

**NSQF Level I to IV**

**Sector: Hospitality**



PSS Central Institute of Vocational Education, Bhopal  
(a constituent unit of NCERT, an autonomous organization under  
Ministry of Human Resource Development, Government of India)

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## **Level-IV Housekeeping Supervisor**

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## Introduction

The National Skills Qualification Framework (NSQF) organizes qualifications according to a series of levels of knowledge, skills and aptitude. These levels are defined in terms of learning outcomes which the learner must possess regardless of whether they were acquired through formal, non-formal or informal learning. In that sense, the NSQF is a quality assurance framework, It is, therefore, a nationally integrated education and competency based skill framework that will provide for multiple pathways, horizontal as well as vertical, both within vocational education and vocational training and among vocational education, vocational training general education and technical education, thus linking one level of learning to another higher level. This will enable a person to acquire desired competency levels, transit to the job market and, at an opportune time, return for acquiring additional skills to further upgrade their competencies.

Ministry of Human Resource Development, Government of India developed the National Vocational Education Qualification Framework (NVEQF) which was assimilated in NSQF in 2013. The NVEQF organizes qualifications according to a series of levels of knowledge and skills. These levels are defined in terms of learning outcomes i.e., the competencies (knowledge, skills and attitude) which the learners must possess regardless of whether they were acquired through formal, non-formal or informal education and training system. Qualifications are made up of occupational standards for specific areas of learning units or unit of competency. Units of competency are the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace. The unit of competency or National Occupation Standards comprising generic and technical competencies an employee should possess are laid down by the Sector Skill Council of the respective economic or social sector.

Competency is defined in terms of what a person is required to do (performance), under what conditions it is done (conditions) and how well it is to be done (standards). It can be broadly categorized into foundational, practical and reflexive competencies. Generic competencies are considered essential for a person to participate effectively in the workforce, whereas technical competencies are an individual's knowledge and expertise in the specific group task and its processes and its rules

and regulations. An executive order F.No.1-4/2011-VE dated 3 Sept., 2012 on the various aspects of NVEQF has been issued by the MHRD. For more details on the NVEQF, please visit the website of MHRD at [www.mhrd.gov.in](http://www.mhrd.gov.in)

The term “curriculum” (plural: *curricula or curriculums*) is derived from the Latin word for “*race course*”, referring to the course of deeds and experiences through which children grow to become mature adults. A competency based curriculum describes what learners must “know” and “be able to do” by the end of a program or study. It identifies the competencies and sub-competencies each learner is expected to master. It states clearly the criteria and conditions by which performance will be assessed. It also defines the learning activities that will lead to the learner to mastery of the targeted learning outcome.

The competency based curriculum is broken down into coherent parts known as Units. Each unit is further broken down into knowledge and skills on the basis of which evidence is to be provided by the learner and the evaluation is to be done by the teacher or trainer.

## About the Sector

The **hospitality industry** is a broad category of fields within the service industry that includes lodging, event planning, theme parks, transportation, cruise line, and additional fields within the tourism industry. The hospitality industry is a several billion dollar industry that mostly depends on the availability of leisure time and disposable income. A hospitality unit such as a restaurant, hotel, or even an amusement park consists of multiple groups such as facility maintenance, direct operations (servers, housekeepers, porters, kitchen workers, bartenders, management, marketing, and human resources etc).

**Hospitality** is the relationship between the guest and the host, or the act or practice of being hospitable. This includes the reception and entertainment of guests, visitors, or strangers.

Some important Sectors of the hospitality industry are : Accommodation sector, Food and beverage sector, Meetings, incentives, conventions and events (**MICE**) sector, Clubs and gaming sector, Entertainment and recreation sector, Travel and tourism sector, Visitors information sector.

A few out of the numerous job roles available in the Hospitality sector are : Hotel general manager, Hotel clerk, Bellhop, Meeting and convention planner, Concierge, Maitre d', Executive chef, Reservation ticket agent, Maids and housekeeping cleaner, Gaming dealer.

Besides several jobs available in the Kitchen and Front of House, the industry offers numerous jobs in sections like Accounts & Finance, Banquet Events, Engineering, Gaming, Human Resources, Management, Recreation, Sales & Marketing, Security etc. The Rooms division itself employs personnel as Concierge, Door Person, Front Office Clerk, General Cleaners, Guest Relations Officer, House Keeping Attendant, Porter and Reservation Agent.

## Objectives of the Course

Upon completion of this course, the student will be able to:

- develop vocational knowledge and skills for working in hospitality sector.
- enhance organizational skills to work in hospitality establishments and deliver the product and services competently.
- develop professional skills and competence to manage Housekeeping operations in hospitality industry.
- provide employability skills for the hospitality industry.
- introduce the concept of professional housekeeping and customer relation services.

## Course Structure

### Sector: Hospitality

**Course Structure:** This course (vocational qualification package) is a planned sequence of instructions consisting of the following modules called as Units.

#### Level-I (CLASS-IX) – Core Curriculum 1

Pre-requisite Units, if any: Nil					
S. No.	Unit Code	Unit Title	No. of Notional Learning Hours		
			Theory	Practical	Total
1.	HSH 101-NQ2014	Introduction to Tourism, Hospitality and Hotel Industry	10	6	16
2.	HSH 102-NQ2014	Types of Accommodations and Catering Establishments	10	6	16
3.	HSH 103-NQ2014	Hygiene and Sanitation in Hospitality Sector	12	7	19
4.	HSH 104-NQ2014	Micro-organisms of Importance in Food Establishments	10	7	17
5.	HSH 105-NQ2014	Personal Hygiene and Health	35	8	43
6.	HSH 106-NQ2014	Design and Layout of Hospitality Set-up	12	6	18
7.	HSH 107-NQ2014	Common Accidents and their Prevention	10	6	16
8.	HSH 108-NQ2014	Cleaning of Equipment and Premises	30	7	37
9.	HSH 109-NQ2014	Interpersonal Skills	11	7	18
<b>TOTAL</b>			<b>140</b>	<b>60</b>	<b>200</b>

Successful completion of **140 Hours** of theory sessions and **60 Hours** of practical activities are to be done for full qualification.

## Level-II (CLASS-X) - Core Curriculum 2

Pre-requisite Units, if any: Hospitality course level-I					
S. No.	Unit Code	Unit Title	No. of Notional Learning Hours		
			Theory	Practical	Total
1.	HSH 201-NQ2014	Current Scenario of Tourism and Hospitality Sector	10	10	20
2.	HSH 202-NQ2014	Hotel Organizations	15	10	25
3.	HSH 203-NQ2014	Selection and Storage of Food Commodities	15	10	25
4.	HSH 204-NQ2014	Food Borne Diseases	15	10	25
5.	HSH 205-NQ2014	Waste Disposal Management	20	12	32
6.	HSH 206-NQ2014	Pest Control	15	14	29
7.	HSH 207-NQ2014	Environmental Pollution	20	10	30
8.	HSH 208-NQ2014	Food Laws and Regulations in India	10	04	14
<b>TOTAL</b>			<b>120</b>	<b>80</b>	<b>200</b>

Successful completion of **120 Hours** of theory sessions and **80 Hours** of practical activities are to be done for full qualification.

## Level-III (CLASS-XI) Housekeeping Attendant

Pre-requisite Unit, if any: Hospitality course level-I and Level-II					
S. No.	Unit Code	Unit Title	No. of Notional Learning Hours		
			Theory	Practical	Total
1.	HSH 301-NQ2014	The Lodging Industry	18	13	31
2.	HSH 302-NQ2014	Organization and Layout of Housekeeping Department	18	12	30
3.	HSH 303-NQ2014	Duties and Responsibilities of Housekeeping Staff	25	15	40
4.	HSH 304-NQ2014	Housekeeping Inventories	30	18	48

5.	HSH 305-NQ2014	Cleaning Procedures	20	15	35
6.	HSH 306-NQ2014	Hotel Guest Rooms	18	13	31
7.	HSH 307-NQ2014	Cleaning Guest Rooms	21	14	35
<b>TOTAL</b>			<b>150</b>	<b>100</b>	<b>250</b>

Successful completion of **150 Hours** of theory sessions and **100 Hours** of practical activities are to be done for full qualification.

### Level-IV(CLASS-XII) Housekeeping Supervisor

Pre-requisite Unit, if any: Hospitality course level-I, Level-II and Level-III					
S. No.	Unit Code	Unit Title	No. of Notional Learning Hours		
			Theory	Practical	Total
1.	HSH 401-NQ2014	Housekeeping Control Desk	15	15	30
2.	HSH 402-NQ2014	Role of Supervisor Staff in Housekeeping	15	15	30
3.	HSH 403-NQ2014	Linen Room Procedures	22	22	44
4.	HSH 404-NQ2014	The Laundry	16	16	32
5.	HSH 405-NQ2014	Flower Arrangement	16	16	32
6.	HSH 406-NQ2014	Safety, Security and First Aid	25	25	50
7.	HSH 407-NQ2014	Eco-friendly concepts in hotels	16	16	32
<b>TOTAL</b>			<b>125</b>	<b>125</b>	<b>250</b>

Successful completion of **125 Hours** of theory sessions and **125 Hours** of practical activities are to be done for full qualification.

**Classroom Activities:** Classroom activities are an integral part of this programme and interactive lecture sessions, followed by discussions should be conducted by trained teachers. Teachers should make effective use of a variety of instructional aids, such as Videos, Colour Slides, Charts, Diagrams, Models, Exhibits, Handouts, Recorded Compact Discs, etc. to transmit knowledge in projective and interactive mode.

**Practical Activities:** Activities that provide practical experience in hospitality industry should include case based problems, role play, games, etc. on practical exercises using props, tools and equipment, etc. Proper equipment should be provided to enhance hands-on experiences for students in the chosen occupation. Trained personnel should teach specialized practicals.

**Certification:** Upon successful completion of this course the State Education Board and the Hospitality, Travel and Tourism Sector Skill Council will provide a certificate to the student verifying the competencies acquired by the candidate. For more details about SSC visit the website of MHRD at [www: mhrd.gov.in](http://www.mhrd.gov.in).

## LEVEL - I (CLASS-IX) - Core Curriculum 1

Unit I – Introduction to Tourism, Hospitality and Hotel Industry				
Duration - 10 hours Theory + 06 hours Practical (Total 16 Hrs)				
HSH 101-NQ2014				
S. No.	Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching & Training Method
1.	Appreciate the importance of tourism Industry.	<ol style="list-style-type: none"> <li>1. Define Tourism, tourist Destination, tourist.</li> <li>2. State the significance of tourism in the economic development of the country.</li> <li>3. Identify the two main constituents of the tourism industry.</li> <li>4. List the primary constituents of the tourism industry.</li> <li>5. List the secondary constituents of the tourism industry.</li> <li>6. Describe the different forms and types of tourism.</li> </ol>	<ol style="list-style-type: none"> <li>1. Name/list 3 popular tourist destinations in his/her state.</li> <li>2. Identify 5 tourist destinations in his/her state through their photographs and/or features.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture using PowerPoint presentations on: <ul style="list-style-type: none"> <li>• Tourism industry</li> <li>• Benefits of promoting tourism</li> <li>• Constituents of tourism industry</li> <li>• Types and forms of tourism</li> </ul> </li> </ol> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Visit the state tourism development corporation and collect posters/postcards/ brochures on popular destinations.</li> <li>2. Prepare a scrap book depicting places of tourist interest in your state.</li> </ol>
2.	Study the origin and significance of Hospitality sector.	<ol style="list-style-type: none"> <li>1. Define Hospitality, Hotel.</li> <li>2. Discuss the origin of hospitality sector.</li> <li>3. State the significance of hospitality sector.</li> </ol>		<ol style="list-style-type: none"> <li>1. Interactive lecture on origin and significance of hospitality sector.</li> </ol>
3.	Assess the present scenario of hospitality Industry in India.	<ol style="list-style-type: none"> <li>1. Discuss current trends in the hospitality sector.</li> </ol>		<ol style="list-style-type: none"> <li>1. Interactive lecture on current trends in hospitality sector.</li> </ol>
4.	Identify the basic departments in a hospitality set up.	<ol style="list-style-type: none"> <li>1. Enlist the various Depts. in a hospitality set up.</li> <li>2. Identify the functions of each department.</li> </ol>		<ol style="list-style-type: none"> <li>1. Interactive lecture using power point presentations on Departments in a hotel.</li> </ol>

