent them.

6.2.6 Standard Safety Procedures

Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- First Aid Kit

Ask

- Ask the participants, do they have a basic idea of the first aid kit and its uses.
- Ask what all things do first aid kit consists of.

Explain

- What are emergency measures
- The evacuation protocol
- How to contact the emergency services.

Discuss

- The components of the First-aid Kit and how and when to use them.

Activity

- Ask the participant to show how to put a bandage by looking at the image below.

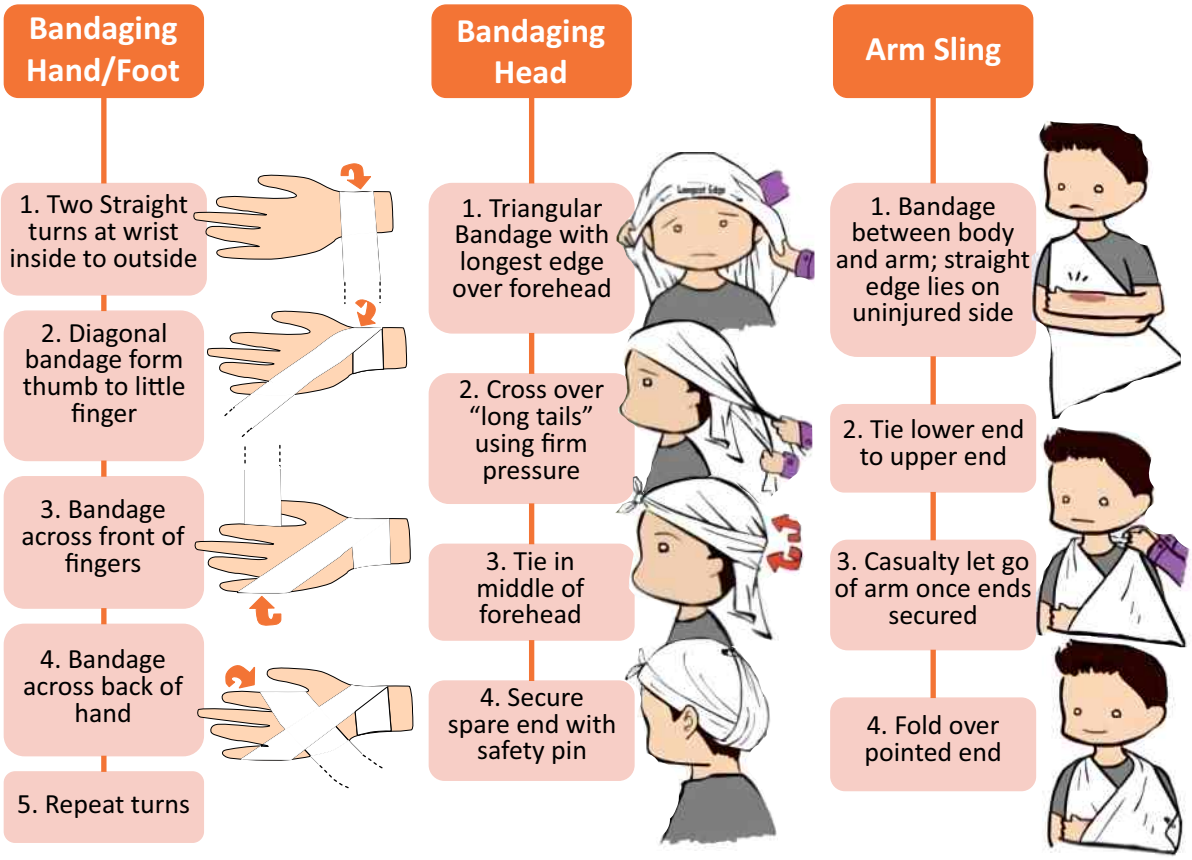


Fig.6.2.15 First Aid

Summarise

- Summarise the components of the first-aid kit
- Summarise the procedure to report the accident and other health-related issues as per SOP

Notes

Unit 6.3 – Employ Effective Waste Management

Unit Objectives

At the end of this module, the participant will be able to:

1. Employ effective waste management

6.3.1 Elements of Waste Management

Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required

Explain

- What is waste management
- Waste generation
- The process of onsite handling, storage and processing
- The process of collection of waste
- Rhe process of waste transfer and transport
- The process of waste processing and recovery
- The process of waste disposal

Ask

- Ask the candidates to list the methods of waste disposal
- Ask the candidates to tell the 6 R's in waste management

Demonstrate

- Show the image to explain the cycle of waste and brief the structure as per 6Rs.

Fig.6.3.1 Functional elements of waste management

6.3.2 Sources of Waste

Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required

Say

Did you know that there are five types of waste? We hardly give what we throw away a second thought

Fig.6.3.2 Sources of waste

Explain

- Liquid waste
- Solid waste
- Organic waste
- Recyclable waste
- Hazardous waste
- The four ways of disposing of hazardous waste

Do

- Start the session by asking questions like:
- Explain identifying and segregating recyclable, non-recyclable and hazardous waste at the workplace.
- Discuss the process of Segregating waste into different coloured dustbins
- Describe the different ways of handling waste and how to recycle waste
- Define the procedure for disposing of waste.

Notes for Facilitation

- Waste management can be defined as all the activities required to manage waste, from collecting the waste to recycling and monitoring.
- Waste in waste management refers to unwanted or unusable material produced through human activity and can have different forms. Waste can be liquid, solid, or gas, each having its disposal method and way of managing the waste.
- Besides the state of the matter, there are also different types of waste, such as household, biological, commercial and industrial waste. In addition, some types of waste can threaten the environment and human health, such as radioactive and chemical waste. These types of waste are called hazardous waste.
- Waste management aims to reduce the dangerous effects of such waste on the environment and human health. A big part of waste management deals with municipal solid waste created by industrial, commercial, and household activities.

