

National Vocational and Technical Training Commission

Prime Minister's Hunarmand Pakistan Program

"Skills for All"



Course Contents/ Lesson Plan

Course Title: Food and Beverage management

Duration: 6 Months

Revised Edition

Trainer Name	
Course Title	FOOD AND BEVERAGE MANAGEMENT
Objectives and Expectations	<p>Employable skills and hands on practice for FOOD AND BEVERAGE MANAGEMENT</p> <p>The food and beverage management is 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 culinary preparation.</p> <p>The prime objective of this program is to create a new generation of chefs who possess the knowledge of food and beverage 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> <p>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.</p>

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 favored labor 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.

	<p>Depending on suitability to the trade, the weekly lesson plan in this document 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"> i. A good quality trade specific documentary (At least 2-3 documentaries must be arranged by the training institute) ii. 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	
Learning Outcomes of the course	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> • Fundamentals of hospitality industry • Impacts of tourism in our hotel industry • Hotel relationship management • Staffing and management • Handling guest complaints • Hot beverage product knowledge • Cold beverage product knowledge • Service techniques • Mise-en-scene and mise-en-place • Table setting • Tables layout • Service sequence • Cost control and selling techniques
Course Execution Plan	<p>Total duration of course: 6 months (26 Weeks) Class hours: 4 hours per day (06 Days/Week) Theory: 20% Practical: 80% Weekly hours: 20 hours per week 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 bar place etc. are offering Jobs in the field on permanent and contract basis.</p>

Job Opportunities	<p>Food and beverage management 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://instagram.com/mariy.amzahid?igshid=hiamvd3o6llu • 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/ • https://youtube.com/c/SooperChef

MODULES

Scheduled Weeks	Module Title	Learning Units	Remarks
Week 1	Introduction to hospitality industry	<ul style="list-style-type: none"> • Motivational Lecture • Course Introduction • Job market • Course Applications • Institute/work ethics 	<ul style="list-style-type: none"> • Home Assignment • Task 1 • Task 2 • Task 3
Week 2	Introduction to Hospitality industry	<ul style="list-style-type: none"> • Success Stories • Explain the departments in hotel line • The standards of personal hygiene require in hotel line • Benefits of good personal hygiene. • Benefits of good personal hygiene, Standards of basic food hygiene. • Understand the principle of basic food hygiene, aware of bacteria, its types and growth. • Safe storage procedure, Keep them self-clean. • Keep them self-clean, personal safety and health 	<ul style="list-style-type: none"> • Task 4 • Task 5 • Task 6 • Home Assignment
Week 3	Role in the hospitality industry	<ul style="list-style-type: none"> • Motivational Lecture • Departments in the hotel and their relationship • Personal safety and health. • Work place safety • Organization key duties • Apply safety for tools and equipment. • Hazards identification. 	<ul style="list-style-type: none"> • Task – 7 • Task – 8 • Task – 9 • Task – 10 • Task – 11 • Monthly Test 1
Week 4	Food safety measures	<ul style="list-style-type: none"> • Importance of clean kitchen, the use of equipment. • Equipment use for • Rules of hygiene. 	<ul style="list-style-type: none"> • Task 12

Week 5	Introduction to restaurant	<ul style="list-style-type: none"> • Motivational Lecture • Importance of clean kitchen, the use of equipment. • Equipment use for • Rules of hygiene. 	<ul style="list-style-type: none"> • Task 13 • Task 14
Week 6	Staffing and management	<ul style="list-style-type: none"> • Students are introduced to: • Restaurant staff • Floor staff • Kitchen staff • Apprentice to managerial levels 	<ul style="list-style-type: none"> • Task 14 • Task 15 • Task 16
Week 7	Staffing and management	<ul style="list-style-type: none"> • Motivational Lecture • Attributes of a waiter • Restaurants manager • Communication with the other departments • Handling guest complaints 	<ul style="list-style-type: none"> • Task 17
Week 8	Menu knowledge	<ul style="list-style-type: none"> • Introduction to menu • Types of menu • Components of the menu • Comparison among different menus • French classic menu sequence 	<ul style="list-style-type: none"> • Task 18
Week 9	Menu designing	<ul style="list-style-type: none"> • How to design a menu • Update menu to current demand • Consumer trends • According to budget plan • Maximize revenues to expectations 	<ul style="list-style-type: none"> • Task 19 • Task 20 • Task 21
Week 10	Restaurant design	<ul style="list-style-type: none"> • How to design a restaurant layout • Functions involved in restaurant ambience • Skills and knowledge to manage 	<ul style="list-style-type: none"> • Task – 22 • Task – 23

		<ul style="list-style-type: none"> restaurant Motivating Monitoring team members 	
Week 11	Address customer concerns	<ul style="list-style-type: none"> Motivational Lecture Customer service Friendly environment Spot potential service issues Giving them the best dining experience 	<ul style="list-style-type: none"> •Task – 24 •Task – 25 •Task – 26
Week 12	Manage food service staff	<ul style="list-style-type: none"> Success stories Recruiting Hiring Training Evaluating Terminating food service staff members Interpersonal skills Empowered team 	<ul style="list-style-type: none"> •Task – 27 •Task – 28
Week 13	Mid Term project		
Week 14	Hot beverage product knowledge	<ul style="list-style-type: none"> Introduction to product knowledge Hot beverages Types of hot beverages 	<ul style="list-style-type: none"> •Home Assignment •Task – 29 •Task – 29A
Week 15	Kind of hot beverages	<ul style="list-style-type: none"> Tea and its types Coffee and its types Serving temperature Service of tea and coffee 	<ul style="list-style-type: none"> •Task – 30
Week 16	Cold beverages	<ul style="list-style-type: none"> Introduction to cold beverages Types of cold beverages 	<ul style="list-style-type: none"> •Task – 31 •Task – 31A
Week 17	Cold beverages	<ul style="list-style-type: none"> Alcoholic and non-alcoholic beverages Difference between the cocktails and mock tails 	<ul style="list-style-type: none"> •Task – 32 •Task – 33
Week 18	Hands on practice on drinks	<ul style="list-style-type: none"> Recipe of mint margarita Pina colada Peach punch Mango squash 	<ul style="list-style-type: none"> •Task – 34 •Monthly Test 5

