

Government of Pakistan

National Vocational and Technical Training Commission

Prime Minister's Hunarmand Pakistan Program

"Skills for All"



Course Contents/ Lesson Plan

Course Title: Hotel Management

Duration: 6 Months

Revised Edition

Trainer Name	
Course Title	Hotel Management
Objectives and Expectations	<p>Employable skills and hands on practice for Hotel Management</p> <p>The Hotel Management a comprehensive 6-month program comprising intense hands-on training combined with conceptual theoretical knowledge, coupled with industrial internship, aims at imparting a scientific approach to the field of hotel management.</p> <p>The prime objective of this program is to create a new generation of chefs and front office employees who possess culinary skills and a professional vision to explore new horizons of excellence in the field of culinary arts. The program has been designed with a view to integrating diverse skills and knowledge about the hospitality industry and strong foundation in food preparation, essential cookery, hygiene, food safety and quality as well as presentation techniques which are indispensable ingredients to launch a successful career in the foodservice industry. Language training, management tools and techniques form an essential part of the program which equip the students with a high level of capability to perform in the most competitive multicultural environment internationally.</p> <p>This course aims to train “excellent” professionals, who will be able to work effectively as a team, with initiative and observing the principles of HACCP. This is a completely practical course in our facilities and real workplaces that will allow our students for the best insertion in the labor market.</p> <p><u>Main Expectations:</u></p> <p>In short, the course under reference should be delivered by professional instructors in such robust hands- on manner that the trainees are comfortably able to employ their skills for earning money (through wage/self-employment) at its conclusion.</p> <p>This course thus clearly goes beyond the domain of the traditional training practices in vogue and underscores an expectation that a market centric approach will be adopted as the main driving force while delivering it. The instructors should therefore be experienced enough to be able to identify the training needs for the possible market roles available out there. Moreover, they should also know the strengths and weaknesses of each individual trainee to prepare them for such market roles during/after the training.</p> <ol style="list-style-type: none"> i. Specially designed practical tasks to be performed by the trainees have been included in the Annexure-I to this document. The record of all tasks performed individually or in groups must be preserved by the management of the training Institute clearly labeling name, trade, session etc so that these are ready to be physically inspected/verified through monitoring visits from time to time. The weekly distribution of tasks has also been indicated in the weekly lesson plan given in this document. ii. In order to materialize the main expectations, a special module on Job

Search & Entrepreneurial Skills has been included in the later part of this course (5th & 6th month) through which, the trainees will be made aware of the Job search techniques in the local as well as international job markets (Gulf countries). Awareness around the visa process and immigration laws of the most favoured labour destination countries also forms a part of this module. Moreover, the trainees would also be encouraged to venture into self-employment and exposed to the main requirements in this regard. It is also expected that a sense of civic duties/roles and responsibilities will also be inculcated in the trainees to make them responsible citizens of the country.

- iii. A module on **Work Place Ethics** has also been included to highlight the importance of good and positive behavior at work place in the line with the best practices elsewhere in the world. An outline of such qualities has been given in the Appendix to this document. Its importance should be conveyed in a format that is attractive and interesting for the trainees such as through PPT slides +short video documentaries. Needless to say that if the training provider puts his heart and soul into these otherwise non-technical components, the image of Pakistani workforce would undergo a positive transformation in the local as well as international job markets.

In order to maintain interest and motivation of the trainees throughout the course, modern techniques such as:

- Motivational Lectures
- Success Stories
- Case Studies

These techniques would be employed as an additional training tool wherever possible (these are explained in the subsequent section on Training Methodology).

Lastly, evaluation of the competencies acquired by the trainees will be done objectively at various stages of the training and proper record of the same will be maintained. Suffice to say that for such evaluations, practical tasks would be designed by the training providers to gauge the problem solving abilities of the trainees.

(i) **Motivational Lectures**

The proposed methodology for the training under reference employs motivation as a tool. Hence besides the purely technical content, a trainer is required to include elements of motivation in his/her lecture. To inspire the trainees to utilize the training opportunity to the full and strive towards professional excellence. Motivational lectures may also include general topics such as the importance of moral values and civic role & responsibilities as a Pakistani. A motivational lecture should be delivered with enough zeal to produce a deep impact on the trainees. It may comprise of the following:

- Clear Purpose to convey message to trainees effectively.
- Personal Story to quote as an example to follow.
- Trainees Fit so that the situation is actionable by trainees and not represent a just idealism.
- Ending Points to persuade the trainees on changing themselves.

A good motivational lecture should help drive creativity, curiosity and spark

the desire needed for trainees to want to learn more.

Impact of a successful motivational strategy is amongst others commonly visible in increased class participation ratios. It increases the trainees' willingness to be engaged on the practical tasks for longer time without boredom and loss of interest because they can clearly see in their mind's eye where their hard work would take them in short (1-3 years); medium (3 -10 years) and long term (more than 10 years).

As this tool is expected that the training providers would make arrangements for regular well planned motivational lectures as part of a coordinated strategy interspersed throughout the training period as suggested in the weekly lesson plans in this document.