Unit II – Types of Accommodations and Catering Establishments				
Duration - 10 hours Theory + 06 hours Practical (Total 16 Hrs)				
HSH 102-NQ2014				
S. No.	Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching & Training Method
1.	Gain insight into the various types of tourist accommodations.	<ol style="list-style-type: none"> <li>1. Define hotel and Inn.</li> <li>2. Differentiate between a Budget hotel and a luxury hotel.</li> <li>3. Differentiate between the following: <ul style="list-style-type: none"> <li>• Hotel v/s Motel</li> <li>• Resorts v/s Heritage hotel</li> <li>• Guest house v/s Lodge</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Differentiate and identify various hotels in his/her town as under: <ul style="list-style-type: none"> <li>• Service Apartment</li> <li>• Resort</li> <li>• Boutique hotel</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture on types of tourist accommodation. <b>Activity:</b> <ol style="list-style-type: none"> <li>1. Visit at least 5 hotels in your town. Note down their features and categorise into: <ul style="list-style-type: none"> <li>• Service apartment</li> <li>• Restaurant</li> <li>• Boutique hotel</li> </ul> </li> </ol> </li> </ol>
2.	Justify need for supplementary accommodation.	<ol style="list-style-type: none"> <li>1. Categorize types of supplementary accommodation.</li> <li>2. Identify the type of accommodation: <ul style="list-style-type: none"> <li>• Dharamshala</li> <li>• Forest guest house</li> <li>• B &amp; B accommodation</li> <li>• Railway retiring rooms</li> </ul> </li> </ol>		<ol style="list-style-type: none"> <li>1. Interactive lecture on supplementary accommodation.</li> </ol>
3.	Able to classify and grade hotels.	<ol style="list-style-type: none"> <li>1. Enlist the various grades of hotels used in the tourism circuit.</li> <li>2. Explain the basis of grading of hotels.</li> </ol>	<ol style="list-style-type: none"> <li>1. Grade hotels appropriately</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture on star rating of hotels. <b>Activity:</b> <ol style="list-style-type: none"> <li>1. Visit 5 Hotels in your city, note down their features and try grading them appropriately.</li> </ol> </li> </ol>
4.	Identify and classify different types of catering establishments.	<ol style="list-style-type: none"> <li>1. Classify the various food service /catering facilities.</li> <li>2. Differentiate between commercial and institutional catering</li> </ol>	<ol style="list-style-type: none"> <li>1. Differentiate between different types of catering establishments.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture on food and beverage outlets. <b>Activities:</b> <ol style="list-style-type: none"> <li>1. Visit your school canteen and fill the</li> </ol> </li> </ol>

		establishments. 3. Describe briefly: <ul style="list-style-type: none"> <li>• Food Court</li> <li>• Air flight catering</li> <li>• School canteen</li> <li>• Fast Food Restaurant</li> </ul>		given proforma. 2. Classify the following appropriately; as Institutional/ commercial: <ul style="list-style-type: none"> <li>• McDonalds</li> <li>• Food served in the railway canteen</li> <li>• Drive-in Restaurants</li> </ul> 3. List five examples each for residential and non-residential commercial food and beverage outlets.
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Unit III – Hygiene and Sanitation in Hospitality Sector				
Duration - 12 hours Theory + 07 hours Practical (Total 19 Hrs)				
HSH 103-NQ2014				
S. No.	Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching & Training Method
1.	Appreciate the significance of hygiene and sanitation.	1. State the need for practising hygiene and maintaining sanitation 2. Suggest simple measures for maintaining clean and hygienic procedures.	1. Demonstrate hygienic practices in the classroom/laboratory	1. Interactive lecture on need for hygiene and sanitation in all areas of home and hospitality. <b>Activity:</b> 1. Observe the levels of hygiene and sanitation in your vicinity and suggest corrective action.
2.	Define important terms related to food sanitation.	1. Define the terms carrier, clean, sanitize, contamination, hygiene, micro-organism, parasite, sanitation, injection, infestation.		1. Interactive lecture with suitable examples to elucidate terms.
3.	Describe the sources of contamination and cross-contamination.	1. Identify and list the various stages from the farm to the table in the food chain where contamination can occur. 2. Define the terms, contamination	1. Identify the appropriate chopping boards and knives through their colour.	2. Interactive lecture on contamination and cross contamination <b>Activities:</b> 1. Visit any 5-Star/ international food outlet and observe colour coding of

		and cross contamination. 3. Identify activities in the kitchen which can lead to cross contamination. 4. Suggest measures to prevent cross contamination.		chopping boards and knives. 2. Visit any food service establishments and observe if clean and dirty operations are mixed.
4.	Appreciate the significance of the Danger zone in food preparation and service.	1. Draw a sketch of a thermometer and mark the temperature range of the Danger Zone. 2. Illustrate the effect of temperature on bacterial growth and survival. 3. Define the terms Danger Zone. 4. Gain an insight into temperatures of human body, boiling water, hot holding of food, refrigerator temperature.	1. Use a probe thermometer to measure temperature of a room or food.	1. Interactive lecture on Danger Zone in food. <b>Activities:</b> 1. Prepare a chart and mark the temperatures in the Danger zone in which Bacteria: • Multiply rapidly • remain dormant are destroyed 2. Measure the ambient temperature in the kitchen (school canteen/ hostel mess) and temperature of food being served with the help of a probe thermometer.

<b>Unit IV – Microorganisms of Importance in Food Establishments</b>				
<b>Duration - 10 hours Theory + 07 hours Practical (Total 17 Hrs)</b>				
<b>HSH 104-NQ2014</b>				
<b>S. No.</b>	<b>Learning Outcomes</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching &amp; Training Method</b>
1.	Able to classify different types of micro-organisms.	1. Classify the five groups of microbes. 2. List suitable examples for each type. 3. Describe viruses, bacteria, fungi, algae and parasites. 4. State the useful and harmful effects of microbes.	1. Identify different types of microorganisms of importance in food based on their morphology. 2. Draw neat sketches of bacteria, yeast and mold and label them.	1. Interactive lecture on types of micro-organisms with suitable examples from hospitality industry. <b>Activities:</b> 1. Observe permanent slides and identify different microorganisms. 2. List morphological characters of each.

2.	Identify various factors which affect microbial growth.	<ol style="list-style-type: none"> <li>1. Describe the basic growth requirements of micro-organisms.</li> <li>2. Elaborate the effect of temperature on microbial growth.</li> <li>3. Classify micro-organisms on the basis of oxygen requirements.</li> <li>4. Define the terms binary fission, aerobes, anaerobes, bound water, ubiquitous, water activity.</li> <li>5. Describe the conditions which affect growth and reproduction of micro-organisms.</li> </ol>	1. Demonstrate the presence of microorganisms in the atmosphere.	<ol style="list-style-type: none"> <li>1. Interactive lecture on factors affecting growth of microbes using power point presentation.</li> <li>2. Setting of curds to understand basic requirements of micro-organisms. (Set curd using different temperature of milk and place in different atmospheric conditions and record observations).</li> </ol> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate that micro-organisms are everywhere by keeping a piece of moist Chapati/Bread undisturbed for 5-7 days.</li> <li>2. Observe the microbial growth, preferably under a microscope and correlate it with factors necessary for growth.</li> </ol>
3.	Illustrate measures to control growth of micro-organisms.	<ol style="list-style-type: none"> <li>1. Define the terms Pasteurization, UHTS commercially sterile, canning.</li> <li>2. Describe how microbial growth can be controlled by use of low temperature.</li> <li>3. State different methods used for controlling microbial growth.</li> <li>4. Differentiate between dehydration and sundrying.</li> <li>5. Differentiate between LTLT, HTST and UHTS.</li> </ol>		<ol style="list-style-type: none"> <li>1. Interactive lecture on control measures</li> </ol> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Report on visit to a food processing plant/ dairy record observations regarding measures/methods adopted per controlling microbial growth.</li> <li>2. Store fresh potato and dried chips at room temperature for a few days. Note down the time taken for spoilage of each one of them.</li> </ol>

Unit V – Personal Hygiene and Health				
Duration - 35 hours Theory + 08 hours Practical (Total 43 Hrs)				
HSH 105-NQ2014				
S. No.	Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching & Training Method
1.	Recognise the sources of micro organisms in /on our body responsible for food borne illness.	1. List the parts/ organs of the human body responsible for disease transmission. 2. Explain how diseases of the Gastro intestinal tract are transferred to food via the food handler.		1. Interactive lecture on Microorganisms present in and on our body. 2. Display a chart depicting sources of microbes in/on the human body.
2.	Appreciate importance of personal cleanliness.	1. List the activities which need to be carried out daily to ensure personal cleanliness. 2. Give reasons for the following: <ul style="list-style-type: none"> <li>• Changing underclothing and socks everyday</li> <li>• Using a deodorant</li> <li>• Cutting and trimming nails</li> <li>• Bi-annual dental check up</li> </ul>	1. Demonstrate and practice good personal hygiene. 2. Make a chart of good personal hygiene practices.	1. Interactive lecture with ppt on personal cleanliness <b>Activity:</b> 1. Use the given checklist to check the personal hygiene levels of your classmates
3.	Learn importance of hand washing.	1. Elaborate the steps to be carried out to wash and sanitize our hands 2. Explain why our hands are called the most dangerous serving tool. 3. Enlist the times when hand washing is necessary 4. Describe a hand sanitizer and explain its use	1. Demonstrate effective method of hand washing. 2. Make a poster of effective hand washing process.	1. Interactive lecture <b>Activity:</b> 1. On a sterile petri plate take an imprint of each of the following: <ul style="list-style-type: none"> <li>• Unwashed hands</li> <li>• Unwashed hands after handling raw meat/ poultry</li> <li>• Washed and sanitized hands</li> </ul> Cover the petri plates and incubate for 24 hours and observe bacterial colonies formed. Record number of colonies formed in each case.

4.	Appreciate the need for protective clothing in the hospitality industry.	<ol style="list-style-type: none"> <li>Describe the uniform worn by the following: <ul style="list-style-type: none"> <li>Chef</li> <li>Waiter</li> <li>Room boy</li> <li>Dish washer</li> </ul> </li> <li>List the points to be kept in mind while selecting protective clothing for kitchen staff.</li> <li>Explain why protective clothing is necessary.</li> </ol>	1. Demonstrate the use of protective clothing in the laboratory while carrying out practicals.	<ol style="list-style-type: none"> <li>Interactive lecture on types of protective clothing.</li> <li>Visit a hotel and observe uniforms worn by different employees. Record your observations</li> </ol>
5.	<b>Recognize the significance of good habits in hospitality sector.</b>	<ol style="list-style-type: none"> <li><b>Define the term ‘habit’.</b></li> <li><b>Identify habits which need to be changed to keep food wholesome and safe.</b></li> <li><b>Explain how habits develop and how we can change undesirable habits.</b></li> </ol>	<b>1. Demonstrate good habits.</b>	Activity: <b>1. Prepare charts on Good Habits and paste them in your classroom/laboratory.</b>
6.	Appreciate the importance of a balanced diet, exercise, rest and recreation.	<ol style="list-style-type: none"> <li>State the importance of a balanced diet.</li> <li>Define the terms health, balanced diet and recreation.</li> <li>Explain the significance of adequate rest, recreation and exercise.</li> <li>Discuss why a good night’s sleep is necessary.</li> </ol>	<ol style="list-style-type: none"> <li>Make a chart of components of a balanced diet.</li> <li>List nutrients for a balanced diet.</li> <li>Show through a chart the factors determining health.</li> </ol>	<ol style="list-style-type: none"> <li>Interactive lecture on Diet, exercise, rest and recreation for good health.</li> </ol> <b>Activity:</b> <ol style="list-style-type: none"> <li>Recollect your daily routine and list recreational activities and exercise undertaken.</li> </ol>
7.	Recognize the importance of medical check up and reporting illness.	<ol style="list-style-type: none"> <li>Explain why a complete medical check up is necessary for food and beverage service workers.</li> <li>Discuss why people suffering from</li> </ol>	<ol style="list-style-type: none"> <li>Identify the symptoms of illness.</li> <li>Report illness promptly.</li> </ol>	<ol style="list-style-type: none"> <li>Interactive lecture on need for Medical check up and reporting illness.</li> </ol> <b>Activity:</b> <ol style="list-style-type: none"> <li>Fill up a medical check up format and</li> </ol>

		Gastrointestinal disorders, respiratory illness and skin ailments should not cook or serve food. 3. Explain the need to report illness.		appreciate significance of various tests.
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<b>Unit VI – Design and Layout of Hospitality set up</b>				
<b>Duration - 12 hours Theory + 06 hours Practical (Total 18 Hrs)</b>				
<b>HSH 106-NQ2014</b>				
<b>S. No.</b>	<b>Learning Outcomes</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching &amp; Training Method</b>
1.	Selection of appropriate location for a hotel/hospitality set up.	<ol style="list-style-type: none"> <li>List the points to be kept in mind while selecting a location for a fast food restaurant.</li> <li>Explain why a source of potable water is a necessity for any food service establishment.</li> </ol>	<ol style="list-style-type: none"> <li>Enlist the factors for selection of a location for fast food restaurant.</li> </ol>	<ol style="list-style-type: none"> <li>Interactive lecture on selection of a location for a hospitality venture.</li> </ol>
2.	Comprehend the importance of adequate lighting and ventilation.	<ol style="list-style-type: none"> <li>Differentiate between natural ventilation and artificial ventilation.</li> <li>List the advantages and disadvantages of natural lighting.</li> <li>Classify the sources of light.</li> <li>Define the terms ventilation, VOCs, air conditioners.</li> <li>Explain why the workplace should be adequately lit.</li> <li>List the ill effects of faulty ventilation</li> <li>Draw/sketch a ventilation hood/ kitchen chimney and list its advantages.</li> <li>Describe the functioning and maintenance of kitchen hoods/ kitchen chimneys/ exhaust fans.</li> </ol>	<ol style="list-style-type: none"> <li>Make a chart of layout of well-ventilated accommodation/dining hall/room of a hotel.</li> <li>List the ill effects of faulty ventilation</li> <li>Draw/sketch a ventilation hood /kitchen chimney and list its advantages.</li> </ol>	<ol style="list-style-type: none"> <li>Interactive lecture on adequate lighting and ventilation. <b>Activity:</b> 1. Visit any public building and check the status of lighting and ventilation provided using the given checklist.</li> </ol>