Ask

- What are the five types of waste disposal?
- What are the measures to be taken toward the segregation of recyclable waste?
- Why should you segregate waste into different dustbins?
- How do you manage waste segregation?

Summarise

- Summarise the recyclable, non-recyclable and hazardous waste at the workplace
- Summarise the process of segregating waste into different coloured dustbins
- Summarise the ways of handling the waste as per sop
- Summarise the process of recycling waste wherever applicable

6.3.3 Types of Waste

Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required

Explain

- Biodegradable waste
- Non-biodegradable waste
- Recycling of waste

Ask

Ask the candidates to list the waste generated in the hotels and list their categories as per the waste classification

Fig.6.3.3 Types of waste

6.3.4 Employ Effective Waste Management

Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required

Explain

- Importance of waste management in hotels
- Steps for effective waste management in hotels
- Two departments handle waste in the hotel

Ask

- Ask the candidate to list and explain the steps of waste management in hotels

Fig 6.3 4 4R's of Waste Management

Fig 6.3.5 Housekeeping cleanliness

Fig 6.3.6 Waste management in hotels

6.3.5 Cleaning of Bins

Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required

Explain

- Explain the steps to clean wheelie bins

Fig 6.3.7 Cleaning of Bins -1

Fig 6.3.8 Cleaning of Bins -2

Fig 6.3.10 Wet the bin

Fig 6.3.11 Scrubbing with soap and water

Fig 6.3.9 Removing debris

Fig 6.3.12 Cleaning with mop

Fig 6.3.13 Rinsing the bin

Fig 6.3.14 Cleaning the lid

Fig 6.3.15 Scrub exterior

Fig 6.3.16 Rinsing exterior and interior

Fig 6.3.17 Drying the bins

Exercise

Question 1. A warm smile always helps the guest to open up. It makes the guest feel important. Moreover, they are comfortable knowing that someone genuinely cares about their needs.

(A). True
(B). False

Question 2. Employees and clients may connect and contact one another swiftly and efficiently using telegram.

(A). True
(B). False

Question 3. Enforcers of safety Rules are ineffective if they are not followed or enforced.

(A). True
(B). False

Question 4. A visible instruction from a safety sign lessens the likelihood of accidents for employees and non-employees, creating a safer working environment.

(A). True
(B). False

Question 5. All Windows should be closed, and all electrical appliances, including fans and lights, should be turned Off.

(A). **True**
(B). False

Question 6. Employee safety can be ensured by adhering to the three Es of safety: safety education, engineering, and safety programs.

(A). **True**
(B). False

Select the best alternative from the given up on (MCQs)

Question 1. Among the given choices are basic rules that will assure health and hygiene at the workplace.

(A) Regularly empty the trash cans
(B) Clean washrooms regularly
(C) Go for movies
(D) Take leaves regularly

Question 2. Which will you use to reduce the quantity of dust outdoors?

(A). Wet area mats
(B). Dust control mats
(C). Curtains
(D). Vacuum cleaner

Question 3. What should be avoided to reduce the chances of Ingrowing Toenails?

(A). Trim Straight
(B). Trim diagonally
(C). Do not trim
(D). Do not use a nail filer

Question 4. When should one wash their hands to keep them clean?

(A). Before you leave the house
(B). When you arrive at your destination
(C). Before and after consuming or preparing food
(D). All of the above

Question 5. Why are etiquettes needed?

(A). It makes you a cultured individual
(B). It teaches you how to talk, walk, and behave in society.
(C). It teaches you to use the mobile
(D). A and B