(ii) Success Stories

Another effective way of motivating the trainees is by means of Success Stories. Its inclusion in the weekly lesson plan at regular intervals has been recommended till the end of the training.

A success story may be disseminated orally, through a presentation or by means of a video/documentary of someone that has risen to fortune, acclaim, or brilliant achievement. A success story shows how a person achieved his goal through hard work, dedication and devotion. An inspiring success story contains compelling and significant facts articulated clearly and easily comprehensible words. Moreover, it is helpful if it is assumed that the reader/listener knows nothing of what is being revealed. Optimum impact is created when the story is revealed in the form of:-

- Directly in person (At least 2-3 cases must be arranged by the training institute)
- Through an audio/ videotaped message (2-3 high quality videos must be arranged by the training institute)

It is expected that the training provider would collect relevant high quality success stories for inclusion in the training as suggested in the weekly lesson plan given in this document.

Suggestive structure and sequence of a sample success story and its various shapes can be seen at annexure III.

(iii) Case Studies

Where a situation allows, case studies can also be presented to the trainees to widen their understanding of the real life specific problem/situation and to explore the solutions.

In simple terms, the case study method of teaching uses a real life case example/a typical case to demonstrate a phenomenon in action and explain theoretical as well as practical aspects of the knowledge related to the same. It is an effective way to help the trainees comprehend in depth both the theoretical and practical aspects of the complex phenomenon in depth with ease. Case teaching can also stimulate the trainees to participate in discussions and thereby boost their confidence. It also makes class room atmosphere interesting thus maintaining the trainee interest in training till the end of the course.

Depending on suitability to the trade, the weekly lesson plan in this document

	<p>may suggest case studies to be presented to the trainees. The trainer may adopt a power point presentation or video format for such case studies whichever is deemed suitable but it's important that only those cases are selected that are relevant and of a learning value.</p> <p>The Trainees should be required and supervised to carefully analyze the cases.</p> <p>For the purpose they must be encouraged to inquire and collect specific information / data, actively participate in the discussions and intended solutions of the problem / situation.</p> <p>Case studies can be implemented in the following ways: -</p> <ol style="list-style-type: none"> A good quality trade specific documentary (At least 2-3 documentaries must be arranged by the training institute) Health & Safety case studies (2 cases regarding safety and industrial accidents must be arranged by the training institute) <p>Field visits(At least one visit to a trade specific major industry/ site must be arranged by the training institute)</p>
Entry level of trainees	Matric science or equivalent, preferably F.Sc.
Learning Outcomes of the course	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> ✓ Demonstrate professionalism and service standards in hospitality industry/ sector to insure quality guest service. ✓ Demonstrate principles of sanitation and safety in a food service operation for safe food handling and to protect the health of the consumer. ✓ Apply accounting for hospitality cook related to food service operations. ✓ Demonstrate uses of tools & equipment in food service operations following established safety practices and principles. ✓ Demonstrate professional kitchen supervision and management skills. ✓ Demonstrate a variety of culinary cooking and baking methods and techniques following established procedures to produce classic, regional, international and contemporary cuisines, complex dishes and baking products/goods.
Course Execution Plan	<p>Total duration of course: 6 months (26 Weeks)</p> <p>Class hours: 4 hours per day (06 Days/Week)</p> <p>Theory: 20%</p> <p>Practical: 80%</p> <p>Weekly hours: 20 hours per week</p> <p>Total contact hours: 520 hours</p>
Companies offering jobs in the respective trade	<p>All private national and International Hotels, Restaurants, Event Management and catering companies, Food Units and Pastry Shops etc. are offering Jobs in the field on permanent and contract basis.</p> <ol style="list-style-type: none"> Culinary institutions Food & beverages industry Restaurants Food Outlets Hotels

	6. Bakeries 7. International Food Chains/ franchises 8. Cruise ships 9. Private businesses 10. Tour Operators 11. Catering services , and many more.
Job Opportunities	<p>Hotel Management is the professions which are growing these days. Candidate, after getting these skills, will be able to find opportunities globally in the following areas:</p> <p>Hotels. Motels. Resorts. Restaurants. Fast Food Chains. Airlines. Tourism Organization. Caterers. Parks. Cruise Ships. Bars. Casinos. Multinational Companies. Clubs. Food & Beverage Organization. Any food production unit</p>
No of Students	25
Learning Place	Classroom / Lab
Instructional Resources	<p>Development Platform:</p> <ul style="list-style-type: none"> • https://github.com/ , • https://firebase.google.com/, • https://developer.android.com/studio, • https://visualstudio.microsoft.com/, • https://getbootstrap.com/https://laravel.com/, • https://jquery.com/ • https://www.oracle.com/index.html, https://flutter.dev/doc <p>Learning Material:</p> <ul style="list-style-type: none"> • https://www.w3schools.com/ • https://deitel.com/other-books/ • https://angularjs.org/ • https://www.youtube.com/c/fukatsoft1 • http://learnopenerp.blogspot.com/