<p>3.</p>	<p>Select the appropriate material for walls, floors/ finishes, ceilings and work surfaces on the basis of work area.</p>	<ol style="list-style-type: none"> <li>1. List the points to be borne in mind while selecting kitchen equipment.</li> <li>2. List the different surfaces used in a kitchen for finishing <ul style="list-style-type: none"> <li>• walls</li> <li>• flooring</li> <li>• ceilings</li> <li>• work tables</li> </ul> </li> <li>3. Compare <ul style="list-style-type: none"> <li>• wood and propylene chopping boards</li> <li>• stainless steel and ceramic sinks</li> </ul> </li> <li>4. State the advantages and disadvantages of the following materials: <ul style="list-style-type: none"> <li>• granite</li> <li>• ceramic tiles</li> <li>• stainless steel</li> <li>• quarry tiles</li> </ul> </li> <li>5. Select appropriate material for flooring in a <ul style="list-style-type: none"> <li>• kitchen</li> <li>• fine dining restaurant</li> <li>• restroom</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Identify different types of materials used in finishing: <ul style="list-style-type: none"> <li>• Walls</li> <li>• Floors</li> <li>• Ceilings</li> <li>• Work tables</li> </ul> </li> <li>2. Select appropriate material to be used for different surfaces.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture on appropriate materials for walls, flooring, ceilings and kitchen equipment.</li> </ol> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Visit your school canteen/ mess/ industrial canteen and list material used for finishing <ul style="list-style-type: none"> <li>• Floor</li> <li>• Walls-Restaurant/Dining area</li> <li>• Sinks</li> <li>• Drain boards</li> <li>• Dining tables</li> <li>• Dish washing walls</li> <li>• Kitchen walls</li> </ul> </li> </ol>
<p>4.</p>	<p>Appreciate the significance of providing adequate sanitary conveniences.</p>	<ol style="list-style-type: none"> <li>1. Explain the need for separate restrooms for employees.</li> <li>2. List the basic amenities to be provided in a ladies restroom.</li> <li>3. Define STP (Sewage Treatment Plant), grease trap, soak pit, gray water, rain water harvesting.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate the school restrooms and list the strengths and weaknesses of the same.</li> <li>2. Provide simple suggestions for better up keep and maintenance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture on need for sanitary conveniences for employees.</li> </ol> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Visit a sewage treatment plant in your vicinity and note down its structure.</li> </ol>

		<ol style="list-style-type: none"> <li>4. State the different types of hand drying methods.</li> <li>5. Classify water on the basis of hardness.</li> <li>6. Suggest simple measures to treat temporary hardness of water.</li> <li>7. List the advantages of using hard water.</li> </ol>		
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<b>Unit VII – Common Accidents and their Prevention</b>				
<b>Duration - 10 hours Theory + 06 hours Practical (Total 16 Hrs)</b>				
<b>HSH 107-NQ2014</b>				
<b>S. No.</b>	<b>Learning Outcomes</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching &amp; Training Method</b>
1.	Identify factors responsible for falls and collisions.	<ol style="list-style-type: none"> <li>1. Describe various situations which cause falls and collisions.</li> <li>2. State precautions to be taken to prevent falls and collisions.</li> <li>3. Assess the cost of accidents.</li> <li>4. Describe emergency first-aid to be administered.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and list the contents of a First-aid box.</li> <li>2. Use First-aid kits in an emergency.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture on Types of common accidents in hospitality industry</li> </ol> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Identify probable areas which could cause different types of accidents in your campus.</li> <li>2. Suggest measures to prevent accidents.</li> </ol>
2.	Differentiate between burns and scalds and their prevention.	<ol style="list-style-type: none"> <li>1. Identify measures to prevent burns and scalds in the kitchen.</li> <li>2. Describe the precautions to be taken while cooking/ baking/ ironing to prevent burns and scalds.</li> <li>3. Describe emergency first aid to be administered to such patients.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the use of <ul style="list-style-type: none"> <li>• Gas burner/oven pressure cooker etc.</li> <li>• Oven gloves, tongs.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture on burns and scalds.</li> </ol> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Cook given amount of dal using a pressure cooker.</li> <li>2. Make baked custard.</li> </ol>

		4. Enlist the common causes of burns and scalds.		
3.	Recognize cuts and bruises and assess factors responsible.	<ol style="list-style-type: none"> <li>1. Differentiate between cuts and bruises.</li> <li>2. Enlist common practices followed which could cause cuts and bruises.</li> <li>3. Suggest emergency first aid measures.</li> <li>4. Describe the safety precautions to be taken while using knives, mixers/grinders, choppers and while cleaning them.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the correct way of holding a knife while cutting vegetables.</li> <li>2. Use chopper safely.</li> <li>3. Provide first aid to a person in case of cut with a knife/slicer.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture on cuts and bruises.</li> </ol> <p><b>Role play :</b> First aid to patient in an emergency viz., bleeding, fall, fainting, etc.</p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Use cutting knife and chopper to cut a few vegetables.</li> </ol>
4.	Determine causes and prevention of electric shocks.	<ol style="list-style-type: none"> <li>1. Describe safety precautions to be taken while using electrical appliances.</li> <li>2. Describe the causes of electric shocks.</li> <li>3. Draw and label a 3-pin plug</li> <li>4. Explain the significance of earthing.</li> <li>5. Appreciate the need for periodic/preventive maintenance of equipment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate safe use of electrical appliances.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture using a ppt.</li> </ol> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Identify conductors and non-conductors of electricity.</li> </ol>

<b>Unit VIII – Cleaning of equipment and premises</b>				
<b>Duration - 30 hours Theory + 07 hours Practical (Total 37 Hrs)</b>				
<b>HSH 108-NQ2014</b>				
<b>S. No.</b>	<b>Learning Outcomes</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching &amp; Training Method</b>
1.	Appreciate the need for clean and sanitized	1. Define the terms clean, sanitize, mouth contact surface, sanitizer,		1. Interactive lecture on importance of cleanliness and sanitation in

	surfaces in the hospitality industry.	<p>food contact surface, dust, dirt, grime.</p> <p>2. Differentiate between cleaning and sanitizing.</p> <p>3. Identify the surfaces which need to be cleaned and those which need to be sanitized.</p>		hospitality industry.
2.	Awareness about different cleaning agents.	<p>1. Define surfactants, detergents, abrasives, dish washing compounds.</p> <p>2. Classify types of cleaning Agents.</p> <p>3. Describe the advantages and disadvantages of using abrasive cleaners.</p> <p>4. Describe detergents and explain their action on dirt.</p> <p>5. Differentiate between soaps and soap less dish washing compound.</p> <p>6. Explain the role of water as a cleaning agent.</p> <p>7. List the characteristics of a good detergent.</p>	<p>1. Identify different cleaning agents and give examples of crystalline, powder, liquid and solid cleaning agents used in the kitchen.</p>	<p>1. Interactive lecture on cleaning agents.</p> <p><b>Activities:</b></p> <p>1. Market survey: List common cleaning agents available in the market.</p> <p>2. Demonstrate the cleaning and sanitizing of the following :</p> <ul style="list-style-type: none"> <li>• plates</li> <li>• crockery</li> <li>• cutlery</li> </ul> <p>3. Demonstrate the cleaning and polishing of brass, copper and silverware.</p>
3.	Comprehend the significance of different treatment for cleaning and maintaining different surfaces.	<p>1. Select appropriate cleaning agents based on surface to be cleaned/sanitized.</p> <p>2. Explain the procedure to be followed for cleaning the classroom.</p> <p>3. State precautions to be taken while drying and storing washed equipment.</p>	<p>1. Prepare a work card for cleaning of the class room.</p> <p>2. Clean the wooden furniture and apply wax polish.</p>	<p>1. Interactive lecture on cleaning of different surfaces.</p> <p><b>Activity:</b></p> <p>1. Clean your classroom and polish the wooden surfaces.</p>
4.	Select appropriate cleaning tools.	<p>1. Identify cleaning tools needed for cleaning different surfaces.</p> <p>2. Describe correct usage of cleaning tools.</p>	<p>1. Identify different cleaning tools</p> <p>2. Use different cleaning tools correctly.</p>	<p>1. Interactive lecture on use of cleaning tools to facilitate cleaning.</p> <p><b>Activities:</b></p> <p>1. Visit the local market and list cleaning</p>

		<ol style="list-style-type: none"> <li>Recognize need for storage of cleaning tools.</li> <li>List cleaning tools required for cleaning a class room.</li> </ol>		<ol style="list-style-type: none"> <li>tools available.</li> <li>Use the yard broom and dust pan to clean the back yard.</li> <li>Use a rag and flannel cloth for polishing school benches and desks.</li> <li>Use a glass cloth/news- paper for cleaning window panes along with appropriate cleaning agents.</li> </ol>
5.	Gain insight in cleaning of different sized and types of equipments.	<ol style="list-style-type: none"> <li>Appreciate the need to clean and sanitize food and mouth contact surfaces.</li> <li>Describe the three sink method for cleaning and sanitizing crockery and cutlery.</li> <li>Describe the three bucket method for cleaning and sanitizing fixed equipment and work surfaces.</li> <li>Define the term CIP (Clean-in-place), dish cloth, sanitizers.</li> <li>Appreciate the role of hot water for sanitizing dishes.</li> </ol>	<ol style="list-style-type: none"> <li>Use a dish washing machine correctly.</li> <li>Clean a refrigerator correctly.</li> </ol>	<ol style="list-style-type: none"> <li>Interactive lecture on cleaning equipment and tableware.</li> </ol> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>Visit a food vending machine to understand CIP (cleaning-in-place) operation.</li> <li>Demonstrate the use of a dish washing machine/cleaning of kitchen equipment.</li> <li>Demonstrate use of 3 sink method for cleaning dishes.</li> </ol>

<b>Unit IX – Interpersonal skills</b>				
<b>Duration - 11 hours Theory + 07 hours Practical (Total 18 Hrs)</b>				
<b>HSH 109-NQ2014</b>				
<b>S. No.</b>	<b>Learning Outcomes</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching &amp; Training Method</b>
1.	Comprehend importance of personal grooming.	<ol style="list-style-type: none"> <li>Identify personal hygiene habits.</li> <li>Enlist good grooming habits.</li> <li>Discuss “best practices” and</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate good personal grooming.</li> <li>Identify figures of good</li> </ol>	<ol style="list-style-type: none"> <li>Interactive lecture on personal grooming using a power point presentation.</li> </ol>

		<p>relevance</p> <p>4. of personal grooming in hospitality.</p>	<p>grooming in his/her peers.</p>	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Make a check list of good grooming habits which you should follow everyday.</li> <li>2. Practice good grooming habits everyday and ask your peers to evaluate your grooming standards on the basis of the given checklist. (A structured proforma could be given to the students to (√) mark the personal grooming standards followed.)</li> </ol>
2.	Recognize need for basic etiquettes.	<ol style="list-style-type: none"> <li>1. Define modern day etiquette and protocol.</li> <li>2. Describe business etiquette in relation to hospitality sector.</li> </ol>		<ol style="list-style-type: none"> <li>1. Interactive lecture on Basic Etiquette.</li> </ol> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. List down golden rules of some basic etiquette in daily life.</li> <li>2. Conduct a self evaluation of self readiness in business etiquettes in the given pro forma.</li> </ol>
3.	Assess the significance of Attitude in hospitality industry.	<ol style="list-style-type: none"> <li>1. Define positive attitude.</li> <li>2. State its significance.</li> <li>3. List the desirable qualities a hospitality professional should possess.</li> <li>4. professional should possess.</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice positive attitude/behaviour towards <ul style="list-style-type: none"> <li>• Colleagues</li> <li>• Guests</li> <li>• Teachers/ Elders</li> </ul> </li> <li>2. Practice professional skills and attitude towards <ul style="list-style-type: none"> <li>• Self</li> <li>• Work</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture on positive attitude and team work.</li> </ol> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. On the given pro forma Self evaluate (√) mark your attitude towards attending school.</li> </ol>
4.	Appreciate the importance of effective communication skills.	<ol style="list-style-type: none"> <li>1. Describe the meaning of communication.</li> <li>2. State the different elements of</li> </ol>	<ol style="list-style-type: none"> <li>1. Illustrate neatly the communication cycle.</li> <li>2. Read articles, write e-mails/</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture on effective communication through verbal and non-verbal methods.</li> </ol>

		<p>communication cycle.</p> <ol style="list-style-type: none"> <li>3. Differentiate between various barriers to effective communication.</li> <li>4. Enlist various methods of communication.</li> <li>5. State the importance of non-verbal communication.</li> <li>6. Explain ways to overcome barriers in effective communication.</li> </ol>	<p>letters and practice right body language while communicating and interacting with each other.</p>	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Practice exercise on the above topic.</li> <li>2. Role play and listing of barriers and solutions.</li> </ol>
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## LEVEL II (CLASS-X) – Core Curriculum 2

Unit I - Current scenario of Tourism and Hospitality sector				
Duration - 10 hours Theory + 10 hours Practical (Total 20 Hrs)				
HSH 201-NQ2014				
S. No.	Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching & Training Method
1.	Appreciate the recent trends in travel and tourism.	<ol style="list-style-type: none"> <li>1. Define the terms Inbound tourism, Outbound tourism, Domestic tourism, International tourism, Visitor, traveller, attractions, SMERF's.</li> <li>2. Explain the 5 A's of tourism.</li> <li>3. Describe the changing scenarios of the tourism industry.</li> <li>4. Describe any four niche tourism activities which have recently emerged.</li> <li>5. Explain recent tourism activities undertaken with an example for each, like:               <ul style="list-style-type: none"> <li>• Amusement parks</li> <li>• Art museums</li> <li>• Castle and forts</li> <li>• Gardens and parks</li> <li>• Nature Reserves</li> <li>• Restaurants</li> <li>• Roadside attractions</li> <li>• Heritage walks</li> <li>• Casinos</li> <li>• Spas etc.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Make a chart/enlist two examples of each type of tourism activities of his/her state.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture on travel and tourism.</li> </ol> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Identify recent tourism activities in your surrounding and list them.</li> <li>2. Prepare a scrapbook depicting recent trends in travel and tourism.</li> </ol>

2.	Appreciate the present global scenario of hospitality sector.	<ol style="list-style-type: none"> <li>Describe the effect of technology on the hospitality sector.</li> <li>List special facilities provided by hotels for: <ul style="list-style-type: none"> <li>Lady travellers</li> <li>Senior citizens</li> <li>Differently-abled tourists</li> </ul> </li> <li>Explain need and importance of international tourism.</li> </ol>	<ol style="list-style-type: none"> <li>Name at least five most popular tourist destinations in the world.</li> </ol>	<ol style="list-style-type: none"> <li>Interactive lectures on present global scenario of hospitality sector.</li> <li>Power point presentation on present global scenario in hospitality sector.</li> </ol> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>Make a list of most popular tourist destinations in the world.</li> </ol>
3.	Appreciate the need for safe and honourable tourism.	<ol style="list-style-type: none"> <li>Explain the terms safe tourism, differently-abled tourists, honourable tourism.</li> <li>Justify the need for safe and honourable tourism.</li> <li>State strategies to ensure safe and honourable tourism.</li> </ol>		<ol style="list-style-type: none"> <li>Interactive lecture on safe and honourable tourism.</li> </ol> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>List various strategies for safe and honourable tourism in your region.</li> <li>Paste a copy of the PLEDGE for safe and honourable tourism in your classroom.</li> </ol>

