

# **FOOD PRODUCTION (Code No- 409)**

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**Job Role: ASSISTANT COOK (REG.)**

**SESSION 2019-2020**

**CLASS IX & X**

## **1. Introduction**

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The Hospitality service industry is fast growing and evolving. The development of Catering Institutions has closely followed the changes in food habits of people. Food changes are determined by socio-economic conditions and demographic shifts. Industrialization, Migration and International trade have resulted in greater employment for both men and women worldwide. This led to increased need for people to depend on various food services operational for their meals outside their homes.

The course intends to introduce you to the basics of cooking food coupled with the scientific approach by trying to understand the basic commodities utilized in preparation of food. Cooking of food is a skill based education that requires both the style of art and the method of science. Describe kitchen operations including culinary terminology, operational software, cooking methods, and basic food handling skills: such as food safety and food quality. Demonstrate proper kitchen management systems, such as cost control, labor control, inventory control, production scheduling, sales history, menu development, and forecasting.

## **2. Course Objectives**

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The Skill Course in "Food Production" is designed with the following objectives:

1. To develop skills of entrepreneurship in the Industry.
2. To find employment as food production personnel and assistant manager in small scale food service unit.
3. The course enables the students to establish and manage a small scale food service unit. It provides them with the necessary knowledge and skill to run and control all operations in the unit.
4. It also equips the student to find employment in canteens, restaurants, hostel, railway catering and mobile catering.
5. It also helps to develop culinary skills.
6. The course can attain its objective only if it is taught by skilled teacher and the prescribed infrastructure provided by the school.
7. The school should also negotiate with neighbourhood food service units for on-the-job training.

### 3. Curriculum

This course is a planned sequence of instructions consisting of Units meant for developing employability and Skills competencies of students of Class IX and X opting for Skill subject along with general education subjects.

Theory	50 marks
Practical	50 marks
<b>Total Marks</b>	<b>100 marks</b>

The unit-wise distribution of periods and marks for Class IX is as follows:

<b>CLASS IX (SESSION 2019-2020)</b>				
	<b>Units</b>	<b>No. of Periods for Theory and Practical</b>		<b>Max. Marks for Theory and Practical</b>
		<b>200</b>		<b>100</b>
<b>Part A</b>	<b>Employability Skills</b>			
	Unit 1: Communication Skills – I	10		10
	Unit 2: Self-management Skills – I	10		
	Unit 3: Information and Communication Technology Skills – I	10		
	Unit 4: Entrepreneurial Skills – I	15		
	Unit 5: Green Skills – I	05		
	<b>Total</b>	<b>50</b>		<b>10</b>
<b>Part B</b>	<b>Skills</b>	<b>Theory</b>	<b>Practical</b>	
	Unit1: Introduction to hospitality industry	3	2	3
	Unit 2: Career Opportunities	5	5	3
	Unit 3: Introduction to Kitchen	6	2	5
	Unit 4: Protective clothing & its maintenance	6	5	3
	Unit 5: Personal Hygiene	6	5	5
	Unit 6: Equipment & Kitchen tools	10	10	5
	Unit 7: Culinary History	5	2	3
	Unit 8: Kitchen Commodities	22	15	5
	Unit 9: Storage of Commodities	15	10	4
	Unit 10: Kitchen Organization	12	4	4
	<b>Total</b>	<b>90</b>	<b>60</b>	<b>40</b>
<b>Part C</b>	<b>Practical Work</b>			
	Practical Examination			15
	Written Test			10
	Viva Voce			10
	<b>Total</b>			<b>35</b>

<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/Student Portfolio		10
	Viva Voce		05
	<b>Total</b>		<b>15</b>
	<b>GRAND TOTAL</b>		<b>100</b>

The unit-wise distribution of periods and marks for Class X is as follows:

<b>CLASS X (SESSION 2019-2020)</b>				
	<b>Units</b>	<b>No. of Periods for Theory and Practical</b>		<b>Max. Marks for Theory and Practical</b>
		<b>200</b>		<b>100</b>
<b>Part A</b>	<b>Employability Skills</b>			
	Unit 1: Communication Skills – I	10		10
	Unit 2: Self-management Skills – I	10		
	Unit 3: Information and Communication Technology Skills – I	10		
	Unit 4: Entrepreneurial Skills – I	15		
	Unit 5: Green Skills – I	05		
	<b>Total</b>	<b>50</b>		<b>10</b>
<b>Part B</b>	<b>Skills</b>	<b>Theory</b>	<b>Practical</b>	
	Unit 1: Introduction To Cookery	8	5	3
	Unit 2: Methods Of Cooking	15	10	9
	Unit 3: Vegetable and Fruit Cookery	22	15	8
	Unit 4: Soups	15	10	8
	Unit 5: Salads	15	10	7
	Unit 6: Sandwiches	15	10	5
	<b>Total</b>	<b>90</b>	<b>60</b>	<b>40</b>
<b>Part C</b>	<b>Practical Work</b>			
	Practical Examination			15
	Written Test			10
	Viva Voce			10
	<b>Total</b>			<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>			
	Practical File/Student Portfolio			10
	Viva Voce			05
	<b>Total</b>			<b>15</b>
	<b>GRAND TOTAL</b>			<b>100</b>