MODULES

Scheduled Weeks	Module Title	Learning Units	Remarks
Week 1	Introduction	<ul style="list-style-type: none"> • Motivational Lecture (<i>For further detail please see Page No: 3& 4</i>) • Course Introduction • Success stories (for further detail please) <ul style="list-style-type: none"> • Job market • Course Applications • Institute/work ethics • Orientation on Institute's rules & regulations and SOPs for classrooms and labs 	<ul style="list-style-type: none"> • Home Assignment • Task 1
Week 2	Module 1 Prepare concierge services	<ul style="list-style-type: none"> • Success Stories (<i>For further detail please see Page No: 3& 4</i>) • What is concierge services • Explain the standards of concierge services • Understand the principles of receive guest arrival and departures. • Benefits of handling guest luggage. • Response to request for concierge services. 	<ul style="list-style-type: none"> • Task 2 • Task 3 <p><i><u>Details may be seen at Annexure-I</u></i></p> <ul style="list-style-type: none"> • Home Assignment
Week 3	Module 2 Hazard identification & personal hygiene	<ul style="list-style-type: none"> • Motivational Lecture (<i>For further detail please see Page No: 3& 4</i>) • Personal safety and health. • Work place safety • Personal safety and health. • Apply safety for tools and equipment. • Hazards identification. 	<ul style="list-style-type: none"> • Task – 4 • Task – 5 • Task – 6 <p><i><u>(Details may be seen at Annexure-I)</u></i></p> <ul style="list-style-type: none"> • Monthly Test 1
Week 4	Module 3 Perform reception accommodation services	<ul style="list-style-type: none"> • Success Stories (<i>For further detail please see Page No: 3& 4</i>) • Understand the procedures for guest arrivals • Ensure procedures of welcome and register guests. 	<ul style="list-style-type: none"> • Task 7 • Task 8 • Task 9

		<ul style="list-style-type: none"> • Prepare front office records and reports. • Ensure the handling techniques of telephone calls. • Understanding of handle guests complaints. 	
Week 5	Module 4 Operate reservation system	<ul style="list-style-type: none"> • Motivational Lecture(<i>For further detail please see Page No: 3& 4</i>) • Introduction of operating reservation system. • Understanding the procedure for access reservation information. • Create and process reservations. • Ensure communications reservations. 	<ul style="list-style-type: none"> • Task 10 • Task 11
Week 6	Module 5 Conduct night audits	<ul style="list-style-type: none"> • Success stories (<i>For further detail please see Page No: 3& 4</i>) <p>Students are introduced to:</p> <ul style="list-style-type: none"> • Posting accommodation and tax charge. • Accumulating guest service charges and payments. • Settling financial activities of various departments. • Settling the account receivables. • Running the trial balance for the day. • Preparing the night audit report. 	<ul style="list-style-type: none"> • Task 12 • Task 13 • Task 14
Week 7	Module 6 Perform duty manager responsibilities	<ul style="list-style-type: none"> • Motivational Lecture(<i>For further detail please see Page No: 3& 4</i>) <p>Students are introduced to:</p> <ul style="list-style-type: none"> • Overseeing daily operations • Manage guest relations • Ensuring employee productivity • Monitoring efficiency of all processes and creating a positive work environment for employees. 	<ul style="list-style-type: none"> • Task 15 • Task 16
Week 8	Module 7 Perform guest relation officer duty	<ul style="list-style-type: none"> • Success stories (<i>For further detail please see Page No: 3& 4</i>) • Procedures of welcome guests • Ensure addressing guests complaints. • Provide information about facilities and services. 	<ul style="list-style-type: none"> • Task 17 • Task 18

Week 9	Module 8 Perform guest Relation officer duty	<ul style="list-style-type: none"> • Motivational Lecture(For further detail please see Page No: 3& 4) <p>Students are introduced to:</p> <ul style="list-style-type: none"> • Welcoming guests in a friendly and professional way. • Addressing and escalating customer complaints. • Providing information about facilities, programs and other services. 	<ul style="list-style-type: none"> • Task 19 • Task 20 <p><u>Details may be seen at Annexure-I</u></p>
Week 10	Module 9 Clean kitchen premises	<ul style="list-style-type: none"> • Success stories (For further detail please see Page No: 3& 4) • Procedures for clean, sanitize and store equipment. • Ensuring clean and sanitize premises. • Methods of clean and prepare garbage bins. 	<ul style="list-style-type: none"> • Task – 21 • Task – 22 • Task - 23 <p><u>Details may be seen at Annexure-I</u></p>
Week 11	Module 10 Use basic cooking methods	<ul style="list-style-type: none"> • Motivational Lecture(For further detail please see Page No: 3&4) <p>Students are introduced to:</p> <ul style="list-style-type: none"> • Identify cooking methods, select utensils, and collect equipments to cook various dishes. • Prepare mis en place, collect utensils and ingredients to cook different dishes. • Ensure SOP,s , observe food hygiene and kitchen safety. 	<ul style="list-style-type: none"> • Task – 24 • Task – 25 • Task – 26 <p><u>Details may be seen at Annexure-I</u></p>
Week 12	Module 11 Manage kitchen operations	<ul style="list-style-type: none"> • Success stories (For further detail please see Page No: 3& 4) <p>Students are introduced to:</p> <ul style="list-style-type: none"> • Listen to Your Employees' Feedback. • Streamline Your Menu. • Create An Employee Manual. • Set Up an Efficient Inventory System. • Don't Discount Human Communication and Talent. 	<ul style="list-style-type: none"> • Task – 27 • Task – 28 <p><u>Details may be seen at Annexure-I</u></p>
Week 13	Mid Term project		