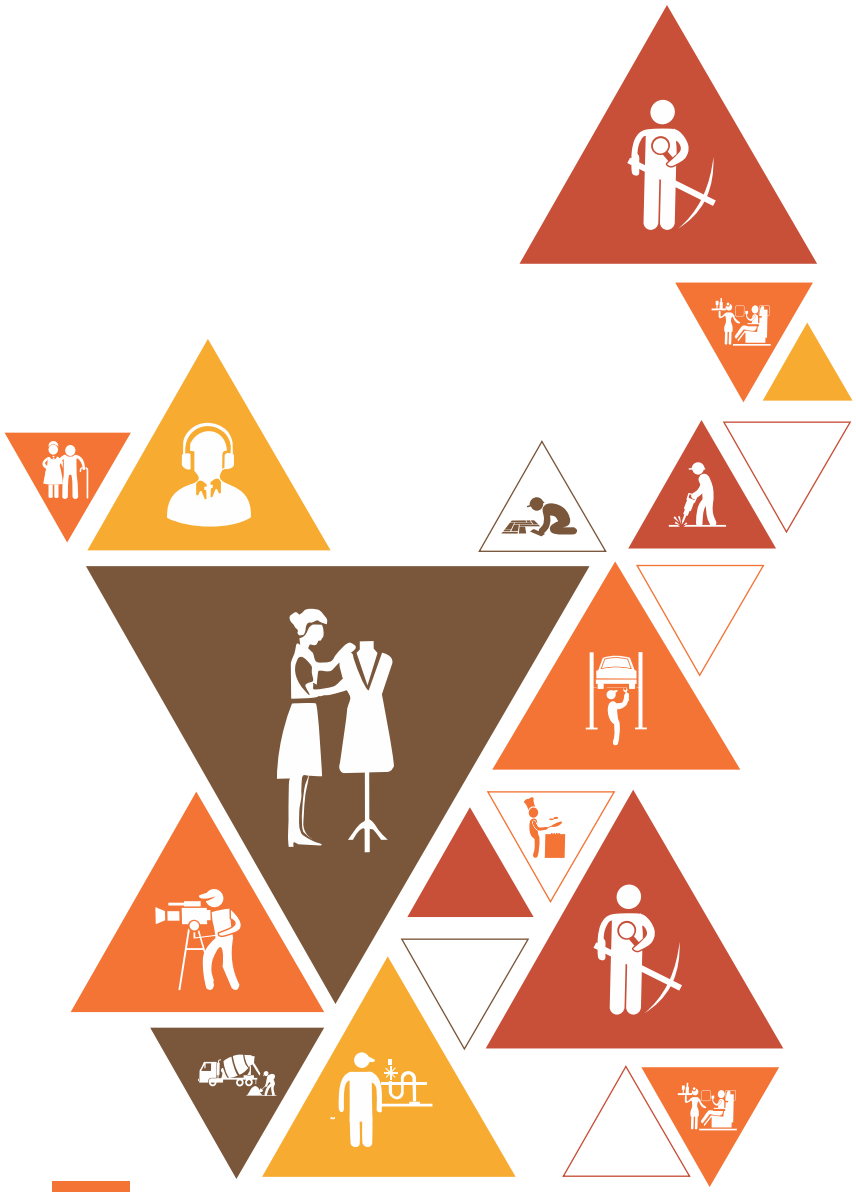
Notes

Scan the QR codes to watch the related videos

Waste Types and Classification

Importance and Methods of Protecting People and Assets

Introduction to Fundamental Concepts of Fire Safety



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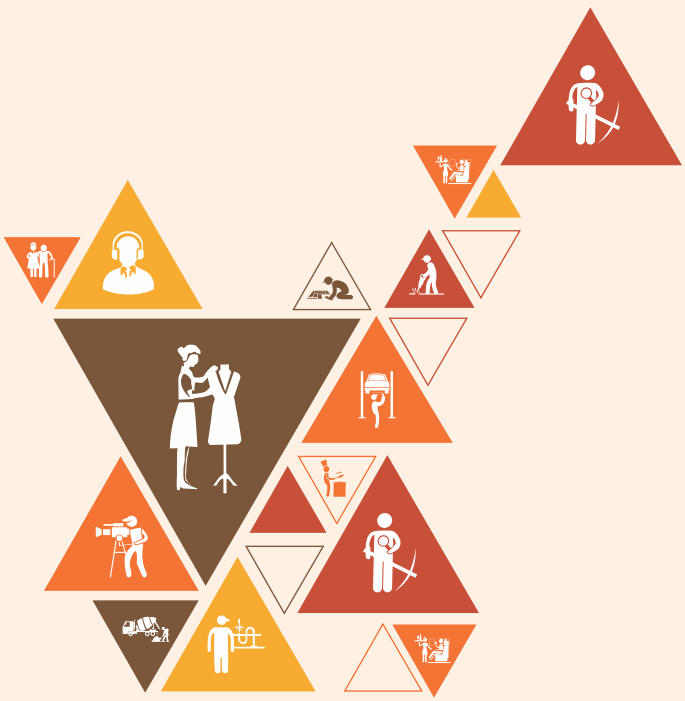
Skill Development
Corporation
Transforming the skill landscape

THSC
TOURISM & HOSPITALITY
SKILL COUNCIL

7. Employability Skills



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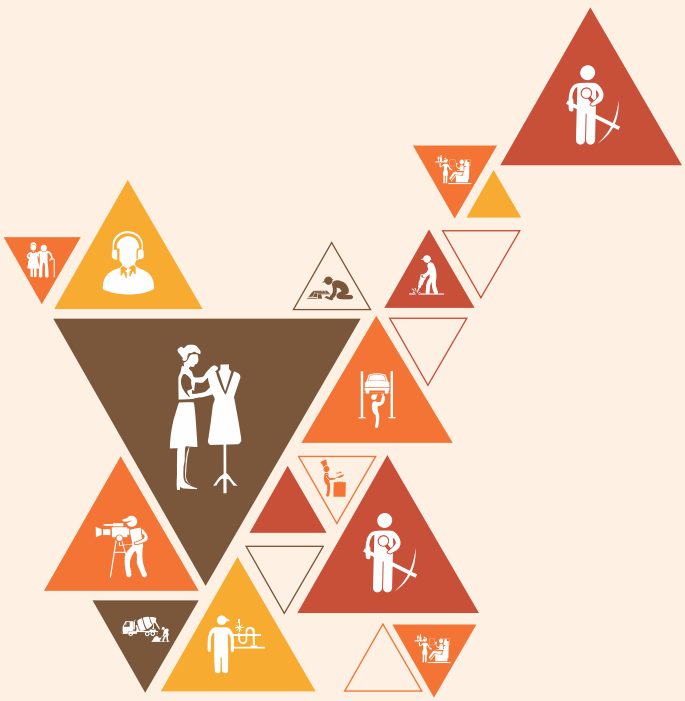
8. Annexures

Annexure I
Annexure II
Annexure III



Annexure I

Training Delivery Plan

Program Name:	Commis chef		
Qualification Pack and reference ID	THC/Q0406		
Version No.	2	**Version Update Date**	29/01/2024
Pre-Requisite License or Training	NA		
Training Outcomes	**At the end of the program, the learner will be able to:** • Perform the tasks to assist in preparation of the kitchen for the food operations • Prepare various meal items and tandoor food products • Employ appropriate skills and knowledge of assisting in inventory and stock level management • Perform the operations of closing the kitchen at the end of the day • Employ appropriate practices to communicate effectively with guests, colleagues, and superiors to achieve a smooth workflow • Apply gender and age-sensitive service practices • Describe the protocols related to confidentiality of the organizational information and guests' privacy • Apply health, hygiene, and safety practices at the workplace		