## Unit II - Hotel Organizations

Duration - 15 hours Theory + 10 hours Practical (Total 25 Hrs)

HSH 202-NQ2014

S. No.	Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching & Training Method
1.	Name the main departments in a hotel and comprehend relationships between various job positions in an organisation.	<ol style="list-style-type: none"> <li>State the objectives of having an organization structure.</li> <li>Define organization structure.</li> <li>Illustrate with the help of an organisation chart, the channels of communication between various departments.</li> </ol>	<ol style="list-style-type: none"> <li>Neatly draw a schematic diagram of an organisation structure of a small hotel.</li> </ol>	<ol style="list-style-type: none"> <li>Interactive lecture on Hotel organization structure based on size and range of services.</li> </ol> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>Visit a hotel in your vicinity and note down its organisational structure and hierarchy of job position.</li> </ol>

2.	Categorize hotel departments as revenue departments and non-revenue producing or support departments and briefly describe general duties of each.	<ol style="list-style-type: none"> <li>1. Describe the various types of revenue departments.</li> <li>2. State the functions of the front office.</li> <li>3. Illustrate neatly the organisation chart of Food and Beverage department.</li> <li>4. Identify the Non-revenue departments and its functions in the hospitality set up.</li> <li>5. Enumerate the minor revenue departments in the hotel.</li> </ol>	1. Enlist all the Revenue departments in a hotel with at least one function.	<ol style="list-style-type: none"> <li>1. Interactive lecture on Revenue producing and non-revenue producing departments, their responsibilities and functions.</li> </ol> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Role play as a receptionist/lobby manager attending the guests.</li> </ol>
3.	Main functions of different departments.	<ol style="list-style-type: none"> <li>1. What are the main functions of: <ul style="list-style-type: none"> <li>• Front office department</li> <li>• Food production</li> <li>• Food and beverage service</li> <li>• Engineering &amp; maintenance</li> <li>• Personnel department</li> <li>• Purchase department</li> <li>• Laundry department</li> </ul> </li> </ol>	1. Enlist the main functions of different departments in a hotel.	<ol style="list-style-type: none"> <li>1. Visit a hotel and enlist the main function of each Department: <ul style="list-style-type: none"> <li>• Front office department</li> <li>• Food production</li> <li>• Food and beverage service</li> <li>• Engineering &amp; maintenance</li> <li>• Personnel department</li> <li>• Purchase department</li> <li>• Laundry department</li> </ul> </li> </ol>

**Unit III - Selection and Storage of Food Commodities**

**Duration - 15 hours Theory + 10 hours Practical (Total 25 Hrs)**

**HSH 203-NQ2014**

S. No.	Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching & Training Method
1.	Identify perishable, semi-perishable and non perishable foods.	<ol style="list-style-type: none"> <li>1. Classify foods on the basis of their shelf life.</li> <li>2. Recognise the need for categorising</li> </ol>	<ol style="list-style-type: none"> <li>1. Enumerate 5 foods each in the following category: <ul style="list-style-type: none"> <li>• Perishable</li> </ul> </li> </ol>	1. Interactive lecture on classification of foods on the basis of perishability.

		<p>foods according to perishability.</p> <p>3. Describe shelf life and factors affecting shelf life of food items.</p>	<ul style="list-style-type: none"> <li>• Semi-perishable</li> <li>• Non-perishable</li> </ul>	
2.	Identify the causes of food spoilage.	<ol style="list-style-type: none"> <li>1. Differentiate between spoilage and contamination.</li> <li>2. Describe the five reasons leading to food spoilage.</li> <li>3. Differentiate between spoiled and wholesome food.</li> <li>4. Suggest measures to extend the shelf life of commodities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify signs of spoilage in: <ul style="list-style-type: none"> <li>• milk</li> <li>• green leafy vegetables</li> <li>• fish</li> <li>• canned food</li> <li>• cereals</li> <li>• whole pulses</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture on causes of food spoilage.</li> </ol> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Visit the nearby super market/ wholesale market and observe signs of spoilage, if any, in commodities.</li> </ol>
3.	Recognise the need for separate temperature controlled storage areas.	<ol style="list-style-type: none"> <li>1. Describe the three storage areas in a large kitchen.</li> <li>2. Explain the need to store commodities in the appropriate food store.</li> <li>3. Compare the ideal temperatures in the three storage areas.</li> <li>4. Define the terms high risk food, potentially hazardous food, wholesome food, thawing, putrefaction, freezer burn, blast chillers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Store different types of food stuffs correctly.</li> <li>2. Make a chart showing storage areas of large kitchen and list the material of storage at each place.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture on Dry Food, Refrigerated and Freezer storage areas.</li> </ol> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. You have just returned from grocery shopping. Where and how will you store the following: <ul style="list-style-type: none"> <li>• Processed cheese tin</li> <li>• Apples</li> <li>• Bananas</li> <li>• Frozen chicken</li> <li>• Green leafy vegetables</li> <li>• Pav bhaji masala</li> <li>• Milk tetrapack carton</li> <li>• Eggs</li> </ul> </li> <li>2. Visit the food stores of any large hotel/ mess/ industrial canteen and use the given checklist to assess levels of hygiene followed.</li> <li>3. Observe if the Refrigerator/ Deep Freezer has a digital thermometer</li> </ol>

				display and note the temperature. Comment on deviation, if any.
4.	Demonstrate correct practices and procedures while storing food.	<ol style="list-style-type: none"> <li>List the general rules to be followed while storing food.</li> <li>List points to be kept in mind while storing food in the refrigerator and deep freezer.</li> <li>Define the terms FIFO, Best before date, walk-in refrigerator.</li> </ol>		<ol style="list-style-type: none"> <li>Interactive Lecture on general guidelines for food storage.</li> </ol> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>Read the labels on canned/ packed commodities and check Best before dates.</li> </ol>

#### Unit IV - Food Borne Diseases

Duration - 15 hours Theory + 10 hours Practical (Total 25 Hrs)

HSH 204-NQ2014

S. No.	Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching & Training Method
1.	List the different types of illnesses caused through food.	<ol style="list-style-type: none"> <li>Classify food borne illnesses.</li> <li>Define the terms – disease, infection, infestation, deficiency disease, allergy, food borne illness, potable water.</li> <li>Differentiate between communicable and non-communicable diseases.</li> </ol>	<ol style="list-style-type: none"> <li>Give two examples for each type of Food Borne Illnesses (FBI) and list the causative organisms/ toxin.</li> </ol>	<ol style="list-style-type: none"> <li>Interactive lecture on types of Food borne illnesses.</li> </ol>
2.	Explain how food borne illnesses are transmitted.	<ol style="list-style-type: none"> <li>List the various vehicles of disease transmission (5 f's).</li> <li>Distinguish between direct and indirect transmission of disease.</li> <li>Elaborate on the role of food handler in direct transmission of disease.</li> <li>Explain why E-coli is called an Indicator of faecal contamination.</li> </ol>		<ol style="list-style-type: none"> <li>Interactive lecture on transmission of food borne illnesses.</li> <li>Power point presentation.</li> </ol> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>Students to prepare two charts showing how food borne illnesses are transmitted directly and indirectly.</li> </ol>

3.	Distinguish between food poisoning and food infection.	<ol style="list-style-type: none"> <li>1. Enlist any five food infections commonly occurring in India and identify causative microorganisms.</li> <li>2. List foods commonly implicated in Botulism and Staph food poisoning.</li> <li>3. List the symptoms of food poisoning and food infection.</li> <li>4. Describe the importance of personal hygiene in prevention of food infections.</li> </ol>	<ol style="list-style-type: none"> <li>1. List the causative organism and foods commonly implicated in the following food infections: <ul style="list-style-type: none"> <li>• Typhoid</li> <li>• Hepatitis</li> <li>• Amoebiasis</li> <li>• Gastroenteritis</li> <li>• Giardiasis/ Roundworms</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture on Food poisoning and food infections.</li> </ol>
4.	Elaborate measures to be taken to control food borne illnesses.	<ol style="list-style-type: none"> <li>1. List precautions to be taken to prevent Food Borne Illness (FBI) while: <ul style="list-style-type: none"> <li>• Purchasing commodities</li> <li>• Storing commodities</li> <li>• Preparing food</li> <li>• Serving food</li> <li>• Using left overs.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Identify hygienic practices/ methods adopted during purchase, storage, preparation, service and reuse of leftover food.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture on control of food borne illnesses. <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Develop and administer a check list on hygienic food practices in the school mess/ canteen.</li> </ol> </li> </ol>

### Unit V - Waste Disposal Management

Duration - 20 hours Theory + 12 hours Practical (Total 32 Hrs)

HSH 205-NQ2014

S. No.	Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching & Training Method
1.	Appreciate the need for proper collection and disposal of wastes.	<ol style="list-style-type: none"> <li>1. Differentiate between garbage and refuse.</li> <li>2. List the harmful effects of waste accumulation.</li> <li>3. List the reasons why waste disposal is necessary.</li> </ol>		<ol style="list-style-type: none"> <li>1. Interactive lecture on need for proper waste management. <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Students to be encouraged to keep their environment clean.</li> </ol> </li> </ol>

2.	Identify different types of wastes arising from the hospitality industry.	<ol style="list-style-type: none"> <li>1. Distinguish different types of wastes.</li> <li>2. Broadly/classify different types of waste into solid, liquid and gaseous waste.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify types of wastes as solid, liquid and gaseous generated from the school canteen.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lectures on Types of waste. <b>Activity:</b> 1. Prepare a chart of different types of wastes as solid, liquid and gaseous.</li> </ol>
3.	Study about the segregation of waste in Hospitality sector.	<ol style="list-style-type: none"> <li>1. Define the terms waste, biodegradable, non-biodegradable, sewage.</li> <li>2. State reasons why waste should be segregated.</li> <li>3. Classify waste into Biodegradable and non-biodegradable waste.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify Biodegradable and Non-biodegradable waste generated at home.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture on segregation of waste into Bio-degradable and Non-biodegradable waste. <b>Activity:</b> 1. Prepare a list of biodegradable and Non-biodegradable waste.</li> </ol>
4.	Appreciate need for collecting and storing waste in a proper receptacle.	<ol style="list-style-type: none"> <li>1. Define need of collection and storage of waste.</li> <li>2. List desirable characteristics of a Garbage bin.</li> <li>3. Elaborate need for correct placement and lining of the bin.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate lining of the Garbage bin.</li> <li>2. Identify characteristics of an ideal garbage bin.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture</li> </ol>
5.	Identify various methods of waste disposal.	<ol style="list-style-type: none"> <li>1. List various methods of waste disposal.</li> <li>2. Describe briefly: <ul style="list-style-type: none"> <li>• Dumping</li> <li>• Burial</li> <li>• Composting</li> <li>• Biogas</li> <li>• Vermi culture</li> <li>• Incineration</li> </ul> </li> <li>3. Differentiate between: <ol style="list-style-type: none"> <li>(a) Composting and biogas</li> <li>(b) Compactors and pulpers</li> <li>(c) Biosanitiser and vermi culture.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the Procedure of vermi-composting.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lectures on various methods of waste disposal. <b>Activity:</b> 1. Visit a biogas plant in your vicinity to observe working of the plant.</li> </ol>

6.	Appreciate the convenience of using single service items and their proper collection and disposal.	<ol style="list-style-type: none"> <li>1. Define the term Single Service Items (SSI).</li> <li>2. List the types of SSI used in F&amp;B outlets.</li> <li>3. Identify the material used while manufacturing SSI.</li> <li>4. List biodegradable SSI.</li> </ol>		<ol style="list-style-type: none"> <li>1. Interactive lecture on Single Service Items.</li> </ol> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Visit to a fast food centre and make a list of types of SSI used. Also identify different biodegradable SSI used, if any.</li> </ol>
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<b>Unit VI - Pest Control</b>				
<b>Duration - 15 hours Theory + 14 hours Practical (Total 29 Hrs)</b>				
<b>HSH 206-NQ2014</b>				
<b>S. No.</b>	<b>Learning Outcomes</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching &amp; Training Method</b>
1.	Appreciate the need and importance of regular Pest control.	<ol style="list-style-type: none"> <li>1. Describe need for pest control.</li> <li>2. Explain the role of cleanliness in controlling pest.</li> </ol>		<ol style="list-style-type: none"> <li>1. Interactive lecture on need for regular Pest control.</li> </ol>
2.	Identify types of Pests commonly found in catering establishments and accommodations.	<ol style="list-style-type: none"> <li>1. Define the term Pests, pesticides.</li> <li>2. Broadly classify different types of pests and identify their habitat.</li> <li>3. List flying/ winged pests found in kitchens.</li> <li>4. Describe types of stored grain pests.</li> <li>5. Describe pests which inhabit guestrooms and public areas.</li> <li>6. Assess the damage which can be caused by rodents.</li> <li>7. Differentiate between:               <ol style="list-style-type: none"> <li>(a) rats and mice</li> <li>(b) housefly and fruit fly</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Identify important pests like – moths, beetles, Fleas, Bedbugs, Sunu fish, flies, weevils.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture on different types of Pests.</li> </ol> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Visit the kitchen and observe signs of pest infestation.</li> <li>2. Prepare a chart showing types of common Pests.</li> </ol>