Week 14	Module 12 Prepare dining / restaurant area for service	<ul style="list-style-type: none"> • Success stories (For further detail please see Page No: 3& 4) <p>Students are introduced to:</p> <ul style="list-style-type: none"> • Prepare service stations and equipments. • Set up the tables in the dining area. • Maintain ambience of dining area. • Procedure for checking and cleaning premises. 	<ul style="list-style-type: none"> • Home Assignment • Task – 29 • Task – 30 <p><i><u>Details may be seen at Annexure-I</u></i></p>
Week 15	Module 13 Receive and greet the guest	<ul style="list-style-type: none"> • Motivational Lecture(For further detail please see Page No: 3& 4) <p>Students are introduced to:</p> <ul style="list-style-type: none"> • What is meant by receiving of guests? • Ensure and inquire needs of customers. • Follow gender and age sensitive services practices. 	<ul style="list-style-type: none"> • Task – 31 • Task - 32 <p><i><u>Details may be seen at Annexure-I</u></i></p>
Week 16	Module 14 Present menu & take order	<ul style="list-style-type: none"> • Success stories (For further detail please see Page No: 3& 4) <p>Students are introduced to:</p> <ul style="list-style-type: none"> • Explain menu • Make recipe card • Ensuring order taking procedures • Preparation of linens. 	<ul style="list-style-type: none"> • Task – 33 • Task – 34 <p><i><u>Details may be seen at Annexure-I</u></i></p>
Week 17	Module 15 Bring food from production to side station	<ul style="list-style-type: none"> • Motivational Lecture(For further detail please see Page No: 3& 4) <p>Students are introduced to:</p> <ul style="list-style-type: none"> • Understand procedure of carrying foods • Ensure how to serve hot food hot, cold food cold 	<ul style="list-style-type: none"> • Task – 35 <p><i><u>Details may be seen at Annexure-I</u></i></p>
Week 18	Module 16 Serve various foods to guests	<ul style="list-style-type: none"> • Success stories (For further detail please see Page No: 3& 4) <ul style="list-style-type: none"> • Understand different types of food services • Provide guerdon services • Ensure hot food serve hot according to HACCP polices. 	<ul style="list-style-type: none"> • Task – 36 • Task - 37 <p><i><u>Details may be seen at Annexure-I</u></i></p> <ul style="list-style-type: none"> • Monthly Test 5
Week 19	Module 17 Perform table clearance	<ul style="list-style-type: none"> • Motivational Lecture(For further detail please see Page No: 3& 4) 	<ul style="list-style-type: none"> • Task – 38 • Task – 39 <p><i><u>Details may</u></i></p>

		Students are introduced to: <ul style="list-style-type: none"> • Elaborate 7 steps of services • Understand the methods of table clearance services 	<u>be seen at Annexure-I</u>
Week 20	Module 18 Perform inventory	<ul style="list-style-type: none"> • Success stories (For further detail please see Page No: 3& 4) • Ensure stock rotation cycle • Understanding of steps of stock rotation cycle • Ensure a continuous supply of materials and stock • Maintain availability of materials whenever and wherever required in enough quantity. 	<ul style="list-style-type: none"> • Task – 40 • Task – 41 <u>Details may be seen at Annexure-I</u>
Week 21	Employable Project/Assignment (6 weeks (i.e 21-26) in addition of regular classes.	<ul style="list-style-type: none"> • Guidelines to the Trainees for selection of students employable project like final year project (FYP) • Assign Independent project to each Trainee • A project based on trainee's aptitude and acquired skills. • Designed by keeping in view the emerging trends in the local market as well as across the globe. • The project idea may be based on Entrepreneur. • Leading to the successful employment. • The duration of the project will be 6 weeks • Ideas may be generated via different sites such as: https://www.masala.tv/ https://masterclass.pk/ https://www.pakistaneats.com/ https://www.bonappetit.com/gallery/slide-show/recipes-to-make-on-day-off https://food52.com/ https://www.chefspencil.com/ https://www.cookingprofessionally.com/ • Final viva/assessment will be conducted on project assignments. • At the end of session the project will be presented in skills competition • The skill competition will be conducted on zonal, regional and National level. • The project will be presented in front of Industrialists for commercialization • The best business idea will be placed in NAVTTC business incubation center for commercialization. 	