S No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools Aids	Duration
1	Introduction to Hotel Industry and Commis Chef	Introduction to Hotel Industry and Commis Chef	1. Discuss the different factors about the Indian hospitality industry 2. Describe the goals of Skill India Mission and its benefits.	THC/N0415	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 1** **P : 0**
		Introduction to Hotel Industry and Commis Chef (Contd...)	1. Discuss about the tourism and hospitality industry and its sub-sectors 2. Explain the hierarchy of small, medium, and large hotels and restaurants		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 1** **P : 0**
		Introduction to Hotel Industry and Commis Chef (Contd...)	1. Describe the roles and responsibilities of Commis Chef 2. Explain the characteristics of Commis Chef		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 2** **P : 0**
		Introduction to Hotel Industry and Commis Chef (Contd...)	1. State the opportunities for a Commis Chef in the tourism and hospitality sector 2. Describe the variety of cuisines are available both in the country and beyond 3. Use the terminology commonly used in the kitchen		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 2** **P : 0**
2	Assist in Kitchen Operations and Food Preparation	Introduction to kitchen equipment and appliances	1. Elaborate various appliances, tools and equipment required for preparation for and cooking of different dishes	THC/N0415 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, KU1, KU2, KU3, KU4, KU5, KU6, KU7, KU8, GS1,GS2	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 6** **P : 8**
		Introduction to kitchen equipment and appliances (Contd...)	2. Describe the operational and storage procedures of various appliances, tools, equipment and other sharp objects required for cooking		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 6** **P : 8**
		Introduction to kitchen equipment and appliances (Contd...)	3. Explain the importance of organising the assigned workstation		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 6** **P : 8**
		Introduction to kitchen equipment and appliances (Contd...)	4. Discuss the importance of updating the Senior Chef about any damage of the		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard,	**T : 6** **P : 6**

S No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools Aids	Duration
			kitchen tools/appliances			Marker, and Duster	
3	Assist in Kitchen Operations and Food Preparation	Perform food preparation activities	1. Discuss various essential ingredients required for different dishes, their characteristics and functions	THC/N0415 PC17, PC18, PC19, PC20, PC21, PC22, PC23, PC24, KU11, KU12, KU13, ,Gs1, GS2, GS3, GS4, GS5,GS6	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 4** **P : 8**
		Perform food preparation activities (Contd...)	2. Discuss the units of measurements and culinary terms used for various food products		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 4** **P : 8**
		Perform food preparation activities (Contd...)	3. Explain recipes of various food items		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 4** **P : 9**
		Perform food preparation activities (Contd...)	4. Elaborate various methods of mixing and preparing the ingredients (like washing, peeling, etc.) for cooking along with their recipes		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 6** **P : 10**
		Perform food preparation activities (Contd...)	5. Describe various food preparation techniques (like marinating, chopping, etc.) and cooking methods (like boiling, frying, etc.)		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 6** **P : 10**
		Perform food preparation activities (Contd...)	6. Explain different temperatures required for cooking and serving various dishes		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 6** **P : 10**
		Perform food preparation activities (Contd...)	7. Elaborate different types of plating, decoration and presentation methods for cooked meals		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 6** **P : 10**
4	Assist in Kitchen Operations and Food Preparation	Provide assistance in inventory management and close the kitchen	1. Discuss the parameters to check the quality of ingredients, goods received from vendors	THC/N0415 PC25, PC26, PC27, PC28, PC29,PC30, KU13, KU14, KU15, KU16, KU17 GS5,GS6,	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 4** **P : 4**
		Provide assistance in inventory management and close the kitchen (Contd...)	2. Discuss the importance of labelling ingredients and finished products		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 2** **P : 2**

S No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools Aids	Duration
		Provide assistance in inventory management and close the kitchen (Contd...)	3. Explain stock rotation methods		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 4** **P : 4**
		Provide assistance in inventory management and close the kitchen (Contd...)	4. Discuss suitable environment to stored unused ingredients/ finished products		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 2** **P : 2**
		Provide assistance in inventory management and close the kitchen (Contd...)	5. State the correct storage procedure of raw/ finished products		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 6** **P : 6**
		Provide assistance in inventory management and close the kitchen (Contd...)	6. Discuss the importance of regular cleaning and sanitizing of workstation and other equipment		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 4** **P : 4**
		Provide assistance in inventory management and close the kitchen (Contd...)	7. Elaborate the methods of safe disposal of waste		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 6** **P : 4**
		Provide assistance in inventory management and close the kitchen (Contd...)	8. Explain different types of reports to be prepared by the Commis Chef		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 6** **P : 4**
5	Use Tandoor for Preparing Food	Prepare The Food Items In Tandoor	1. Discuss the fundamentals of tandoori food	THC/N0428 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18,KU1, KU2, KU3, KU4, KU5, KU6, KU7, KU8, KU9, KU10, KU11, KU12, KU13, KU14, KU15,GS1,GS2 GS3,GS4	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 4** **P : 4**
		Prepare The Food Items In Tandoor (Contd...)	2. Define the characteristics and types of tandoor		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 2** **P : 4**
		Prepare The Food Items In Tandoor (Contd...)	3. Identify different types of fuel used in tandoor		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 4** **P : 4**
		Prepare The Food Items In Tandoor (Contd...)	4. Describe the different working temperatures for tandoor products		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 2** **P : 4**