<p>3.</p>	<p>Suggest control measure for all Pests and handle pesticides cautiously.</p>	<ol style="list-style-type: none"> <li>1. Explain need and importance of Pest control.</li> <li>2. Explain why animals (cats, dogs, birds, etc.) should not be allowed to enter food and beverage service areas.</li> <li>3. Explain precautionary measures to be taken to prevent the entry of: <ul style="list-style-type: none"> <li>- winged insects</li> <li>- rodents</li> <li>- crawling insects</li> </ul> </li> <li>4. Explain various methods of Pest control.</li> <li>5. List any five pesticides/ insecticides permitted by law and five chemicals which have been banned.</li> <li>6. Explain precautions to be taken while handling toxic pest control chemicals.</li> <li>7. List the points of entry for the following pests: <ul style="list-style-type: none"> <li>• Cockroaches</li> <li>• Bedbugs</li> </ul> </li> <li>8. Define the terms: <ul style="list-style-type: none"> <li>• Integrated Pest Management (IPM)</li> <li>• Insecticutor</li> <li>• Green Pest Management (GPM)</li> </ul> </li> <li>9. List the different types of rat traps available in the market.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate use of rat traps and baits for attracting and trapping rodents and insects.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lectures on control measures for pests.</li> </ol> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Demonstrate the pest control measures used in public areas like air curtains and Insect Light Traps (ILTs).</li> <li>2. On the given checklist evaluate whether adequate pest control is being carried out in your school building/canteen</li> </ol>
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**Unit VII - Environmental Pollution**

**Duration - 20 hours Theory + 10 hours Practical (Total 30 Hrs)**

**HSH 207-NQ2014**

S. No.	Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching & Training Method
1.	Recognize the need to control pollution and conserve the environment.	1. Identify common pollutants present in air. 2. Identify sources of air pollution. 3. List the harmful effects of air pollution. 4. Suggest measures to control air pollutants through: <ul style="list-style-type: none"> <li>• Vehicles</li> <li>• Refrigerants</li> <li>• Factories</li> <li>• Cooking fuel</li> <li>• Burning refuse</li> <li>• Bursting crackers</li> </ul> 5. Expand the acronym PUC and explain why PUC certification is compulsory.	1. Make a chart of source of air pollution indicating the harmful effects of the same.	1. Interactive lecture on need for conservation of our environment and air pollution. <b>Activity:</b> 1. Read the local news paper to know air pollution levels and limits.
2.	Appreciate the need to conserve water.	1. Identify common pollutants present in water. 2. Identify the sources of contamination of our water supply. 3. Identify food borne illnesses transmitted through water. 4. Suggest measures to control pollution of water bodies. 5. Justify the need for proper sewage disposal system. 6. State the hazards of water pollution.	1. Demonstrate the use of guppy fish to prevent breeding of mosquitoes. 2. Demonstrate the steps in water purification.	1. Interactive lecture on water pollution. <b>Activity:</b> 1. Participate in a drive to clean the stagnant water bodies in the vicinity. 2. Test the quality of water available from the nearest food laboratory. <p style="text-align: center;"><b>OR</b></p> Perform water quality test using H <sub>2</sub> O testing kit. 3. Promote measures to prevent water pollution during Ganesh Festival.

		7. Explain why sewage and industrial waste should be treated before it is released into a water body.		
3.	Recognize the need to curb solid waste pollution.	<ol style="list-style-type: none"> <li>1. Justify the need to ban use of low density polythene bags.</li> <li>2. Classify types of solid waste.</li> <li>3. Suggest measures to minimize generation of solid waste.</li> <li>4. State uses of recycled plastic and plastic bags.</li> <li>5. Suggest appropriate measures for disposal.</li> </ol>	1. Identify different types of solid waste.	<p>1. Interactive lecture on solid waste pollution.</p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Observe garbage piles in your city and identify the solid wastes.</li> </ol>
4.	Assess the need to minimize noise pollution.	<ol style="list-style-type: none"> <li>1. Identify sources of noise pollution.</li> <li>2. Suggest measures to minimize noise pollution in a building and outdoors.</li> <li>3. List the adverse effects of noise pollution.</li> </ol>		1. Interactive lecture on noise pollution.
5.	Identify other sources of pollution which need to be controlled.	<ol style="list-style-type: none"> <li>1. List sources of radio-active Pollution.</li> <li>2. Define the term e-waste.</li> <li>3. Suggest suitable measures for disposal of e-waste.</li> <li>4. State the side effects of radio-active pollution.</li> </ol>	1. Enlist suitable measures for disposal E-waste.	1. Interactive lecture on e-waste and nuclear waste.
6.	Gain an insight into eco-friendly practices in the hospitality sector.	<ol style="list-style-type: none"> <li>1. List non-conventional sources of energy available for use.</li> <li>2. Elaborate on sunlight as an inexhaustible source of energy.</li> <li>3. Justify the need to conserve non-renewable sources of energy.</li> </ol>	1. Demonstrate use of solar cookers for cooking rice and dal.	<p>1. Interactive lecture on eco-friendly practices in the hospitality sector.</p> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Visit a building equipped with solar heating and lighting systems.</li> <li>2. Visit a hotel where eco-friendly practices are encouraged.</li> </ol>

				3. As a responsible citizen analyse how you contribute to pollution of the environment and assess ways in which you could minimize pollution.
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<b>Unit VIII - Food Laws and Regulations in India</b>				
<b>Duration - 10 hours Theory + 04 hours Practical (Total 14 Hrs)</b>				
<b>HSH 208-NQ2014</b>				
<b>S. No.</b>	<b>Learning Outcomes</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching &amp; Training Method</b>
1.	Appreciate the need for food standards in food trade.	<ol style="list-style-type: none"> <li>1. Define food safety.</li> <li>2. Describe the importance of food quality and Safety.</li> <li>3. Justify the need to have standards to assure supply of safe food.</li> <li>4. Name the food standards responsible for governing safe quality of food.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read the label of packaged foods and write down the name of the food standard printed on it.</li> <li>2. Draw the logo of the standard.</li> <li>3. Examine the package carefully and check for license from FSSAI.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture: History and evolution of food laws in India.</li> </ol>
2.	Comprehend the significance of FSSA, 2006 in assuring food safety in catering and food service industry.	<ol style="list-style-type: none"> <li>1. Expand the acronym FSSA, 2006.</li> <li>2. Describe FSSA.</li> <li>3. Differentiate between FSSA v/s FSSAI.</li> <li>4. Give the organizational structure of FSSAI.</li> <li>5. Differentiate between FSSA v/s PFA.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare the quality characteristics of any pre-packaged snack with unpackaged (loose) snack.</li> <li>2. Comment on the strengths and weaknesses of the same.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture: FSSA, 2006.</li> </ol>
3.	Learn and differentiate between adulteration and misbranding.	<ol style="list-style-type: none"> <li>1. Define adulteration.</li> <li>2. Describe misbranding with the help of suitable examples.</li> <li>3. Differentiate between adulteration and contamination.</li> </ol>	<ol style="list-style-type: none"> <li>1. List common adulterants found in : <ul style="list-style-type: none"> <li>• Cereals</li> <li>• Pulses</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture: Importance of safe and good quality food for health and wellness.</li> </ol>

			<ul style="list-style-type: none"> <li>• Spices</li> <li>• Milk</li> </ul>	
4.	Identify common adulterants and their detection techniques.	<ol style="list-style-type: none"> <li>1. Understand the relevance of food safety and quality in the food service industry.</li> <li>2. Identify common adulterants added to : <ul style="list-style-type: none"> <li>• Cereals</li> <li>• Pulses</li> <li>• Tea leaves</li> <li>• Spices and condiments</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Detect some common adulterants in <ul style="list-style-type: none"> <li>• Tea leaves</li> <li>• Turmeric</li> <li>• Pulses</li> <li>• Cereals</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration on tests to detect common adulterants in food.</li> </ol> <p><b>Detection of artificial colour and brick powder in Red Chilli powder</b></p> <ol style="list-style-type: none"> <li>1. Sprinkle 25 g of chilli powder on the surface of water in a glass beaker.</li> <li>2. Artificial colorants will descent as colour streaks.</li> <li>3. Brick powder will settle down at the bottom immediately.</li> </ol> <p><b>Detection of papaya seeds in Black pepper</b></p> <ol style="list-style-type: none"> <li>1. Spread the sample on a white paper and closely observe the appearance of the sample using magnifying glass.</li> <li>2. Pepper is brown to black in colour.</li> <li>3. It has wrinkled surface and has a pungent smell and taste.</li> <li>4. The papaya seeds have smooth surface and oval shape. It is greenish-brown or blackish brown in colour has an unacceptable flavour.</li> </ol> <p><b>Detection of Cassia bark in Cinnamon</b></p> <ol style="list-style-type: none"> <li>1. Cinnamon bark is thin and can be easily rolled. It can be rolled around a pencil and has a distinct smell.</li> <li>2. Cassia bark comprises several layers in between the rough outer and innermost layer.</li> <li>3. On examining the bark closely a clear</li> </ol>

				<p>distinction can be made.</p> <p><b>Detection of Argemone seeds in Mustard seeds</b></p> <ol style="list-style-type: none"> <li>1. Spread 25 gm of mustard seeds on white paper.</li> <li>2. Using magnifying glass visually examine the grains closely.</li> <li>3. Argemone seeds look like mustard seeds but contains rough surface and are white in colour when crushed.</li> <li>4. Mustard seeds have smooth surface and are yellow from inside.</li> </ol> <p><b>Detection of exhausted or deoiled cloves in sound cloves</b></p> <ol style="list-style-type: none"> <li>1. Using magnifying glass observe individual clove closely.</li> <li>2. Exhausted cloves can be identified by the small size and shrunken appearance.</li> <li>3. The characteristic pungent taste of genuine cloves is more pronounced than exhausted cloves.</li> </ol> <p>Visit to Public Health Laboratory for demonstration.</p>
5.	Able to learn ways to prevent food adulteration.	<ol style="list-style-type: none"> <li>1. Enlist ways to help prevent adulteration.</li> <li>2. Discuss the need to avoid buying unpackaged food from spurious dealers.</li> <li>3. State the significance of certification bodies such as BIS and Agmark in assuring good quality food products.</li> </ol>		<ol style="list-style-type: none"> <li>1. Interactive Lecture on measures to prevent food adulteration.</li> </ol> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Make a list of practices you will follow which will help to minimise food adulteration.</li> </ol>

## Level-III (Class-XI) HOUSEKEEPING ATTENDANT

Unit I - The lodging industry				
Duration - 18 hours Theory + 13 hours Practical (Total 31 Hrs)				
HSH 301-NQ2014				
S. No.	Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching & Training Method
1.	Review of the lodging industry worldwide.	<ol style="list-style-type: none"> <li>Define the terms lodging Hotel/ Inn                             <ul style="list-style-type: none"> <li>budget hotel,</li> <li>heritage hotels</li> <li>luxury hotels/deluxe hotels</li> <li>hotel chains</li> </ul> </li> <li>Differentiate between the main types of accommodation available to tourists.</li> <li>List the different criteria used as a basis for classification of hotels.</li> <li>Classify hotels on the basis of location.</li> </ol>	<ol style="list-style-type: none"> <li>List any five ITDC Hotels</li> <li>List Taj Group of Hotels</li> <li>List any five Oberoi Group of Hotels</li> </ol>	<ol style="list-style-type: none"> <li>Interactive lecture on lodging industry. <b>Activities:</b> <ol style="list-style-type: none"> <li>Visit hotels managed by the state tourism development corporation and note down the facilities provided by them.</li> <li>Give examples for                                     <ul style="list-style-type: none"> <li>Budget hotel,</li> <li>Luxury hotel,</li> <li>Small hotel</li> </ul> </li> </ol> </li> </ol>
2.	Appreciate the importance of housekeeping in the hospitality industry, areas/places requiring housekeeping services.	<ol style="list-style-type: none"> <li>Define the term housekeeping.</li> <li>State scope of Housekeeping department.</li> <li>List examples of facilities where housekeeping services are required. How do these services differ from housekeeping in hotels.</li> </ol>	1.	<ol style="list-style-type: none"> <li>Interactive lecture using Power point presentation on:                             <ul style="list-style-type: none"> <li>Importance of housekeeping department.</li> <li>Functions of housekeeping</li> </ul> <b>Activities:</b> <ol style="list-style-type: none"> <li>Organize a visit to observe a housekeeping set up.</li> <li>Prepare a scrap book depicting housekeeping departmental activity.</li> </ol> </li> </ol>

3.	Functions and responsibility of housekeeping department.	<ol style="list-style-type: none"> <li>List the main functions of housekeeping in the hospitality industry.</li> <li>State the areas of responsibility of housekeeping departmental staff.</li> </ol>		<b>Activity:</b> <ol style="list-style-type: none"> <li>Visit any large hotel and observe the following – guest rooms &amp; public areas, like swimming pool, lobbies, shopping arcade etc.</li> </ol>
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## Unit II - Organization and Layout of Housekeeping Department

Duration - 18 hours Theory + 12 hours Practical (Total 30 Hrs)