Week 19	Restaurant equipment	<ul style="list-style-type: none"> • What kind of equipment used • Crockery • Carrying plates • Dispose of damaged or broken cutlery • Restaurant furniture • Bar equipment • Handling glassware • Carrying a tray 	<ul style="list-style-type: none"> •Task – 35 •Task – 36 •Task – 37
Week 20	Food and beverage service	<ul style="list-style-type: none"> • Types of service • Food service procedure • Service techniques • Table setting • Brigade method • Tables layout • Service sequence • Order taking procedure • Present menu • Process of payments • Guests departure • Shift handling over 	<ul style="list-style-type: none"> •Task – 38 •Task – 39
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://instagram.com/mariy.amzahid?igshid=hiamvd3o6llu https://youtube.com/c/SooperChef https://www.facebook.com/205620256762964?referrer=whatsapp https://masterclass.pk/ https://www.pakistaneats.com/ 	

		<p>https://www.bonappetit.com/gallery/slide-show/recipes-to-make-on-day-off https://food52.com/ https://www.chefspencil.com/ https://www.cookingprofessionally.com/</p> <ul style="list-style-type: none"> • 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>-----</p> <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	Types of pest	<ul style="list-style-type: none"> • Different types of pest. • Signs of infestation, reasons of keeping pest out of kitchen. • Preventive action, elimination, practice of elimination procedures. 	Monthly Test 6
Week 23	Communication method	<ul style="list-style-type: none"> • Methods of communication • factors in developing communication skills, Recognize and explain the barriers to effective communication • Attitude, Body language, identify the procedure to close the kitchen 	
Week 24	Kitchen closing	<ul style="list-style-type: none"> • Identify the procedure to close the kitchen • State the need for safe practices when closing the kitchen, understand the need for security when closing the kitchen • Professionally close the bakery kitchen, 	

		definition of first aid & aider	
Week 25	Use of first aid	<ul style="list-style-type: none"> • Motivational Lecture • Definition of first aid & aider, First aid kit. • First aid kit, Basic treatment for wounds, minor burns & other injuries. • Electrical injury, Bites and stings. • Give first aid and handle accidents. 	
Week 26	Professional field assessment	<ul style="list-style-type: none"> • Success stories (<i>For further detail please see Page No: 3& 4</i>) • Development of professionalism, professional approach towards his career • Final Assessment 	Final Assessment

Tasks For FOOD AND BEVERAGE MANAGEMENT

Task No.	Task Description	Week
1.	Explain the hospitality industry	Week 1
2.	What are the standards of personal hygiene	Week 1
3.	Explain the departments in the hotel and their relationship	Week 2
4.	Explain the safety tools and equipment's	Week 3
5.	How important is kitchen cleaning	Week 4
6.	What are the tasks of restaurant managers	Week 5
7.	What are the rolls of floor staff and kitchen staff	Week 6
8.	How do you handle guest complaints	Week 7
9.	How to communicate with the other departments	Week 8
10.	How to design a menu	Week 9
11.	What is the French classic menu sequence	Week 10
12.	How to plan a budget for required plan	Week 11
13.	How to plan a restaurant layout	Week 12
14.	What are the basic customer concerns	Week 13
15.	How to empowered team for managing the food service staff	Week 14
16.	Difference between hot beverages and cold beverages	Week 15
17.	Types of hot and cold beverages	Week 16
18.	Perform the recipe of mint margarita	Week 17
19.	What is the difference between cocktails and mock tails	Week 18
20.	How to do table setting perform it	Week 19
21.	what are the communications methods	Week 20
22.	How to set the crockery on the table	Week 21
23.	How to present menu to the customers	Week 22
24.	What are the safe practices needed to close the kitchen	Week 23
25.	What kind of action you take to prevent the pest control	Week 24
26.	Explain the equipment used in restaurant and for what purpose	Week 25
27.	What kind of professional behavior you have to maintain	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
<p>Welcome: 5 min</p>	<p>Short welcome and ask the Mentor to introduce him/herself. Provide a brief welcome to the qualification for the class. Note for Instructor: Throughout this session, please monitor the session to ensure nothing inappropriate is being happened.</p>
<p>Icebreaker: 10 min</p>	<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. 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>
<p>Introduction & Onboarding: 20mins</p>	<p>Provide a brief introduction of the qualification to the class and play the “Onboarding Video or Presentation”. 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.
<p>Team Activity Planning: 30 minutes</p>	<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.

TOPIC	SPEAKER	LINK
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=s10dzfbozd4
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

Food and beverage department

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.

1. Minimum Qualification of Teachers / Instructor

The qualification of teacher/instructor for this course should be minimum **Diploma in food and beverage** 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
Food And Beverage	Dennis R. Lillicrap, John A. Cousins, Robert Smith
Practical Cookery	Hodder and Stoughton
Food and beverage management	Gajanan shirke
Food and beverage industry	Kathlee Thompson hill
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