S No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools Aids	Duration
		Prepare The Food Items In Tandoor (Contd...)	5. Discuss the techniques for controlling the temperature of the tandoor		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 4** **P : 4**
		Prepare The Food Items In Tandoor (Contd...)	6. Elaborate on the different recipes to prepare in tandoor		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 2** **P : 4**
		Prepare The Food Items In Tandoor (Contd...)	7. List the dough mixing and making methods		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 4** **P : 4**
		Prepare The Food Items In Tandoor (Contd...)	8. Take precautions lighting up the fire inside the tandoor		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 2** **P : 4**
		Prepare The Food Items In Tandoor (Contd...)	9. Describe the various methods of Indian bread making		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 4** **P : 2**
		Prepare The Food Items In Tandoor (Contd...)	10. Explain the use and types of marinade used in roasted food products		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 2** **P : 2**
		Prepare The Food Items In Tandoor (Contd...)	11. Identify the different hazards associated with smoke resulting from the burning of charcoal inside the tandoor		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 3** **P : 2**
		Prepare The Food Items In Tandoor (Contd...)	12. State the importance of proper cleaning and maintenance of the tandoor		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 2** **P : 2**
6	Maintain Effective Communication and Service Standard	Communicate effectively with guests, colleagues, and superiors	1. Discuss the importance of effective communication	THC/N9901	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 1** **P : 1**
		Communicate effectively with guests, colleagues, and superiors (Contd.)	2. Explain the importance of guest satisfaction and guest feedback		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard,	**T : 1** **P : 1**

S No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools Aids	Duration
						Marker, and Duster	
		Communicate effectively with guests, colleagues, and superiors (Contd.)	3. Outline the procedure of receiving feedback and complaints constructively		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 1** **P : 1**
		Communicate effectively with guests, colleagues, and superiors (Contd.)	4. Describe various ways to handle guest complaints		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 1** **P : 1**
		Communicate effectively with guests, colleagues, and superiors (Contd.)	5. Discuss different ways to improve the guest experience		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 1** **P : 1**
		Employ appropriate expertise to promote professional etiquette	1. Discuss the value and Ethics in Business	PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18, PC19, Pc20KU1, KU2, KU3, KU4, KU5, KU6, KU7, KU8, KU9, KU10, KU11, KU12,KU13, GS1, GS2, GS3, GS4,GS5	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 1** **P : 1**
		Employ appropriate expertise to promote professional etiquette (Contd.)	2. Describe the significant ethical principles to be followed for a successful business		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 1** **P : 1**
		Ways to show sensitisation towards different age groups, gender and persons with disabilities	1. Explain the importance of gender and age sensitivity		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 1** **P : 1**
		Ways to show sensitisation towards different age groups, gender and persons with disabilities Contd.)	2. Discuss gender and age-specific requirements of the guests		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 1** **P : 1**
		Ways to show sensitisation towards different age groups, gender and persons with disabilities Contd.)	3. Discuss the specific needs of People with Disabilities		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 2** **P : 2**
		Ways to show sensitisation towards different age groups, gender and persons with disabilities Contd.)	4. Discuss the importance of reporting Sexual harassment at the workplace		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 2** **P : 2**
		Ways to show sensitisation towards different age groups, gender	5. Discuss ways of escalating problems, reporting workplace issues, and receiving		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard,	**T : 2** **P : 2**

S No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools Aids	Duration
		and persons with disabilities Contd.)	feedback from the superiors.			Marker, and Duster	
7	Organisational Confidentiality and Guest's Privacy	Maintain the confidentiality of the organization	1. Explain the procedures to report the infringement of IPR to the concerned person	THC/N9903 PC1, PC2, PC3, PC4, PC5, PC6,KU1, KU2, KU3, KU4, KU5,GS1, GS 2, Gs3	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 4** **P : 4**
		Maintain the privacy of guest information	1. Discuss the usage, storage and disposal procedures of confidential information as per the specification		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 4** **P : 4**
		Maintain the privacy of guest information (Contd.)	2. Explain the significance of maintaining organizational confidentiality and guest privacy in the hospitality industry		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 3** **P : 3**
		Maintain the privacy of guest information (Contd.)	3. Discuss the Intellectual Property issues and policies affecting the organization and guest privacy		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 4** **P : 4**
8	Basic Health and Safety Standard	Maintain health, hygiene, and safety practices at the workplace	1. Discuss the concept and importance of personal and workplace hygiene	THC/N9906 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18, PC19,KU1, KU2, KU3, KU4, KU5, KU6, KU7, KU8, KU9,GS1, GS 2, GS3, Gs4	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 1** **P : 1**
		Maintain health, hygiene, and safety practices at the workplace (Contd.)	2. Discuss procedure to maintain personal hygiene		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 1** **P : 1**
		Maintain health, hygiene, and safety practices at the workplace (Contd.)	3. Explain the compliance norms to ensure cleanliness and sanitization of the workplace and related equipment		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 1** **P : 1**
		Apply precautionary health measures	1. Describe the standard operating procedure to be followed while handling tools, material, and equipment		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 1** **P : 1**
		Apply precautionary health measures (Contd.)	2. State the importance of safety management programs		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 1** **P : 1**

S No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools Aids	Duration
		Apply precautionary health measures (Contd.)	3. Outline the purpose and usage of various Personal Protective Equipment (PPE)required at the workplace		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 1** **P : 1**
		Apply precautionary health measures (Contd.)	4. Explain the importance of preventive health check-ups organized by the hotel		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 1** **P : 1**
		Apply precautionary health measures (Contd.)	5. Describe the causes of risks and potential hazards in the workplace and ways to prevent the		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 1** **P : 1**
		Apply precautionary health measures (Contd.)	6. Identify different safety warning signs and labels at the workplace		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 1** **P : 1**
		Apply precautionary health measures (Contd.)	7. Discuss ways to identify hazards at the workplace		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 1** **P : 1**
		Apply precautionary health measures (Contd.)	8. List the components of the first-aid kit		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 1** **P : 1**
		Apply precautionary health measures (Contd.)	9. Explain the procedure to report accidents and other health-related issues as per SOP		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 2** **P : 2**
		Employ effective waste management	1. Employ effective waste management techniques		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 2** **P : 2**
9	Employability Skills	Employability Skills		DGT/VSQ/ N0102	Interactive Lecture in the Class	Employability Skills Participant handbook, Projector Whiteboard, Marker, and Duster	**T : 60** **P : 0**
10	On-the-Job Training						**30 Hours**