HSH 302-NQ2014

S. No.	Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching & Training Method
1.	Learn the organizational structure of housekeeping department.	<ol style="list-style-type: none"> <li>What is organizational structure of housekeeping department?</li> <li>Explain the organizational set up of housekeeping department.</li> </ol>	<ol style="list-style-type: none"> <li>Draw organizational chart of housekeeping department.</li> </ol>	<ol style="list-style-type: none"> <li>Interactive Lecture on organizational structure of housekeeping department.</li> </ol> <b>Activity:</b> <ol style="list-style-type: none"> <li>Visit a hotel in your city and note down the structure of its housekeeping department.</li> </ol>
2.	Learn the layout of housekeeping department.	<ol style="list-style-type: none"> <li>Prepare a layout plan of housekeeping department.</li> <li>Enlist the factors responsible for determining the layout.</li> <li>Explain the main function of each area in the layout plan of a medium sized hotel.</li> </ol>	<ol style="list-style-type: none"> <li>Prepare a housekeeping layout plan for a large hotel.</li> </ol>	<ol style="list-style-type: none"> <li>Interactive Lecture on layout of housekeeping department.</li> </ol> <b>Activity:</b> <ol style="list-style-type: none"> <li>Visit a hotel in your neighbourhood and draw a layout of housekeeping department.</li> </ol>
3.	Identify the distinguishing characteristics of different categories of hotels.	<ol style="list-style-type: none"> <li>Define small, medium and large hotels.</li> <li>Enumerate the basis for classification of hotels.</li> <li>List basic facilities needed to categorize a hotel as five star.</li> <li>What is 'The Hotel and Restaurant Approval Classification Committee' (HRACC).</li> </ol>	<ol style="list-style-type: none"> <li>Classify hotels as small, medium and large.</li> <li>Categorize correctly a hotel as five star.</li> </ol>	<ol style="list-style-type: none"> <li>Interactive Lecture</li> </ol> <b>Activity:</b> <ol style="list-style-type: none"> <li>Visit any three star category hotels and match their facilities on standard checklist provided by the Hotels and Restaurant Approval Classification Committee (HRACC).</li> </ol>

Unit III - Duties and responsibilities of Housekeeping Staff				
Duration - 25 hours Theory + 15 hours Practical (Total 40 Hrs)				
HSH 303-NQ2014				
S. No.	Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching & Training Method
1.	Identify job description, approximate salary and perks given to attendants in the housekeeping department (Room attendant and house men etc.).	<ol style="list-style-type: none"> <li>1. What do you mean by the term attendant in hospitality sector.</li> <li>2. What are the duties and responsibilities of room attendants in a hotel.</li> <li>3. Enumerate the job profile and facilities provided to attendant. (job hierarchy junior and senior, salary structure, facilities and amenities)</li> </ol>	<ol style="list-style-type: none"> <li>1. List the duties and responsibilities of room attendants in a hotel.</li> <li>2. Draw a flow chart of job hierarchy of attendants in a hotel.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lectures with power point presentations/ transparencies on duties and responsibilities of room attendants.</li> <li>2. Discussion</li> </ol> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Organize a visit to a hospitality set up and note down various duties performed by attendants in the hotel. (Room attendant and house men etc.)</li> </ol>
2.	Identify job description, approximate salary and perks given to supervisors in housekeeping department. (Assistant Housekeeper, Floor supervisor, Public Area supervisor, Desk supervisor, etc.)	<ol style="list-style-type: none"> <li>1. What do you mean by the term supervisor in hospitality sector?</li> <li>2. What are the duties and responsibilities of a floor supervisor in a hotel.</li> <li>3. Enumerate the job profile and facilities provided to supervisors. (job hierarchy junior and senior, salary structure, facilities and amenities)</li> </ol>	<ol style="list-style-type: none"> <li>1. List the duties and responsibilities of floor supervisor in a hotel.</li> <li>2. Draw a flow chart of job hierarchy of supervisors in a hotel.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture with power point presentations/ transparencies on duties and responsibilities of housekeeping supervisors.</li> <li>2. Discussion</li> </ol> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Organize a visit to a hospitality set up and note down various duties performed by supervisors in the hotel. (Floor supervisor, Public Area supervisor, Desk supervisor, etc.)</li> </ol>
3.	Identify job description, approximate salary and perks given to executives in housekeeping department.	<ol style="list-style-type: none"> <li>1. What do you mean by the term executives in hospitality sector.</li> <li>2. What are the duties and responsibilities of an Executive Housekeeper in a hotel.</li> <li>3. Enumerate the job profile and</li> </ol>	<ol style="list-style-type: none"> <li>1. List the duties and responsibilities of executives in a housekeeping department.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lecture with power point presentations/ transparencies.</li> <li>2. Discussion</li> </ol> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Organize a visit to a hospitality set up</li> </ol>

	(Executive housekeeper, Deputy housekeeper, etc.)	facilities provided to Executives. (job hierarchy junior and senior, salary structure, facilities and amenities)		and note down various duties and responsibilities assigned to a Housekeeping Executive in a hotel. (Executive Housekeeper, Deputy Housekeeper, etc.)
4.	Appreciate the need for co-ordination with different departments and identify them.	<ol style="list-style-type: none"> <li>1. Enlist the different departments which require to co-ordinate with the housekeeping department.</li> <li>2. Explain why coordination is necessary with: <ul style="list-style-type: none"> <li>• Front office operations</li> <li>• Food production</li> <li>• Food and beverage service</li> <li>• Engineering &amp; maintenance</li> <li>• Personnel department</li> <li>• Purchase department</li> <li>• Laundry department</li> </ul> </li> </ol>		1. Interactive lecture on interdepartmental coordination.
5.	Appreciate how all these departments coordinate for smooth functioning of the hotel.	<ol style="list-style-type: none"> <li>1. Explain procedures to be followed for smooth functioning of a hotel.</li> <li>2. List various records which need to be maintained.</li> </ol>	1. Prepare sample format of records to be maintained like stores requisition form, purchase requisition form, work order form.	1. Interactive lecture.

#### Unit IV - Housekeeping Inventories

Duration - 30 hours Theory + 18 hours Practical (Total 48 Hrs)

HSH 304-NQ2014

S. No.	Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching & Training Method
1.	Draw up a classification of Housekeeping Inventories.	<ol style="list-style-type: none"> <li>1. Define the term Housekeeping Inventories.</li> <li>2. Explain the two major kinds of</li> </ol>	1. Differentiate between recycled and non-recycled inventories	1. Interactive Lecture on classification of Housekeeping Inventories.

		inventories. 3. Differentiate between Recycled and Non-recycled inventories giving suitable examples.		
2.	Enumerate types, uses, selection and maintenance of cleaning equipment.	<ol style="list-style-type: none"> <li>1. Classify various types of cleaning equipment used by the Housekeeping Department.</li> <li>2. Enlist types of brushes used to clean a guestroom.</li> <li>3. List points to be borne in mind while selecting cleaning equipment.</li> <li>4. Explain general guidelines to be followed while selecting cleaning tools and equipment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and draw different cleaning equipment.</li> <li>2. Draw and label the parts of a vacuum cleaner.</li> <li>3. Demonstrate the use of a vacuum cleaner and its attachments.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive Lecture on cleaning tools and equipment. Chart/power point presentation on Cleaning Tools.</li> </ol> <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Visit the Housekeeping Department of a Hotel and prepare a list of manual and mechanical cleaning equipment used.</li> </ol>
3.	Enumerate types, use, selection and storage of diverse cleaning agents.	<ol style="list-style-type: none"> <li>1. Discuss the role of water as a cleaning agent.</li> <li>2. What is a detergent.</li> <li>3. Describe the following cleaning agents: <ul style="list-style-type: none"> <li>• Toilet Cleaners</li> <li>• Floor Sealant</li> <li>• Disinfectants</li> <li>• Deodorizers</li> <li>• Abrasives</li> </ul> </li> <li>4. Discuss different types of polishes and their application.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate use, care and storage of cleaning agents.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive Lecture on types of cleaning agents.</li> </ol> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Conduct a market survey on types of cleaning agents and list the brand names and MRP for atleast two brands for each of the following: <ul style="list-style-type: none"> <li>• Glass cleaners</li> <li>• Toilet cleaners</li> <li>• Detergents</li> <li>• Disinfectants</li> </ul> </li> </ol>
4.	Appreciate the need for proper systems and procedures while issuing cleaning agents and equipment.	<ol style="list-style-type: none"> <li>1. Explain why proper systems need to be followed while issuing housekeeping inventories.</li> <li>2. Describe the three ways by which cleaning agents are issued.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify formats for various inventories.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive Lecture on need for systems and procedures.</li> </ol>
5.	Classify types of linen	<ol style="list-style-type: none"> <li>1. Describe different categories of bed</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a hotel/Restaurant</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive Lecture on Linen and</li> </ol>

	and uniforms used in hotels and maintained by Housekeeping.	and bath linen. 2. Discuss the various types of linen used in a Restaurant. 3. Describe uniforms required in the following departments: <ul style="list-style-type: none"> <li>• Kitchen</li> <li>• Kitchen Station</li> <li>• F&amp;B Service</li> <li>• Housekeeping</li> </ul>	and list linen used in the restaurant.	uniforms used in hotels.
6.	Categorize various guest supplies necessary for guests comfort and convenience.	1. Distinguish between the following terms: <ul style="list-style-type: none"> <li>• Guest amenities</li> <li>• Guest expendables</li> <li>• Guest essentials</li> <li>• Guest loan items</li> </ul> 2. List three suitable examples under each category.	1. Identify various types of linen used in different departments of a hotel. 2. Identify various types of guest supplies.	1. Interactive Lecture on Guest Supplies. <b>Activity:</b> 1. Visit a hotel, note down the guest supplies provided and categorize them.

Unit V - Cleaning Procedures				
Duration - 20 hours Theory + 15 hours Practical (Total 35 Hrs)				
HSH 305-NQ2014				
S. No.	Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching & Training Method
1.	Appreciate the significance of cleanliness and apply general principles of cleaning.	1. Define the term cleaning and enlist reasons for maintaining cleanliness. 2. List the general principles of cleaning. 3. Describe the frequency scheduled for cleaning used in hotels. 4. List the different standards of	1. Demonstrate the basic rules to be followed in all cleaning activities while cleaning the classroom.	1. Interactive Lecture on significance of cleaning and basic principles to be followed. <b>Activity:</b> 1. Clean a given area in groups of 5 students. 2. Prepare a report on method(s)

		cleaning required.		adopted and cleaners used.
2.	Identify types of soil and select appropriate cleaning techniques.	<ol style="list-style-type: none"> <li>1. Discuss the various types of soiling the housekeeping staff has to deal with.</li> <li>2. Categorize the types of soil based on the nature of the soil.</li> <li>3. Define the terms dust, dirt, tarnish, grime, stain.</li> <li>4. Describe the different cleaning techniques used by Housekeeping staff.</li> <li>5. Differentiate between : <ul style="list-style-type: none"> <li>• Sweeping and mopping</li> <li>• Laundering and washing</li> <li>• Dusting and suction cleaning</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the suction cleaning process.</li> <li>2. Demonstrate procedure for wet mopping of floors using proper equipment and cleaning agents.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive Lecture on types of soil and cleaning techniques.</li> </ol> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Demonstration of Sweeping, Mopping, Dusting, Suction, Cleaning, Laundering and Washing.</li> </ol>
3.	Gain insight into care and cleaning of different surfaces.	<ol style="list-style-type: none"> <li>1. List different types of surfaces which the attendant needs to maintain.</li> <li>2. List common metals used in fittings, fixtures and items of furniture, in guest rooms.</li> <li>3. Describe protective finishes used on metals.</li> <li>4. Explain the cleaning procedure for the following: <ul style="list-style-type: none"> <li>• Glass</li> <li>• Brass</li> <li>• Wood</li> <li>• Marble</li> </ul> </li> <li>5. Define the terms tarnish, lacquer, alloy, laminate, veneer, shellac.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate cleaning and polishing of : <ul style="list-style-type: none"> <li>• Brass</li> <li>• Copper</li> <li>• Wood</li> <li>• Granite</li> <li>• Marble</li> <li>• Vitrified tiles</li> <li>• Leather</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive Lecture on different types of materials used in hotels and their properties.</li> </ol> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Visit a hotel and observe different materials used in guest rooms and public areas.</li> <li>2. Demonstration on cleaning and care of different surfaces.</li> </ol>
4.	Draw out a work routine for	<ol style="list-style-type: none"> <li>1. Explain the importance of planning a cleaning routines for housekeeping</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice the rules to be followed on the guest</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive Lecture on cleaning routine of Housekeeping department.</li> </ol>

housekeeping staff.	department. 2. State the work routine for floor supervisors and room attendants. 3. Describe the three shifts the Housekeeping departments works in and list activities carried out in evening and night shifts by the room attendants. 4. List the rules to be followed by Housekeeping staff on the guest floor.	floor.	
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Unit VI - Hotel Guest Rooms				
Duration - 18 hours Theory + 13 hours Practical (Total 31 Hrs)				
HSH 306-NQ2014				
S. No.	Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching & Training Method
1.	Enlist various types of rooms available for guests.	1. Describe the various types of rooms. 2. Define the terms: <ul style="list-style-type: none"> <li>• Single room</li> <li>• Double room</li> <li>• Twin room</li> <li>• Suite room</li> <li>• Cabana room</li> </ul> 3. Differentiate between : <ul style="list-style-type: none"> <li>• Double room and Twin Room</li> <li>• Studio room and Lanai</li> </ul> 4. Explain different guest status codes. 5. List the facilities which are mandatory in a room for physically challenged.	1. Draw the layout for each type of room.	1. Interactive lecture on contents of a guestroom. <b>Activity:</b> 1. Visit a hotel and prepare a list of furniture provided in the guestroom.

2.	List the standard contents of a guestroom.	<ol style="list-style-type: none"> <li>1. List various types of fittings and fixtures found in a guestroom .</li> <li>2. Discuss the importance of accessories in a guestroom.</li> <li>3. Elaborate on the items of furniture found in a twin bedded room.</li> <li>4. List all the items covered under the term bedding.</li> <li>5. Describe the types of beds provided in hotels.</li> </ol>	1. Identify standard contents of a guestroom.	1. Interactive lecture on cleaning and maintenance of guest room.
3.	Describe various amenities and facilities provided in guestrooms.	<ol style="list-style-type: none"> <li>1. Differentiate between guest amenities and guest essentials.</li> <li>2. Describe facilities available in a standard guestroom for guests comforts.</li> <li>3. Enlist the special guests supplies provided to VIP guest.</li> </ol>	1. Identify the given guest supplies and classify them as : <ul style="list-style-type: none"> <li>• guest amenities</li> <li>• guest expendables</li> <li>• guest essentials</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• guest loan items</li> </ul>	1. Interactive Lecture on guest supplies and amenities.