## 4. CONTENTS

### CLASS IX (SESSION 2019-2020)

#### Part A: Employability Skills

UNITS	
1.	Communication Skills – I
2.	Self-management Skills – I
3.	Information and Communication Technology Skills-I
4.	Entrepreneurial Skills – I
5.	Green Skills – I
<b>Detailed curriculum of Employability Skills is available separately</b>	

#### PART B: SKILL

S.No.	UNIT	Sub-topic
1	<b>Introduction to hospitality industry</b>	An insight in the operations of a five star hotel Introduction to allied areas of hospitality industry <ul style="list-style-type: none"><li>• Travel Agency</li><li>• Fast food</li><li>• Airlines</li><li>• Retail</li><li>• Entrepreneur</li><li>• Others</li></ul>
2	<b>Career Opportunities</b>	In Hotels In travel industry In Retail industry Entrepreneur Food critique
3	<b>Introduction to Kitchen</b>	Sections in a kitchen Attitude & Behaviour Skills & Knowledge Ergonomics
4	<b>Protective clothing &amp; its maintenance</b>	Importance Protective clothing
5	<b>Personal Hygiene</b>	Importance Maintaining personal hygiene Hand washing technique
6	<b>Equipment &amp; Kitchen tools</b>	Introduction to Kitchen Equipment

		Care & Maintenance of equipment Work place hygiene Knife& its Maintenance Safety procedures for handling knives
7	<b>Culinary History</b>	Historical background Evolution of culinary industry
8	<b>Kitchen Commodities</b>	a) Plant Origin <ul style="list-style-type: none"> <li>• Cereals</li> <li>• Pulses</li> <li>• Fruits</li> <li>• Vegetables</li> <li>• Spices and Herbs</li> </ul> b) Animal Origin <ul style="list-style-type: none"> <li>• Dairy Products</li> <li>• Eggs</li> <li>• Meats</li> <li>• Sea food</li> </ul>
9	<b>Storage of Commodities</b>	Perishability of a product Techniques of storage
10	<b>Kitchen Organization</b>	Kitchen Organization Duties & Responsibilities

## CLASS X (SESSION 2019-2020)

### Part A - Employability Skills

UNITS	
1.	Communication Skills – II
2.	Self-management Skills – II
3.	Information and Communication Technology Skills – II
4.	Entrepreneurial Skills – II
5.	Green Skills – II
<b>Detailed curriculum of Employability Skills is available separately</b>	

## PART B: SKILL

S.No.	Units	Sub-Topic
1	<b>INTRODUCTION TO COOKERY</b>	Aims and objectives of Cooking Food Components of food
2	<b>METHODS OF COOKING</b>	Classification: <ul style="list-style-type: none"> <li>• Dry</li> <li>• Moist</li> <li>• Medium of Fat</li> <li>• Principles of heat transfer</li> </ul>
3	<b>VEGETABLE AND FRUIT COOKERY</b>	Classification of Vegetables Classification of Fruits Cuts of Vegetables and Fruits Effects of heat on vegetables Tips for preservation of nutrients while processing
4	<b>SOUPS</b>	Definition Classification with examples Recipes for: <ul style="list-style-type: none"> <li>• Vegetable Soup</li> <li>• Sweet corn soup</li> <li>• Indian soup - Tamatar shorba</li> </ul>
5	<b>SALADS</b>	Classification, Types of Salad Parts of a salad: <ul style="list-style-type: none"> <li>• Base</li> <li>• Body</li> <li>• Dressing</li> <li>• Garnish</li> </ul> Popular examples
6	<b>SANDWICHES</b>	Introduction Parts of sandwich <ul style="list-style-type: none"> <li>• Bread</li> <li>• Spread</li> <li>• Filling</li> </ul> Types of Sandwich Canapes

## 5. TEACHING ACTIVITIES

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The teaching and training activities have to be conducted in classroom, laboratory/ workshops and field visits. Students should be taken to field visits for interaction with experts and to expose them to the

various tools, equipment, materials, procedures and operations in the workplace. Special emphasis should be laid on the occupational safety, health and hygiene during the training and field visits.