Annexure-II

Assessment Criteria

CRITERIA FOR ASSESSMENT FOR TRAINEES

Job Role	Commis Chef
Qualification Pack	THC/Q0406
Sector Skill Council	Tourism and Hospitality Skill Council

S No.	Assessment Guidelines
1	The Sector Skill Council will create criteria for assessment for each Qualification Pack. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down the proportion of marks for Theory and Skills Practical for each PC.
2	The assessment for the theory part will be based on the knowledge bank of questions created by the SSC.
3	Assessment will be conducted for all compulsory NOS and, where applicable, on the selected elective/option NOS/set of NOS.
4	Individual assessment agencies will create unique question papers for the theory part for each candidate at each examination/training centre (as per the assessment criteria below).
5	Based on these criteria, individual assessment agencies will create individual evaluations for skill practical for every student at each examination/ training centre .
6	To pass the Qualification Pack assessment, every trainee should score a minimum of 70% of % the aggregate marks to clear the assessment successfully.
7	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

NOS	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
THC/N0415: Assist in kitchen operations and food preparation	**Prepare kitchen for food operations**	**10**	**10**	**-**	**5**
	PC1. organize the assigned work area/station efficiently	-	-	-	-
	PC2. arrange the correct tools and equipment required to cook the dishes	-	-	-	-
	PC3. confirm the cleanliness and proper functioning of the tools and equipment	-	-	-	-
	PC4. monitor and ensure appropriate temperature of the appliances to be used	-	-	-	-
	PC5. notify the senior chef if there are any faulty or damaged kitchen equipment/tools	-	-	-	-
	PC6. distribute the supplies to different workstations in the kitchen	-	-	-	-
	PC7. replenish service lines as needed and restock and prepare the workstation for the next shift	-	-	-	-
	Prepare and cook base items, veg and non-veg dishes	**20**	**25**	**-**	**10**
	PC8. select the type of ingredients required for preparation of the dishes	-	-	-	-
	PC9. collect raw food items/ingredients for cooking from the storage area, fridge, or freezer	-	-	-	-
	PC10. measure out ingredients for different recipes	-	-	-	-
	PC11. confirm the ingredients meet quality standards and other requirements	-	-	-	-
	PC12. mix ingredients in correct proportions	-	-	-	-
	PC13. prepare ingredients for cooking including seasoning of different meats as well as washing, peeling, and chopping vegetables and fruits	-	-	-	-
	PC14. carry out basic preparatory work like mixing or grinding of spices/ingredients, preparing dough, and wrapping food items etc. as per the CDP's instructions	-	-	-	-
	PC15. prepare basic items like sauce, salads, and cold starters, etc. as directed by the Chef de Partie	-	-	-	-
	PC16. plate and present meal items as per the Chef de Parties' instructions	-	-	-	-
	Assist in inventory management	**10**	**10**	**-**	**5**
	PC17. receive and check regular deliveries of fresh ingredients and other delivered goods against invoice for quantity and quality	-	-	-	-

	PC18. label all ingredients and prepared items correctly	-	-	-	-
	PC19. inform chef/manager about the inventory status and help in re-ordering of supplies	-	-	-	-
	PC20. assist in stock rotation to check and use the ingredients before their expiry date	-	-	-	-
	PC21. refill kitchen condiment bottles/shakers/oil cans/etc.	-	-	-	-
	PC22. store non-distributed provisions, supplies and daily consumables under appropriate conditions as per organisation's work instructions	-	-	-	-
	PC23. assist the chef/manager to plan rotations, if required	-	-	-	-
	PC24. keep track of quantity of daily and weekly consumption and stock of supplies/fuel/cooking oil	-	-	-	-
	Close kitchen at the end of day's business/shift	**10**	**10**	**-**	**5**
	PC25. store all unused ingredients and prepared food items at the correct location and in controlled environment in compliance with food safety regulations	-	-	-	-
	PC26. discard all expired and spoiled food items stored in the stock rooms, refrigerators, and freezers	-	-	-	-
	PC27. wash and disinfect kitchen tools, knives and other equipment	-	-	-	-
	PC28. check that all appliances are turned off, unplugged, and cleaned as per health and hygiene standards	-	-	-	-
	PC29. perform basic cleaning duties and ensure that work stations are properly sanitized	-	-	-	-
	PC30. ensure disposal of waste and expired items as per waste management policy and recycling of waste material wherever applicable	-	-	-	-
	NOS Total	**50**	**55**	**-**	**25**
THC/N0428: Use tandoor for preparing food	**Prepare tandoor for cooking**	**20**	**20**	**-**	**5**
	PC1. arrange wood kindling, paper, and charcoal, as required	-	-	-	-
	PC2. apply a light layer of vegetable oil inside the tandoor for dough to stick to it	-	-	-	-
	PC3. light a fire at the bottom of the tandoor using wood kindling, paper, and charcoal	-	-	-	-
	PC4. place the lid on the oven and keep for at least two hours to make the tandoor ready for use	-	-	-	-
	Prepare Indian bread on tandoor	**10**	**10**	**-**	**5**