### Unit VII - Cleaning Guest Rooms

Duration - 21 hours Theory + 14 hours Practical (Total 35 Hrs)

HSH 307-NQ2014

S. No.	Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching & Training Method
1.	Demonstrate the standards for cleaning and upkeep of guest rooms.	<ol style="list-style-type: none"> <li>1. Explain procedure to be followed while cleaning guest rooms (occupied room, vacant room, departure room).</li> <li>2. Explain the term :               <ul style="list-style-type: none"> <li>• Morning service</li> <li>• Evening service</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Use the work cart and demonstrate cleaning of guest room.</li> <li>2. Draw a room attendants cart and label supplies as arranged in a cart.</li> </ol>	1. Interactive Lecture on cleaning and maintenance of guest room.

		<ul style="list-style-type: none"> <li>• Second service (on request)</li> </ul> <p>3. List areas which need :</p> <ul style="list-style-type: none"> <li>• Daily cleaning</li> <li>• Weekly cleaning</li> <li>• Special cleaning</li> </ul> <p>4. State points to be include in a check list for cleaning a guest room.</p> <p>5. List supplies found in a room attendants trolley.</p> <p>6. Describe the room attendant cart/trolley.</p>		
2.	Appreciate need for regular cleaning of bathroom.	<p>1. Bathroom cleaning:</p> <ul style="list-style-type: none"> <li>• Daily cleaning</li> <li>• Weekly cleaning</li> <li>• Special cleaning</li> </ul> <p>2. List basic amenities to be provided in a guest bathroom.</p>	<p>1. Demonstrate Cleaning of : bath tub if in the bath room, washbasin/ Vanity Counter, Water closet, Floor, walls Replenish bathroom supplies</p> <p>2. Prepare and use a checklist for bathroom cleaning.</p>	1. Interactive lecture on cleaning of rest rooms/toilet/bath room.
3.	Learn the procedure of Bed making.	<p>1. Describe the bed making Procedures for</p> <ul style="list-style-type: none"> <li>• Day bed</li> <li>• Stripping of bed</li> <li>• Making up</li> <li>• Night bed/Turn down service</li> </ul> <p>2. Describe the closing down tasks to be performed after cleaning.</p>	<p>1. Demonstrate bed making procedure for each of the following:</p> <ul style="list-style-type: none"> <li>• Day bed</li> <li>• Stripping of bed</li> <li>• Making up</li> <li>• Night bed/Turn down service</li> </ul>	<p>1. Interactive lecture on bed making.</p> <p>2. PPT on steps in bed making.</p>
4.	Appreciate the need for cleaning of public areas.	<p>1. State procedure to be followed for cleaning the following Public Areas</p> <ul style="list-style-type: none"> <li>• Lobby</li> <li>• Corridors</li> </ul>	<p>1. Demonstrate cleaning of Public Areas:</p> <ul style="list-style-type: none"> <li>• Lobby</li> <li>• Corridors</li> </ul>	1. Interactive lecture on cleaning of public areas.

		<ul style="list-style-type: none"> <li>• Cloak rooms</li> <li>• Back areas (Toilet)</li> <li>• Swimming pools</li> <li>• Lifts</li> </ul>	<ul style="list-style-type: none"> <li>• Cloak rooms</li> <li>• Back areas (Toilet)</li> <li>• Lifts</li> </ul> <p>2. Prepare a list of cleaning agents and cleaning tools/ equipments required for the above.</p>	
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## Level-IV (Class-XII) HOUSEKEEPING SUPERVISOR

Unit I - Housekeeping Control Desk				
Duration - 15 hours Theory + 15 hours Practical (Total 30 Hrs)				
HSH 401-NQ2014				
S. No.	Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching & Training Method
1.	Appreciate the responsibilities of the Housekeeping Control desk.	<ol style="list-style-type: none"> <li>List the functions carried out at the Housekeeping control desk.</li> <li>List furniture and facilities needed for smooth functioning of the control desk.</li> <li>Explain why the control desk is called the nerve centre of the Housekeeping department.</li> <li>State rules to be followed while handling telephone calls.</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate proper techniques and etiquettes while answering, transferring and making calls.</li> </ol>	<ol style="list-style-type: none"> <li>Interactive lecture on functions of the Housekeeping control desk.</li> </ol> <p><b>Role Play:</b> Communicate written messages.</p>
2.	Select appropriate forms and formats and register information promptly and accurately.	<ol style="list-style-type: none"> <li>List the various registers and records which need to be maintained at the control desk.</li> <li>Draw the following formats: <ul style="list-style-type: none"> <li>Page in guest message register</li> <li>Sheet in the memo book</li> <li>Page in housekeeping log book</li> <li>Page in babysitting register</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Fill forms, formats and maintain records in a systematic and professional manner.</li> </ol>	<ol style="list-style-type: none"> <li>Interactive lecture on forms, formats, records and registers maintained at the control desk.</li> </ol>
3.	Justify the importance of keys and key control.	<ol style="list-style-type: none"> <li>Describe the types of keys used in housekeeping.</li> <li>Explain the Electronic key card system.</li> <li>Significance of key control in Housekeeping Department.</li> <li>Explain procedure to be followed</li> </ol>	<ol style="list-style-type: none"> <li>Draw the format of a page in the key control.</li> <li>Identify different types of keys used in housekeeping.</li> </ol>	<ol style="list-style-type: none"> <li>Interactive lecture on keys and key control</li> </ol>

		<p>while issuing keys.</p> <p>5. Differentiate between Grandmaster key and floor master key.</p> <p>6. Explain procedure to be followed if keys are lost by housekeeping personnel.</p>		
4.	Comprehend how to handle emergency situations.	<p>1. Enlist emergency situations which may arise in a hotel.</p> <p>2. List the traits Housekeeping staff should possess to handle difficult situations.</p>	<p>1. List the measures to be taken in case of:</p> <ul style="list-style-type: none"> <li>• Emergency of customers health</li> <li>• No electricity</li> <li>• Theft</li> </ul>	<p>1. Interactive lecture on situation handling.</p> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Demonstration and role play on emergency situations.</li> <li>2. A guest arrives in the lobby totally drunk.</li> <li>3. A guest calls up housekeeping desk to report loss of a diamond necklace.</li> </ol>

## Unit II - Role of Supervisor Staff in Housekeeping

Duration - 15 hours Theory + 15 hours Practical (Total 30 Hrs)

HSH 402-NQ2014

S. No.	Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching & Training Method
1.	Appreciate the critical role of Supervisor in the housekeeping department.	<p>1. Explain the statement – Supervisor is the actual link between managerial staff and workers.</p> <p>2. Prepare a list of departments which the supervisory staff in housekeeping need to co-ordinate with on a daily basis.</p> <p>3. List the major duties and responsibilities of a Housekeeping Assistant.</p> <p>4. Explain the terms – Maids Roster,</p>	<p>1. Lead a team and complete a given task.</p> <p>2. Report maintenance work necessary and supervise the same e.g. repair of ceiling fan in classroom.</p> <p>3. Prepare a Housekeeping status report.</p>	<p>1. Interactive lecture on role of Supervisor in Housekeeping Department.</p>

		<p>Par stock, Scanty baggage, Provision of extra services.</p> <p>5. List the different areas of training necessary for new recruits in housekeeping department.</p>		
2.	Ability to handle routine problems and lost and found items.	<ol style="list-style-type: none"> <li>List four types of guest complaints which are reported.</li> <li>Explain the procedure to be followed for lost and found items.</li> <li>Explain terms – <ul style="list-style-type: none"> <li>• Dirty Dozen</li> <li>• HWC (guests)</li> <li>• DND card</li> <li>• Log book</li> <li>• Service Directory</li> <li>• Work order form</li> </ul> </li> </ol>		<p>1. Interactive lecture</p> <p><b>Role play :</b> On handling guest complaints and lost and found items.</p>
3.	Appreciate the need for SOP's and organizing special cleaning.	<ol style="list-style-type: none"> <li>Explain the term SOP's and their benefits.</li> <li>Prepare an SOP for cleaning of the following areas: <ul style="list-style-type: none"> <li>• Windows and mirrors</li> <li>• Bathroom cleaning</li> <li>• Carpet cleaning</li> </ul> </li> <li>Identify activities/events needing special cleaning and how will you organize the same (Any one event). As a supervisor list steps to be followed while inspecting a guestroom.</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate ability to get areas cleaned using SOPs.</li> <li>Inspect readiness of a Bouquet Hall for a function, using a checklist.</li> </ol>	<p>1. Interactive lecture on organizing special cleaning and use of SOPs.</p>
4.	Appreciate the advantages of team	<ol style="list-style-type: none"> <li>State the advantages of using the following:</li> </ol>	<ol style="list-style-type: none"> <li>Prepare a work schedule for Room Attendants.</li> </ol>	<p>1. Interactive lecture on Team work and work routines for efficient working.</p>

work and work schedules.	<ul style="list-style-type: none"> <li>• Work schedules</li> <li>• Teamwork</li> <li>• Duty rosters</li> <li>• Training</li> <li>• Time and motion study</li> </ul> <p>2. What is a time and motion study?</p>		
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<b>Unit III - Linen Room Procedures</b>				
<b>Duration - 22 hours Theory + 22 hours Practical (Total 44 Hrs)</b>				
<b>HSH 403-NQ2014</b>				
<b>S. No.</b>	<b>Learning Outcomes</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching &amp; Training Method</b>
1.	Appreciate the need for efficient linen management.	<p>1. What is linen. Categorize types of Linen under the following needs:</p> <ul style="list-style-type: none"> <li>• Bed linen</li> <li>• Bath linen</li> <li>• Food and beverage linen</li> <li>• Banquets linen</li> <li>• Uniforms</li> </ul> <p>2. List the activities carried out in the linen room.</p>	1. Identify various linen used in the hospitality industry.	<p>1. Interactive lecture on activities carried out in the linen room.</p> <p><b>Activity:</b></p> <p>1. Visit a hotel/restaurant and list linen used in various departments.</p>
2.	Describe Quality of linen used in housekeeping.	<p>1. List specifications for different types of linen.</p> <p>2. State points to be kept in mind while selection.</p> <ul style="list-style-type: none"> <li>• Bed linen</li> <li>• Bath linen</li> <li>• Table linen</li> </ul> <p>3. State the significance of storing linen correctly.</p>	1. Demonstrate knowledge of standard sizes of bed and bath linen.	1. Interactive lecture on selecting appropriate linen.

3.	Describe different types of uniforms used in hotels.	<ol style="list-style-type: none"> <li>1. List complete uniforms for the following: <ul style="list-style-type: none"> <li>• Food production staff</li> <li>• Food and beverage staff</li> <li>• Front office staff</li> <li>• Housekeeping staff</li> <li>• Security and maintenance staff</li> </ul> </li> <li>2. State procedure to be followed while issuing uniforms.</li> <li>3. Elaborate the term Par-stock.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify different uniforms department-wise.</li> <li>2. Make a stock register for issuing uniforms.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lecture and power point presentation on uniforms by hospitality personnel.</li> </ol>
4.	Appreciate the need for proper layout of linen room.	<ol style="list-style-type: none"> <li>1. List the various section of linen room.</li> <li>2. Explain the significance of proper layout.</li> <li>3. List the duties of staff employed in linen room</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw layout of linen room.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture on layout of linen room using charts depicting layout.</li> </ol>
5.	Identify equipment needed in linen room.	<ol style="list-style-type: none"> <li>1. Enlist different types of equipment and state their use <ul style="list-style-type: none"> <li>• Iron (manual)</li> <li>• Ironing board with gadgets</li> <li>• Linen trolleys</li> <li>• Hangers</li> <li>• Open shelves</li> <li>• Cupboards</li> <li>• Bins (to put dirty linens)</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Use an electric iron and ironing board.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture on Linen room equipment.</li> </ol>
6.	Assess the importance of Inventory control.	<ol style="list-style-type: none"> <li>1. List different formats used for issuing and receiving various linen.</li> <li>2. What is Stock taking and why is it important.</li> <li>3. Describe the procedure to be</li> </ol>	<ol style="list-style-type: none"> <li>1. Fill different formats and undertake procedure for exchanging linen.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture on Inventory control.</li> </ol>

		followed while exchanging linen. 4. Explain how discarded linen can be recycled.		
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Unit IV - The Laundry				
Duration - 16 hours Theory + 16 hours Practical (Total 32 Hrs)				
HSH 404-NQ2014				
S. No.	Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching & Training Method
1.	Identify types of laundry services offered by hotels.	1. What do you mean by laundry. 2. Describe the types of laundry services provided by hotels and list their advantages and disadvantages.  3. Draw a Flow chart of laundry operations.  4. Distinguish between washing and dry cleaning. 5. Describe how guest laundry is handled by housekeeping staff in a hotel.	1. Draw a flow chart of laundry operation.	1. Interactive lecture and power point presentation on laundry operations. <b>Activity:</b> 1. Visit a laundry and draw the layout of the same
2.	Laundry equipments.	1. Describe the following: <ul style="list-style-type: none"> <li>• Washing machine</li> <li>• Ironing machine</li> </ul>	1. Demonstrate the ability to wash linen in a washing machine.	<b>Activity:</b> Visit a hotel which has an on-premises laundry and observe its functioning.
3.	Laundry agents.	1. Describe the function of the following Laundry agents: <ul style="list-style-type: none"> <li>• liquid detergent</li> <li>• powder detergent,</li> <li>• enzyme detergent</li> <li>• Starches</li> </ul>	1. Selecting appropriate laundry agents.	1. Interactive lecture on laundry aids and their purpose.