		<p style="text-align: center;">----- OR</p> <p>On job training for 2 weeks:</p> <ul style="list-style-type: none"> • Aims to provide 2 weeks professional training to the Trainees as part of overall training program • Ideal for the production trades • As an alternate to the projects that involve expensive equipment • Focuses on increasing Trainee's motivation, productivity, efficiency and quick learning approach. 	
Week 22	Module 19 Perform stewarding	<ul style="list-style-type: none"> • Understanding of term Stewarding • Methods of perform stewarding • Ensure HACCP policies for the service of stewarding 	<p>Task - 42 Monthly Test 6</p> <p><i><u>Details may be seen at Annexure-I</u></i></p>
Week 23	Module 20 Perform barista	<ul style="list-style-type: none"> • Motivational Lecture(For further detail please see Page No: 3& 4) <p>Students are introduced to:</p> <ul style="list-style-type: none"> • Understanding of term barista • Ensure the correct procedures for the preparation of bar • Understanding procedures of operate coffee machine and juice blenders. 	<ul style="list-style-type: none"> • Task – 43 • Task – 44 <p><i><u>Details may be seen at Annexure-I</u></i></p>
Week 24	Module 21 Provide valet services	<ul style="list-style-type: none"> • Success stories (For further detail please see Page No: 3& 4) <p>Students are introduced to:</p> <ul style="list-style-type: none"> • Understanding of preparation of valet services in hotels. • Process and finish laundry items • Ensure satisfactory services to guests 	<ul style="list-style-type: none"> • Task – 45 <p><i><u>Details may be seen at Annexure-I</u></i></p>
Week 25	Module 22 Provide housekeeping services to room guests	<ul style="list-style-type: none"> • Motivational Lecture(For further detail please see Page No: 3& 4) <p>Students are introduced to:</p> <ul style="list-style-type: none"> • Understanding of housekeeping services • Ensure the methods use for housekeeping services to guests • Give first aid and handle accidents. 	<ul style="list-style-type: none"> • Task – 46 <p><i><u>Details may be seen at Annexure-I</u></i></p>

Week 26	Module 23 Collect and dispose waste properly Development of Professionalism	<ul style="list-style-type: none"> • Success stories (<i>For further detail please see Page No: 3& 4</i>) • Understanding of proper waste removal techniques • Ensure six stage cleaning method • Understanding of procedure of 3 R,s (Reduce,reuse,recycle) • Development of professionalism, professional approach towards his career • Final Assessment 	•Task – 47 <i><u>Details may be seen at Annexure-I</u></i> Final Assessment
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Tasks For Certificate in Hotel Management

Task No.	Task Description	Week
1.	Prepare a hierarchal model of Hotel Management	Week 1
2.	Explain the standards of concierge services	Week 2
3.	Perform concierge services according to the principles of receive guests	Week 2
4.	Explain the procedure for Hazard Identification	Week 3
5.	Elaborate steps of risk management in hotel?	Week 3
6.	Demonstrate the use of PPE and other safety practices at workplace	Week 3
7.	Demonstrate reception accommodation services	Week 4
8.	Perform procedures of welcome and register guests	Week 4
9.	Demonstrate the handling techniques of telephone calls	Week 4
10.	Presentation on operation of reservation system	Week 5
11.	Demonstrate and ensure communication reservations	Week 5
12.	Explain procedures of conduct night audit	Week 6
13.	Presentation on settling financial activities in different departments	Week 6
14.	Demonstrate posting accommodation and tax charges	Week 6
15.	Demonstrate and perform duty manager responsibilities	Week 7
16.	Monitoring efficiency of all processes and creating a positive work environment for employees	Week 7
17.	Explain procedures for welcoming guests	Week 8
18.	Demonstrate guest relation officer duty	Week 8
19.	Presentation on addressing and escalating customer complaints.	Week 9
20.	Demonstrate welcoming guests in a friendly and professional way	Week 9
21.	Explain procedures for clean, sanitize and store equipments	Week 10
22.	Method of clean and prepare garbage bins	Week 10
23.	Explain six stage cleaning method of bins	Week 10
24.	Identify and demonstrate basic cooking methods	Week 11
25.	Explain the term mis en place	Week 11
26.	Demonstrate proficiency use of SOP,s in kitchen	Week 11
27.	Prepare a kitchen charts of accounts Food, Assets and expenses	Week 12
28.	Presentation on menu planning and development	Week 12
29.	Demonstrate on preparation of restaurant area for service	Week 13
30.	Explain different types of table setting	Week 13

31.	Presentation on receiving and greeting guests	Week 14
32.	Demonstrate ensure and inquire needs of customers	Week 14
33.	Demonstrate order taking procedures	Week 15
34.	Presentation on menu development and taking order	Week 15
35.	Explain procedures of carrying foods	Week 16
36.	Presentation on HACCP procedures and policies	Week 17
37.	Explain different types of food services	Week 18
38.	Presentation on 7 steps of services	Week 19
39.	Demonstrate method of table clearance	Week 19
40.	Demonstrate proper stock rotation cycle	Week 20
41.	Explain how to maintain inventory	Week 20
42.	Explain steps of stewarding	Week 22
43.	Demonstration on barista skills	Week 23
44.	Demonstrate on operating coffee machines and juice blenders	Week 23
45.	Steps of preparation of valet services	Week 24
46.	Explain methods use for housekeeping services to guests.	Week 25
47.	Explain procedure for 3 R's	Week 26

Annexure-II

SUGGESTIVE FORMAT AND SEQUENCE ORDER OF MOTIVATIONAL LECTURE.