	PC5. make dough as per requirements	-	-	-	-
	PC6. make Indian bread from the dough as per the size requirements	-	-	-	-
	PC7. apply vegetable oil on the bread and place it on a cloth	-	-	-	-
	PC8. put the bread inside the tandoor with the help of the cloth and ensure bread sticks to the tandoor wall	-	-	-	-
	PC9. take it out with the help of tongs/skewers when the bread is ready	-	-	-	-
	Prepare roasted meat/vegetables	**10**	**10**	**-**	**5**
	PC10. create marinades and rubs	-	-	-	-
	PC11. set long skewers threaded with marinated meat/vegetables/cheese or paneer	-	-	-	-
	PC12. place the skewer inside the tandoor such that the tip of the skewers rest on the charcoals and the food is suspended in the centre of the oven	-	-	-	-
	PC13. take the skewers out when meat/vegetable/cheese or paneer are cooked and ready to eat	-	-	-	-
	Clean and maintain tandoor	**10**	**10**	**-**	**5**
	PC14. ensure cleanliness and sanitation of the tandoor oven before start and end of day's business	-	-	-	-
	PC15. check for any defects in the tandoor oven and inform supervisor/proprietor	-	-	-	-
	PC16. clean the tandoor and dispose of fuel residue at the end of day's business	-	-	-	-
	PC17. ensure clay is regularly applied on the tandoor walls for better service	-	-	-	-
	PC18. cover the tandoor when not in use to avoid any contamination	-	-	-	-
	NOS Total	**50**	**50**	**-**	**20**
THC/N9901: Communicate effectively and maintain service standards	**Communicate effectively with guests, colleagues and superiors**	**20**	**20**	**-**	**10**
	PC1. greet the guests promptly and appropriately as per the organisation's procedure	-	-	-	-
	PC2. communicate with the guests in a polite and professional manner	-	-	-	-
	PC3. clarify guest's requirements by asking appropriate questions	-	-	-	-
	PC4. address guest's dissatisfactions and complaints effectively	-	-	-	-
	PC5. build an effective yet impersonal relationship with guests	-	-	-	-

	PC6. inform guests on any issue/problem beforehand, including any developments involving them	-	-	-	-
	PC7. seek feedback from the guests and incorporate them to improve the guest experience	-	-	-	-
	PC8. escalate any negative feedback received from the guests to immediate reporting authority on high priority	-	-	-	-
	PC9. pass on essential information to the colleagues timely	-	-	-	-
	PC10. report any workplace issues to the superior immediately	-	-	-	-
	Maintain professional etiquette	**10**	**10**	**-**	**5**
	PC11. report to work on time	-	-	-	-
	PC12. follow proper etiquette while interacting with colleagues and superiors	-	-	-	-
	PC13. follow the dress code as per organisational policy	-	-	-	-
	PC14. maintain personal hygiene	-	-	-	-
	PC15. respect the privacy of others in the workplace	-	-	-	-
	Provide specific services as per the guests' requirements	**10**	**10**	**-**	**5**
	PC16. offer services and maintain the quality of facilities to cater to specific needs of every individual, across all gender and age groups, as per company standards	-	-	-	-
	PC17. assist Persons with Disability, if required	-	-	-	-
	PC18. follow the organisational policies specified for Persons with Disability	-	-	-	-
	PC19. follow gender and age-sensitive service practices at all times	-	-	-	-
	PC20. adhere to the company policies related to the prevention of sexual harassment	-	-	-	-
	NOS Total	**40**	**40**	**-**	**20**
THC/N9903: Maintain organisational confidentiality and respect guests' privacy	**Maintain organisational confidentiality**	**6**	**6**	**-**	**3**
	PC1. ensure not leaving any confidential information visible and unattended on the workstation	-	-	-	-
	PC2. comply with organisational IPR policy at all times	-	-	-	-
	PC3. report any infringement of IPR observed by anyone in the company to the concerned person	-	-	-	-

	PC4. maintain the confidentiality of the organisational information through appropriate use, storage and disposal	-	-	-	-
	Respect guest's privacy	**4**	**4**	**-**	**2**
	PC5. protect personal and financial information of the guest	-	-	-	-
	PC6. refrain self from infringing upon guest's professional deals and plans	-	-	-	-
	NOS Total	**10**	**10**	**-**	**5**
THC/N9906: Follow Health, Hygiene and Safety practices	**Maintain personal and workplace hygiene**	**10**	**10**	**-**	**5**
	PC1. wash and sanitise hands at regular intervals using hand wash & alcohol-based sanitisers	-	-	-	-
	PC2. clean the workplace with appropriate cleaning solutions and disinfectants as recommended	-	-	-	-
	PC3. clean the crockery and other articles as per established standards	-	-	-	-
	PC4. sanitise all tools and equipment requiring touchpoints at regular intervals	-	-	-	-
	PC5. ensure that the trashcans are cleared regularly following the cleanliness and maintenance schedule	-	-	-	-
	PC6. use appropriate PPE (headwear, glasses, goggles, footwear etc.) considering the task to be performed and the working environment	-	-	-	-
	PC7. dispose of the waste as per the prescribed standards	-	-	-	-
	PC8. Maintain personal hygiene by brushing teeth regularly, wearing clean clothes, following a healthy diet etc.	-	-	-	-
	Take precautionary health measures	**5**	**5**	**-**	**-**
	PC9. attend regular health check-ups organised by the management	-	-	-	-
	PC10. report personal health issues related to injury, food, air and infectious disease	-	-	-	-
	PC11. report to the concerned authority in case any coworker is unwell	-	-	-	-
	Follow standard safety procedure	**5**	**10**	**-**	**5**
	PC12. Follow safety procedures while handling materials, tools, equipment etc.	-	-	-	-
	PC13. follow first aid procedures appropriately	-	-	-	-
	PC14. identify hazards at the workplace and report to the concerned person in time	-	-	-	-
	Follow effective waste management	**5**	**10**	**-**	**5**