### **CLASSROOM ACTIVITIES**

Classroom activities are an integral part of this course and interactive lecture sessions, followed by discussions should be conducted by trained teachers. Teachers should make effective use of a variety of instructional or teaching aids, such as audio-video materials, colour slides, charts, diagrams, models, exhibits, hand-outs, online teaching materials, etc. to transmit knowledge and impart training to the students.

### **PRACTICAL WORK IN LABORATORY/WORKSHOP**

Practical work may include but not limited to hands-on-training, simulated training, role play, case based studies, exercises, etc. Equipment and supplies should be provided to enhance hands-on learning experience of students. Only trained personnel should teach specialized techniques. A training plan that reflects tools, equipment, materials, skills and activities to be performed by the students should be submitted by the teacher to the Head of the Institution.

### **SKILL ASSESSMENT (PRACTICAL)**

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include hands-on practical exam and viva voce. For practical, there should be a team of two evaluators. The same team of examiners will conduct the viva voce.

**Project Work** (individual or group project) is a great way to assess the practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be followed by a small-group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their observations. Project work should be assessed on the basis of practical file or student portfolio.

**Student Portfolio** is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency.

**Viva voce** allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the subject. Viva voce should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

## 6. ORGANISATION OF FIELD VISITS/EDUCATIONAL TOURS

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In field visits, children will go outside the classroom to obtain specific information from experts or to make observations of the activities. A checklist of observations to be made by the students during the field visits should be developed by the teachers for systematic collection of information by the students on the various aspects. Principals and Teachers should identify the different opportunities for field visits within a short distance from the school and make necessary arrangements for the visits. At least three field visits should be conducted in a year.

### 6. LIST OF EQUIPMENT AND MATERIAL

(For a batch of 20 students)

Name of the Equipment			Qty.
<b>Kitchen</b>			
1.	Gas Cooking Range with oven and grill.		3 nos.
2.	Two gas burners (double).		7 nos.
3.	Stainless steel sinks (double with drains board).		3 nos.
4.	Mixer e.g. Sumeet.		1 no.
5.	Refrigerator (double door).	290 ltr.	2 nos.
6.	Pressure Cooker.	7.5 ltr.	1 no.
7.	Weighing scale.	(app. 5 kg.)	1 no.
8.	Heavy duty pot with lid (S.S.).	20 litres	1 no.
9.	Pastry cutter (set).		2 nos.
10.	Palatte knife (set).		5 nos.
11.	Patty tins.		20 nos.
12.	Tablespoons (S.S.).		20 nos.
13.	Forks (S.S.).		20 nos.
14.	Cake Tins (Assorted).		20 nos.
15.	Cooling Racks.	(S.S. 25 cm × 20 cm.	10 nos
<b>Small Equipment</b>			
16	Measuring Jug (S.S.).	1 ltr.	2 nos



17	S.S. Basin.	30 cm.	10 nos.
18	Soup stainers (stainless steel).		10 nos.
19	Brass or heavy gauze (Al. pan with lid 25 cm dia.).		10 nos.
20	Brass or heavy gauze (Al. pan with lid 20 cm dia.).		10 nos.
21	Rolling pins.	35 cm	10 nos.
22	Flat spoons.	30 cm	10 nos.
23	Frying spoons.	30 cm	10 nos.
24	Round spoons.	30 cm	10 nos.
25	Wooden spoons.	30 cm	10 nos.
26	Aluminium pie dish.	20 cm × 15 cm	20 nos.
27	S.S. Mugs.	500 ml	20 nos.
28	Jelly moulds.	500 ml	10 nos.
29	Karai (Black iron).	20 cm	10 nos.
30	Frypan (aluminium).	20 cm	10 nos.
31	Iron tawa.	25 cm	10 nos.
32	Thalis (S.S.).	30 cm	20 nos.
33	Nylocast chopping board.	45 × 30 × 2.5 cm	10 nos.
34	Stainless steel graters.		10 nos.
35	Al. stock pot with lid.	20 lts.	2 nos.
36	Atta sieve 30 cm dia.		5 nos.
37	Stainless steel trays.	60 × 60 cm	5 nos.
38	Lime squeezer (aluminium).		6 nos.
39	Piping bags with star nozzle.		10 nos.
40	Garbage bins with lid (syntex medium size).		4 nos.
41	Potato peeler.		10 nos.
42	Egg beater (S.S.).		10 nos.
	<b>Furniture</b>		
43	Demonstration S.S. table with shelve one locking drawer for one set of small.		1 no.
44	equipment 180 × 990 cm.		
45	Working table for general use, storage of equipment stainless steel.		10 nos.

46	tops 75 × 75 × 80 cm.		
47	Work table with Cupboard for storing equipment and general use.		2 nos.
48	Black Board 180 × 120 cm.		1 no.
49	Grinding stones.		