Mentor

Mentors are provided an observation checklist form to evaluate and share their observational feedback on how students within each team engage and collaborate in a learning environment. The checklist is provided at two different points: Once towards the end of the course. The checklists are an opportunity for mentors to share their unique perspective on group dynamics based on various team activities, gameplay sessions, pitch preparation, and other sessions, giving insights on the nature of communication and teamwork taking place and how both learning outcomes and the student experience can be improved in the future.

Session- 1 (Communication):

Please find below an overview of the activities taking place Session plan that will support your delivery and an overview of this session's activity.

Session- 1 OVERVIEW
Aims and Objectives:
<ul style="list-style-type: none">• To introduce the communication skills and how it will work• Get to know mentor and team - build rapport and develop a strong sense of a team• Provide an introduction to communication skills• Team to collaborate on an activity sheet developing their communication, teamwork, and problem-solving• Gain an understanding of participants' own communication skills rating at the start of the program

Activity:	Participant Time	Teacher Time	Mentor Time
Intro Attend and contribute to the scheduled.			
Understand good communication skills and how it works.			
Understand what good communication skills mean			
Understand what skills are important for good communication skills			
Key learning outcomes:	Resources:		Enterprise skills developed:
• Understand the	• Podium		• Communication

<p>communication skills and how it works.</p> <ul style="list-style-type: none"> • Understand what communication skills mean • Understand what skills are important for communication skills 	<ul style="list-style-type: none"> • Projector • Computer • Flip Chart • Marker 	<ul style="list-style-type: none"> • Self Confidence • Teamwork
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Schedule	Mentor Should do
Welcome: 5 min	<p>Short welcome and ask the Mentor to introduce him/herself.</p> <p>Provide a brief welcome to the qualification for the class.</p> <p>Note for Instructor: Throughout this session, please monitor the session to ensure nothing inappropriate is being happened.</p>
Icebreaker: 10 min	<p>Start your session by delivering an icebreaker, this will enable you and your team to start to build rapport and create a team presentation for the tasks ahead.</p> <p>The icebreaker below should work well at introductions and encouraging communication, but feel free to use others if you think they are more appropriate. It is important to encourage young people to get to know each other and build strong team links during the first hour; this will help to increase their motivation and communication throughout the sessions.</p>
Introduction & Onboarding: 20mins	<p>Provide a brief introduction of the qualification to the class and play the “Onboarding Video or Presentation”.</p> <p>In your introduction cover the following:</p> <ol style="list-style-type: none"> 1. Explanation of the program and structure. (Kamyab jawan Program) 2. How you will use your communication skills in your professional life. 3. Key contacts and key information – e.g. role of teacher, mentor, and SEED. Policies and procedures (user agreements and “contact us” section). Everyone to go to the Group Rules tab at the top of their screen, read out the rules, and ask everyone to verbally agree. Ensure that the consequences are clear for using the platform outside of hours. (9am-8pm) 4. What is up next for the next 2 weeks ahead so young people know what to expect (see pages 5-7 for an overview of the challenge). Allow young people to ask any questions about the session topic.
Team Activity Planning: 30 minutes	<p>MENTOR: Explain to the whole team that you will now be planning how to collaborate for the first and second collaborative Team Activities that will take place outside of the session. There will not be another session until</p>

	<p>the next session so this step is required because communicating and making decisions outside of a session requires a different strategy that must be agreed upon so that everyone knows what they are doing for this activity and how.</p> <ul style="list-style-type: none"> • “IDENTIFY ENTREPRENEURS” TEAM ACTIVITY • “BRAINSTORMING SOCIAL PROBLEMS” TEAM ACTIVITY <p><i>As a team, collaborate on a creative brainstorm on social problems in your community. Vote on the areas you feel most passionate about as a team, then write down what change you would like to see happen.</i></p> <p>Make sure the teams have the opportunity to talk about how they want to work as a team through the activities e.g. when they want to complete the activities, how to communicate, the role of the project manager, etc.</p> <p>Make sure you allocate each young person a specific week that they are the project manager for the weekly activities and make a note of this.</p> <p>Type up notes for their strategy if this is helpful - it can be included underneath the Team Contract.</p>
<p>Session Close: 5 minutes</p>	<p>MENTOR: Close the session with the opportunity for anyone to ask any remaining questions.</p> <p>Instructor: Facilitate the wrap-up of the session. A quick reminder of what is coming up next and when the next session will be.</p>

MOTIVATIONAL LECTURES LINKS.