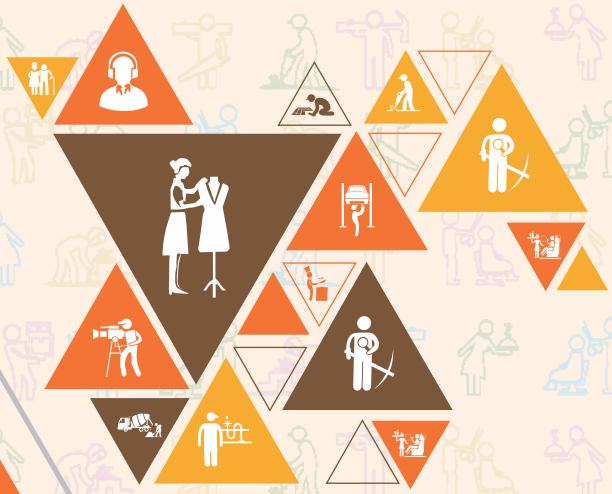
	PC15. identify and segregate recyclable, non-recyclable and hazardous waste at the workplace	-	-	-	-
	PC16. segregate waste into different coloured dustbins	-	-	-	-
	PC17. handle the waste as per SOP	-	-	-	-
	PC18. recycle waste wherever applicable	-	-	-	-
	PC19. dispose of PPEs in a plastic bag, sealed and labelled as infectious waste	-	-	-	-
	NOS Total	**25**	**35**	**-**	**15**

Annexure - III

Chapter No.	Unit No.	Topic Name	Page No.	Link to QR Code	QR Code
Chapter -1 Introduction To Hotel Industry And Commis Chef	UNIT 1.1 Introduction	1.1.1 Skill India Program –Objectives, Features and Advantages	24	https://www.youtube.com/watch?v=y7CxAa7KicM	Role of Government in skill development
Chapter -1 Introduction To Hotel Industry And Commis Chef	UNIT 1.1 Introduction	1.1.3 Tourism and Hospitality Industry and its sub-sectors	24	https://www.youtube.com/watch?v=rddPE20dDrs	Introduction to Hospitality Industry
Chapter - 2 Assist in Kitchen Operations and Food Preparation	UNIT 2.1 Introduction to Kitchen Equipment and Appliances	2.1.2 Various Appliances, Tools and Equipment Required in the Kitchen	75	https://www.youtube.com/watch?v=0BFJnpAajYM	Food Production -Kitchen Equipments
Chapter - 2 Assist in Kitchen Operations and Food Preparation	UNIT 2.1 Introduction to Kitchen Equipment and Appliances	2.1.3 Equipment Required for Cooking of Different Dishes	75	https://www.youtube.com/watch?v=WZ5oNNbp_cU&t=982s	Types of fuels in the kitchen
Chapter - 2 Assist in Kitchen Operations and Food Preparation	UNIT 2.2 Perform Food Preparation Activities	2.2.7 Various Food Preparation Techniques	75	https://www.youtube.com/watch?v=NSx43ZVf6PE	Cooking II Types Of Cooking Methods

Chapter -3 Use Tandoor for Preparing Food	UNIT 3.1 Prepare Food Items In Tandoor	3.1.5 Different Recipes to Prepare in Tandoor	93	https://www.youtube.com/watch?v=0Ocet9lJg4E	Tandoor
Chapter – 4 Communicate Effectively and Maintain Service Standards	UNIT 4.1 Maintain Effective Communication and Service Standard	4.1.1. Effective Communication	114	https://youtu.be/X3Fz_Gu5WUE?t=112	Communication Skills
Chapter – 4 Communicate Effectively and Maintain Service Standards	UNIT 4.3 Sensitization Towards Different Age Groups, Gender and Persons With Disabilities	4.3.1 Discrimination	114	https://www.youtube.com/watch?v=-FCEBe5VNcA	Gender Sensitization Issues and Challenges
Chapter – 5 Organizational Confidentiality and Guest's Privacy	UNIT 5.1 Maintain the Confidentiality of the Organization	5.1.1 Intellectual Property Rights (IPR) and its Importance	124	https://youtu.be/avSdoMz6OuA?t=85	Intellectual Property Rights IPR) - Introduction, Definition, Types, Examples
Chapter – 5 Organizational Confidentiality and Guest's Privacy	UNIT 5.2 Privacy of Guest Information	5.2.1 Procedures to Report the Infringement of IPR to the Concerned Person	124	https://www.youtube.com/watch?v=1C42q3UL26o	Copyright infringement
Chapter – 6 Basic Health and Safety Standards	UNIT 6.2 Apply Precautionary Health Measures	6.2 Apply Precautionary Health Measures	162	https://www.youtube.com/watch?v=j2NtUQa_yB4	Importance and Methods of Protecting People and Assets

Chapter – 6 Basic Health and Safety Standards	UNIT 6.2 Apply Precautionary Health Measures	6.2.4 Firefighting and its prevention	162	https://www.youtube.com/watch?v=sM8yiOzXaNE	Introduction to Fundamental Concepts of Fire Safety
Chapter – 6 Basic Health and Safety Standards	UNIT 6.3 Employ Effective Waste Management	7.3.3 Types of Waste	162	https://www.youtube.com/watch?v=PIr2jpscZ7w	Waste- Types and Classification



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Price: ₹

978-1-111-22222-45-7