		<ul style="list-style-type: none"> <li>• Bluing agents</li> <li>• Conditioners</li> </ul>		
4.	Gain insight into Removal of stains from linen.	<ol style="list-style-type: none"> <li>1. Classify the types of stains which are encountered by Housekeeping Staff.</li> <li>2. List the steps to be followed while removing stains from fabrics.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify various stains.</li> <li>2. Demonstrate the ability to remove common stains from linen.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture on classification and identification of stains.</li> <li>2. Demonstration of removal of different stains on different fabrics.</li> </ol>

Unit V - Flower Arrangement				
Duration - 16 hours Theory + 16 hours Practical (Total 32 Hrs)				
HSH 405-NQ2014				
S. No.	Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching & Training Method
1.	Appreciate the importance of flower arrangements and identify different types of flowers.	<ol style="list-style-type: none"> <li>1. Describe the three different types of flowers used in arrangement</li> <li>2. List common flowers and foliage used in flower arrangements.</li> <li>3. List points to be remembered while buying cut flowers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and select good quality flowers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Power point presentation.</li> <li>2. Demonstration.</li> <li>3. Interactive lecture on types of flower.</li> </ol> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Visit a florist and note down the flowers and foliage available.</li> </ol>
2.	Identify tools required for flower arrangement.	<ol style="list-style-type: none"> <li>1. Classify the basic ingredients required for flower arrangement.</li> <li>2. List the tools required for flower arrangements.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the tools required for flower arrangement: <ul style="list-style-type: none"> <li>• Pin holder</li> <li>• Vases</li> <li>• Shears, scissors, tooth pick, cello tape, thread etc.</li> </ul> </li> <li>2. Make flower arrangements of different types aesthetically.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture on materials required for flower arrangements.</li> </ol>
3.	Design and place appropriate flower	<ol style="list-style-type: none"> <li>1. List the principles of flower arrangement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make flower arrangements appropriate to any two</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture on designing flower arrangements.</li> </ol>

	arrangement according to the area.	<ol style="list-style-type: none"> <li>2. What points will you keep in mind while placing flower arrangements in different areas: <ul style="list-style-type: none"> <li>• Dining table</li> <li>• Guest room</li> <li>• Reception counter</li> <li>• Lobby</li> <li>• Restaurant table</li> <li>• Banquet table</li> <li>• Buffet table</li> </ul> </li> <li>3. How will you take care of flower arrangement.</li> <li>4. List basic guidelines to be followed while arranging flowers.</li> </ol>	areas.	
4.	Select accessories for flower arrangement.	1. What are the accessories used in flower arrangement.	1. Prepare an aesthetic flower arrangement using accessories available.	1. Interactive lecture on types of accessories used while arranging flowers.

<b>Unit VI - Safety, Security and First Aid</b>				
<b>Duration - 25 hours Theory + 25 hours Practical (Total 50 Hrs)</b>				
<b>HSB 406-NQ2014</b>				
<b>S. No.</b>	<b>Learning Outcomes</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching &amp; Training Method</b>
1.	Appreciate the importance of safety and security.	<ol style="list-style-type: none"> <li>1. What is an accident?</li> <li>2. List possible hazards for house-keeping employees.</li> <li>3. Differentiate between safety and security: <ul style="list-style-type: none"> <li>• Known and unknown thefts</li> <li>• Safety deposit</li> <li>• Lockers</li> </ul> </li> </ol>		1. Lecture and discussion.

2.	Awareness of safety measures.	<ol style="list-style-type: none"> <li>1. Discuss the importance of Safety.</li> <li>2. List safety guidelines to be followed while lifting heavy articles.</li> <li>3. How will you create safety awareness amongst your employees.</li> </ol>		1. Interactive lecture
3.	Types of Accidents.	<ol style="list-style-type: none"> <li>1. What are the types of accidents which occur in hotels: <ul style="list-style-type: none"> <li>• Electrical</li> <li>• Fire</li> <li>• Collusion</li> <li>• Slipping near wet areas</li> <li>• Mechanical</li> </ul> </li> <li>2. List the steps to be taken in the event of an accident.</li> </ol>	1. Practise safety guidelines while working in housekeeping.	1. Interactive lecture on safety awareness and accident prevention.
4.	Describe common causes of accidents and action to be taken.	<ol style="list-style-type: none"> <li>1. What are the common causes of Accident.</li> <li>2. What is the procedure to be followed in case of accident in the hotel.</li> </ol>	1. Fill accident form for compensation and leave.	1. Interactive lecture
5.	Appreciate Safety rules for Fire and Crime.	<ol style="list-style-type: none"> <li>1. Safety training.</li> <li>2. Describe fire warning systems used in buildings.</li> <li>3. How will you take care of fire accidents and what measures will you take to prevent fires.</li> <li>4. How will you prevent the following crimes and deal with situations of : <ul style="list-style-type: none"> <li>• Theft</li> <li>• Terrorism</li> <li>• Bomb hoax</li> </ul> </li> <li>5. List guidelines to be followed in case of a fire emergency.</li> </ol>	1. Demonstrate working of a fire extinguisher.	1. Demonstration on using fire extinguishers.

6.	Describe procedure to be followed for lost and found articles.	<ol style="list-style-type: none"> <li>1. Discuss the lost and found procedure followed in a hotel.</li> <li>2. Draw a format for reporting found articles.</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw the format of a lost and found form.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture</li> </ol>
7.	Practise the basics of First aid.	<ol style="list-style-type: none"> <li>1. What is First Aid.</li> <li>2. State the principles of First Aid.</li> <li>3. List the contents of First aid box.</li> <li>4. State care of First aid box.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a first aid box for his/her school.</li> <li>2. Collect the telephone nos. of Hospitals, Doctor in vicinity ambulance and chemist and local police station and display the same.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture on principles of First Aid.</li> <li>2. Demonstration</li> </ol>
8.	Identify remedies for different conditions and deal with health emergencies.	<ol style="list-style-type: none"> <li>1. What immediate remedies are followed in case of: <ul style="list-style-type: none"> <li>• Fainting</li> <li>• Heart attack</li> <li>• Stroke</li> <li>• Acute pain</li> <li>• Fractures and sprain</li> <li>• Nose bleeding</li> <li>• Snake bite</li> <li>• Death</li> <li>• Choking</li> <li>• Burns and scalds</li> <li>• Haemorrhages</li> </ul> </li> <li>2. Describe the different types of bandages: <ul style="list-style-type: none"> <li>• Roller bandage</li> <li>• Figure of 8</li> <li>• Triangular bandage</li> <li>• Different types of knots</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate ability to tie different bandages.</li> <li>2. Demonstrate keeping patient in recovery position.</li> <li>3. Make a chart/poster/picture showing procedures for artificial respiration.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive lecture on first aid for common accidents and illnesses.</li> </ol> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Demonstration on bandage making and different types of bandages.</li> <li>2. Demonstration on Cardio Pulmonary Resuscitation (CRR).</li> </ol>

		<ol style="list-style-type: none"> <li>3. State points to be considered while Bandaging.</li> <li>4. List types of Artificial respiration.</li> <li>5. List conditions when artificial respiration can help save a persons life.</li> </ol>		
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Unit VII - Eco-friendly Concepts in Hotels				
Duration - 16 hours Theory + 16 hours Practical (Total 32 Hrs)				
HSH 407-NQ2014				
S. No.	Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Teaching & Training Method
1.	Assess various ways to conserve energy.	<ol style="list-style-type: none"> <li>1. What is energy conservation?</li> <li>2. List ways to conserve energy.</li> <li>3. Justify need to conserve energy.</li> </ol>		<ol style="list-style-type: none"> <li>1. Interactive sessions using power point presentation on Energy conservation.</li> </ol> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Make posters of renewable and non-renewable energy.</li> <li>2. Write slogans on chart paper to conserve energy.</li> <li>3. Arrange quiz, essay writing competitions and poster competition to conserve energy.</li> </ol>
2.	Appreciate the importance of water in our life and measures for conservation.	<ol style="list-style-type: none"> <li>1. State why we need water?</li> <li>2. What do you understand by conservation of water.</li> <li>3. List ways to conserve water in Hotels.</li> </ol>		<ol style="list-style-type: none"> <li>1. Lecture, PPT and discussion on need for water conservation.</li> </ol> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Make charts to show ways of water conservation in our daily life.</li> <li>2. Make slogans and put it up in the college, hostels and bath rooms.</li> </ol>
3.	Describe use of eco-friendly products in	<ol style="list-style-type: none"> <li>1. Describe eco-friendly products used by the hospitality industry.</li> </ol>	<ol style="list-style-type: none"> <li>1. Enlist bio-degradable products.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lecture, Discussion and PPT on Ecotels.</li> </ol>

	<p>hospitality industry.</p>	<ul style="list-style-type: none"> <li>• Bio-degradable products <ul style="list-style-type: none"> <li>- Tissue paper</li> <li>- Paper mashie items for decoration</li> <li>- Bamboo</li> <li>- Jute</li> <li>- Fabric</li> </ul> </li> </ul> <p>2. List Eco-friendly concepts followed while designing and constructing an Ecotel.</p> <ul style="list-style-type: none"> <li>• Option for natural lighting</li> <li>• Cement used for construction should content fly ash.</li> <li>• Guest rooms constructed around swimming pool will reduce surface temperature.</li> <li>• Use of solar heater</li> <li>• Rain water harvesting system</li> <li>• Recycling of waste water for reuse of air conditioning and garden</li> <li>• Minimize laundry facilities</li> <li>• Eco-friendly deodorants, sanitizers are used</li> <li>• Make awareness of using eco-friendly products and avoid synthetic polymer based products</li> <li>• Switch off lights, T.V. and air conditioners when not in use.</li> <li>• Tea coaster should be made up of bamboo/wood paper mashie</li> </ul>	<p>2. Distinguish between natural and synthetic gas supplies.</p> <p>3. Make a flow chart showing recycling of waste water for gardening and other purposes.</p>	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Visit an Ecotel and prepare a report on Eco-friendly practices followed by them.</li> <li>2. Make slogan on chart paper and stick in your surroundings. (The keywords are reduce, reuse, recycle.)</li> </ol>
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		<p>instead of plastic</p> <ul style="list-style-type: none"><li>• Replace wooden blanket instead of acrylic blankets.</li></ul> <p>3. What are the 3 R's of environmental conservation.</p> <p>4. List Eco-friendly products use in guest rooms</p> <ul style="list-style-type: none"><li>• Cotton towels</li><li>• Wooden paneling in rooms, instead of PVC wall paneling</li></ul> <p>5. Define the following terms :</p> <ul style="list-style-type: none"><li>• Green building</li><li>• Biogas</li><li>• Biodegradable</li><li>• VOC's</li><li>• CFC's</li><li>• MDF</li></ul> <p>6. Enlist bio-degradable products as substitute for the following:</p> <ul style="list-style-type: none"><li>• PVC wall paneling</li><li>• Acrylic blankets</li><li>• Plastic coasters</li></ul>		
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## List of Tools, Equipment and Materials

The list given below is suggestive and an exhaustive list should be prepared by the teacher. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

### Tools and other material required for conducting Housekeeping Practical

#### I. Tools

- a) **Brushes** – Different types of brushes  
Tooth brush, bottle brush, toilet brush, sink brush, cobweb brush, upholstery brush, carpet brush, feather brush, metal wire brush (to remove fungus from the walls).
- b) **Brooms** – Soft broom, hard broom, nylon broom
- c) **Mops** – Dry mops, wet mops, rubber mop, squeegees
- d) **Detergents containers**
- e) **Bins and baskets** – Dust bin, sani bin
- f) **Trollies** – Mop trollies (single, twin tub trolley)
- g) **Flower vases** – Different shapes- long and narrow, shallow, oval, round, square, etc.
- h) **Pin holder/stem holder** – To put flowers in
- i) **Scissors and shears** – To cut fresh flowers
- j) **Dust pan**
- k) **Dusters** – To remove loose dust and dirt

## **II. Cleaning and Polishing Agents**

**Detergent** - Soaps, washing soda, washing powder

**Sanitizers** – Dettol, phenyl (white), Lysol etc.

**Glass cleaners-** Colin etc.

**Nylon Scrubbers-**

**Polishes** - Furniture polish, wax polish for metal furniture.

**Abrasives-** To remove stubborn stains from various surfaces – Emery powder or paper, pumice powder

## **III. Deodarants /Room Freshners**

## **IV. Guest supplies for Guest rooms**

### **In the Guest Room**

Matchbox and candles, ash tray, tent cards

Bible/Quran/Bhagwadgeeta religious books kept in bed side table.

Stationary – Folder with pen, pencil, eraser, envelops and white sheets etc.

Drinking Glasses-2, Jug and Tray

### **In the Bathroom**

Shampoo pouches, deodorants, tooth brush, tooth paste, bubble bath to use in bath tub, shaving kit, sewing kit, tissue roll, glass-2 in each room, shower cap etc.

### **Linen used in guest room**

Bath towel – 2 in each room

Hand towel – 2 in each room

Face towel – 2 in each room

Bath robe- 1 in single, 2 in double/twin room

Bath mat-1 used near bath tub

Shower curtain

### **Bed Linen**

Bed sheets – 3 for each Bed- single/double

Blanket – 1 for each bed

Bed cover – 1 for each bed

Pillows – 2 for each bed

### **Equipments used by Housekeeping Department**

1. **Box sweeper** – To sweep the floor.
2. **Vacuum cleaner** – To remove dust from various surface.
3. **Housekeeping Trolley/Maids Trolley/ Service Trolley**

Visit to Hotel Management Institution and nearby Hotels can show them various Equipments.

## Teachers Qualification

**Any one of the following:**

1. M.Sc. in Food Service Management/M.Sc. Home Science (FN or FRM)/MHSc. (FN or FRM) from a recognized university.
2. B.Hsc. + at least two years professional experience in housekeeping department in hospitality industry.
3. Three years degree /diploma after class XII from any recognized institute of Hotel Management.
4. B.Sc. in any discipline + P.G. Diploma in housekeeping.

## List of Contributors

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