<u>TOPIC</u>	<u>SPEAKER</u>	<u>LINK</u>
How to Face Problems In Life	Qasim Ali Shah	https://www.youtube.com/watch?v=OrQte08MI90
Just Control Your Emotions	Qasim Ali Shah	https://www.youtube.com/watch?v=JzFs_yJt-w
How to Communicate Effectively	Qasim Ali Shah	https://www.youtube.com/watch?v=PhHAQEGehKc
Your ATTITUDE is Everything	Tony Robbins Les Brown David Goggins Jocko Willink Wayne Dyer Eckart Tolle	https://www.youtube.com/watch?v=5fS3rj6eIFg
Control Your EMOTIONS	Jim Rohn Les Brown TD Jakes Tony Robbins	https://www.youtube.com/watch?v=chn86sH0O5U
Defeat Fear, Build Confidence	Shaykh Atif Ahmed	https://www.youtube.com/watch?v=s10dzfbzod4
Wisdom of the Eagle	Learn Kurooji	https://www.youtube.com/watch?v=bEU7V5rJTtw
The Power of ATTITUDE	Titan Man	https://www.youtube.com/watch?v=r8LJ5X2ejqU
STOP WASTING TIME	Arnold Schwarzenegger	https://www.youtube.com/watch?v=kzSBrJmXqdg
Risk of Success	Denzel Washington	https://www.youtube.com/watch?v=tbnzAVRZ9Xc

Hotel Management

What is freelancing and how you can make money online - BBCURDU

<https://www.youtube.com/watch?v=9jCJN3Ff0kA>

Hisham Sarwar Motivational Story | Pakistani Freelancer

https://www.youtube.com/watch?v=CHm_BH7xAXk

21 Yr Old Pakistani Fiverr Millionaire | 25-35 Lakhs a Month Income | Interview

<https://www.youtube.com/watch?v=9WrmYYhr7S0>

The Success Story behind “Kitchen with Amna” – The first women-led channel in Pakistan to receive Golden Play Button from YouTube. Today, there are 3.72 subscribers and numbers are still growing.

https://www.youtube.com/watch?v=adypbt4LDRc&ab_channel=GoogleSouthAsia

From Almost Committing Suicide To Starting A Food Business | INSPIRING Success Street FOOD STORY

https://www.youtube.com/watch?v=oj9-IWJ8aVA&ab_channel=khaabbaa

Success Story of Chef M. Jawed | Inspirational Story

https://www.youtube.com/watch?v=kHVCBHuf1ko&ab_channel=therealite

Pakistani Entrepreneur's journey from small food stalls to restaurant

<https://www.geo.tv/latest/312643-meet-ahsan-arshad-whose-passion-led-him-from-a-small-food-stall-to-opening-a-cafe-in-islamabad>

Success Story:Manzoor Hassan Balghari (Executive Chef) From Gilgit-Baltistan

<https://passutimesen.wordpress.com/2016/02/26/success-storymanzoor-hassan-balghari-executive-chef-from-gilgit-baltistan/>

SUCCESS STORY

S. No	Key Information	Detail/Description
1.	Self & Family background	<p>Mehboob Khan, also called as Chef Mehboob, is the most popular Pakistani culinary specialist, TV character and cooking master. Mehboob Khan is broadly known for his cooking shows “Zauq Zindagi” and “Good Healthy Life” on ARY Zauq. Khan is additionally a writer of cookbook Food for Life which earned him an awesome consideration as a wellbeing nourishment master. As of now, Chef Mehboob is serving as a Judge in incredibly famous and biggest cooking competition “Master Chef Pakistan”.</p> <p>Mehboob Khan was born in 1969 to a Pakhtoon descent family in Karachi. His birth name is Mehboob Mandokhel but he uses the name Mehboob Khan. Mehboob began his profession as a Chef in 1986; his energy drove him to along these lines. He appreciated an awesome accomplishment as a cooking master after 90's and considered as one of among those cooks of Pakistan who kept up their status from the essential day and earned a decent name in their field. His work is frequently refreshing and he has a sensible order over giving sensible solid.</p>
2.	How he got trained	Mehboob Khan completed his early education (matriculation and intermediate) in Karachi and started his career as a Chef in 1986.
3.	Post training activities	<p>Chef Mehboob reminisces about how during his matriculation years, he harnessed a strong desire to become a Chef, which his parents thought was just another ‘phase’. But as soon as he completed his Intermediate education, the love for cooking had accentuated. That still didn’t change the way his friends and family looked at his profession but initial criticism only made his drive to cook and serve stronger. In an interview Chef said,</p> <p>“It took me sixteen years to reach where I am today. For some, success comes in their formative years, whereas others have to persevere a little,”</p>

