

# CBSE | DEPARTMENT OF SKILL EDUCATION

## CURRICULUM FOR SESSION 2026-2027

### FOOD PRODUCTION (SUBJECT CODE –809)

JOB ROLES: TRAINEE COMMIE

CLASS –XII

### Introduction

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, labour control, inventory control, production scheduling, sales history, menu development, and forecasting.

### 1. Course Objectives

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 XII opting for Skill subject along with general education subjects.

Theory	60 marks
Practical	40 marks
<b>Total Marks</b>	<b>100 marks</b>

# FOOD PRODUCTION (SUBJECT CODE - 809)

## CLASS XII (SESSION 2026-2027)

Total Marks: 100 (Theory-60 + Practical-40)

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

	<b>UNITS</b>	<b>No. of Periods for Theory and Practical 260</b>		<b>Max. Marks for Theory and Practical 100</b>
<b>Part A</b>	<b>Employability Skills</b>			
	Unit 1: Communication Skills-IV	10		2
	Unit 2: Self-management Skills-IV	10		2
	Unit 3: ICT Skills-IV	10		2
	Unit 4: Entrepreneurial Skills-IV	15		2
	Unit 5: Green Skills-IV	05		2
	<b>Total</b>	<b>50</b>		<b>10</b>
<b>Part B</b>	<b>Subject Specific Skills</b>			
	Unit 1: Indian Regional Cookery	20	15	10
	Unit 2: Indian Snacks	07	10	05
	Unit 3: Indian Gravies	07	15	03
	Unit 4: Indian Sweets	07	15	05
	Unit 5: Presentation of Indian Meals	07	05	02
	Unit 6: Fast Food	20	10	05
	Unit 7: Introduction to baking	13	05	05
	Unit 8: Menu Planning	13	05	05
	Unit 9: Food Costing	13	05	05
	Unit 10: Food Safety	13	05	05
	<b>Total</b>	<b>120</b>	<b>90</b>	<b>50</b>
<b>Part C</b>	<b>Practical Work</b>			
	Practical Examination	--		15
	Written Test	--		10
	Viva Voce	--		05
	<b>Total</b>	<b>--</b>		<b>30</b>
<b>Part D</b>	<b>Project Work/Field Visit /Practical File/Student Portfolio</b>	--		10
	<b>Total</b>	<b>--</b>		<b>10</b>
	<b>Grand Total</b>			<b>100</b>

## 4. CONTENTS

### PART A: EMPLOYABILITY SKILLS

	UNITS	No. of hours
1.	Unit 1: Communication Skills-IV	10
2.	Unit 2: Self-management Skills-IV	10
3.	Unit 3: ICT Skills-IV	10
4.	Unit 4: Entrepreneurial Skills-IV	15
5.	Unit 5: Green Skills-IV	05

**Note:** The detailed curriculum/ topics to be covered under Part A: Employability Skills can be downloaded from CBSE website.

### Part B: Subject Specific Skills

	TOPIC	SUB-TOPIC
1	<b>Indian regional cookery</b>	Introduction Factors affecting regional eating habits: History, Geography, Religion, Culture, Staple diet, etc. with reference to Indian regional cuisine – West, East, North and South zones of India Popular dishes from four regions Preparation of dishes from four regions
2	<b>Indian Snacks</b>	Introduction Regional classification with brief descriptions Preparation of regional snacks (For Practical)
3	<b>Indian gravies</b>	Classification Ingredients and pastes required for gravies Preparation of basic gravies (For Practical)
4	<b>Indian sweets</b>	Introduction Regional classification Sugar Cookery Preparation of Indian sweets (For Practical)
5	<b>Presentation of Indian meals</b>	Balanced diet Accompaniments of Indian meals Traditional and modern presentation of Indian meals Traditional presentation of Indian meals. (For Practical)
6	<b>Fast Food</b>	Definition Salient Features Flow of work

	TOPIC	SUB-TOPIC
		Use of Convenience foods Preparation of Subs & Burgers, Pizzas, Wraps and Chinese fast food (For Practical)
7	<b>Introduction to baking</b>	Basic ingredients used in bakery Cookies Preparation of varieties of cookies (For Practical)
8	<b>Menu Planning</b>	Types of menu Principles of menu planning Planning menus for various occasions
9	<b>Food Costing</b>	Elements of cost Calculation of elements of cost Calculation of Profits
10	<b>Food Safety</b>	Causes of food contamination Concept of Danger Zone Food borne diseases Garbage segregation & disposal

## 5. TEACHING ACTIVITIES

---

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 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**

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.

## **7. LIST OF EQUIPMENT AND MATERIAL**

**(For a batch of 20 students)**

<b>Name of the Equipment</b>	<b>Qty.</b>
<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 litre 1 no.
9. Pastry cutter (set).	2 nos.
10. Palette 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>	
Measuring Jug (S.S.).1 ltr.	2 nos
S.S. Basin.30 cm.	10 nos.
Soup stainers(stainless steel).	10 nos.
Brass or heavy gauze(Al. pan with lid 25 cm dia.).	10 nos.
Brass or heavy gauze (Al. Pan with lid 20 cm dia.)	10 nos.
Rolling pins.35 cm	10 nos.
Flat spoons.30 cm	10 nos.
Frying spoons.30 cm	10 nos.
Round spoons.30 cm	10 nos.
Wooden spoons.30 cm	10 nos.
Aluminium pie dis20 cm × 15 cm	20 nos.
S.S. Mugs.500 ml	20 nos.
Jelly moulds.	500 ml 10 nos.
Karahi (Black iron).20 cm	10 nos.
Fry pan (aluminium).20 cm	10 nos.
Iron tawa.	25 cm 10 nos.
Thalis (S.S.).	30 cm 20 nos.
Nylocast chopping board.45 × 30 × 2.5 cm	10 nos.
Stainless steel graters.	10 nos.
Al. stock pot with lid.20 lts.	2 nos.
Atta sieve 30 cm dia.	5 nos.
Stainless steel trays.60 × 60 cm	5 nos.
Lime squeezer (aluminium).	6 nos.
Piping bags with star nozzle.	10 nos.
Garbage bins with lid (syntex medium size).	4 nos.
Potato peeler.	10 nos.
Egg beater (S.S.).	10 nos.
<b>Furniture</b>	
1.Demonstration S.S. table with shelve one locking drawer for one set of small.1 no. equipment 180 × 990 cm.	
2. Working table for general use, storage of equipment stainless steel. tops 75 × 75 × 80 cm.	10 nos.
3. Work table with Cupboard for storing equipment and general use.	2 nos.
4.Black Board 180 × 120 cm.	1 no.
5. Grinding stones.	2 Nos.