		<p>A true inspiration for many, Mehboob thinks that one doesn't have to succumb to social pressures to be a part of a profession that he or she does not enjoy. The same trend was also prevalent in the participants of Master Chef Pakistan, who were all very talented cooks but none of them ever thought about taking cooking seriously.</p> <p>"Pakistan is replete with talent. What was upsetting to see was that due to social pressures and lack of financial gains most of the participants had not taken up cooking as a profession despite their tremendous talent."</p>
4.	Message to others (under training)	<p>When Chef Mehboob was asked about techniques, strategies and education required to start any restaurant/ food business, he said, "If you own/ work in a restaurant, you just can't be the investor anymore, you need to have a certain level of Culinary Education and with that you require a Comprehensive Plan to ensure your venture sees the light of day."</p>

Note: Success story is a source of motivation for the trainees and can be presented in a number of ways/forms in a NAVTTC skill development course as under: -

1. To call a passed out successful trainee of institute. He will narrate his success story to the trainees in his own words and meet trainees as well.
2. To see and listen to a recorded video/clip (5 to 7 minutes) showing a successful trainee Audio video recording that has to cover the above mentioned points.
3. The teacher displays the picture of a successful trainee (name, trade, institute, organization, job, earning etc) and narrates his/her story in teacher's own motivational words.

List of Machinery / Equipment

Sr. No	Name of Equipment and Utensils	Quantity physically available at the training location
1	Stoves	6
2	Chinese Stove	1
3	Baking Oven	2
4	Microwave Oven	2
5	Slamander	1
6	Hot Plate	1
7	Griddle	1
8	Deep Fryer	2
9	Dough Mixer	2
10	BBQ Pit	2
11	Fridge	2
12	Freezer	2
13	Chiller	2
14	Blender Machine/Juicer	6
15	Egg beater	6
16	Cooking curry spoon	12
17	Mixing bowls (small)	6
18	Mixing bowls (Medium)	6
19	Measuring jugs	6
20	Electronic scale	2
21	Chef knife	25

22	Carving knife small	25
23	Chopping board	25
24	Can opener	6
25	Peeler	25
26	Wooden spoon	6
27	Slicer	6
28	Whisk	6
29	Frying pan	6
30	Frying pan	6
31	Sauce pan	6
32	Sauce pan	6
33	Steak pan	6
34	Tongs	6
35	Woks (Iron)	6
36	Woks (Non-stick)	6
37	Colanders	6
38	Colanders	6
39	Silver pot	6
40	Silver pot	6
41	Silver pot	6
42	Dinner Plate	25
43	B & B Plate	25
44	Dessert Plate	25
45	Table spoon	25
46	Table knife	25

47	Fork	25
48	Dessert spoon	25
49	Dessert Knife	25
50	Steak knife	25
51	Baking dish - 1 pound	6
52	Baking dish - 2 pound	6
53	Milk container - 1/2 litre	6
54	Oil container - 250 ml	6
55	Small remekin	60
56	Potato masher	6
57	Ice cream scooper	6
58	Soup cups and spoons	25 Sets
59	Cocktail glasses	25
60	Goblet Glass	25
61	Measuring spoons	6
62	Cheese grater	6
63	Roter and pestle	6 sets
64	Equipment sharing counter with electric extention	2
65	Ingredients sharing counter	2
66	Tandoor	1
67	Fresh Air Unit	
68	Exhaust Hood	
69	Fire Extinguishers	
70	First Aid Box	

1. Minimum Qualification of Teachers / Instructor

The qualification of teacher/instructor for this course should be minimum **Diploma in Culinary Arts** with minimum 2 years of practical experience in Food Production or **Bachelor of Arts** with minimum 5 years of development experience

2. Supportive Notes

Teaching Learning Material

Books	Author
Baking and Pastry	John wiley and sons
Practical Cookery	Hodder and Stoughton
The Pastry Chef	Bo Friberg
Professional Baking	Andre' J. Cointreau
The Art & Science of Culinary Art Preparation	Jerald W. Chesser
Escoffier	H.L. Cracknell and R.J. Kaufmann
Knife skills for Chef	Christopher P. Day & Brenda R. Carlos
The Theory of Catering (with different author)	David Foskett, Victor celerani, Ronald Kinton
High-Calcium Cooking	Jane Barnes &sydpemberton
Salmon	Maxine clark
Los AlimenbsQueCuran	Hausman y Hurley
Sainsbury's Book of Food	Frances Bisselly
Fast vegetarian	

Cookies	Elinorklivans
Pacific	Jill Duplex
Jhatpatkhaana	Nita metha
More paneer	Nita metha
Chicken	Bruno Loubet
Pleasure of rice cooking	Sneha R Vij
Indian Low Fat	Nita Mitha
China Town	AnjuKhattar
Suppers	ValentinaHaris
Cooking for Two	Richard olney
Risotto	Michele Scicolone
Hot Toppies	Christopher B. Hara
Nutrition for food service and culinary preparation	Karen Eich Drummond, Lisa M. Bvefere
Curry	Vivek Singh and Sri Owen
The Grapevine	Liz Byrski and Peter Holland
Classical Cooking	Eugen Pauli
New Vegetarian	Celia Brooks Brown

Casseroles	Sonia Stevenson
Pizza	Silvana Franco
A taste of Arabia	Jessie Kirkness Parker
New to Cooking	Lesley waters