LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE : PROFESSIONAL COOK

(Qualification Pack Code: DWC/Q1701)

Sector: Home Management and Care Givers

Classes XI and XII

विद्यया ऽ मृतमश्नुते

एन सी ई आर टी
NCERT

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

(A constituent unit of NCERT, under Ministry of Education, Government of India)

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PREFACE

The PSS Central Institute of Vocational Education (PSSCIVE), Bhopal, was entrusted with the responsibility of developing learning outcome-based curricula, student workbooks, teacher handbooks, and e-learning resources for job roles across various sectors with significant employment potential. We express our sincere gratitude to the Department of School Education and Literacy, Ministry of Education, Government of India, for its financial support and cooperation in achieving the objective of providing quality curricula and courseware to States and other stakeholders under the Project Approval Board (PAB)-approved project.

PSSCIVE firmly believes that the vocationalisation of education in the country must be rooted in strong philosophical, cultural, and sociological traditions while effectively addressing the aspirations of learners and the evolving skill requirements of industry. Accordingly, the curricula have been designed to develop professional, managerial, entrepreneurial, and communication competencies that enable learners to meet the needs of society and the world of work.

In pursuance of its commitment to strengthening skill education in the country, PSSCIVE has undertaken the development of learning outcome-based curricula through the active involvement of its faculty members and distinguished experts from diverse fields. This initiative is being carried out through the collaborative efforts of academicians, industry professionals, policymakers, representatives of partner institutions, vocational education and training experts, and experienced teachers. Through a series of consultations, expert group meetings, workshops, and extensive review of reference materials, comprehensive National Curricula are developed for various job roles in different sectors.

The success of these curricula depends largely on their effective implementation. It is expected that administrators, planners, managers of vocational education and training systems, school leaders, and teachers will make concerted efforts to create appropriate learning facilities, establish meaningful linkages with industry and the world of work, and provide a conducive environment for the successful delivery of the curriculum.

The PSSCIVE remains steadfast in its commitment to bringing about meaningful reforms in skill education through learner-centric curricula, innovative pedagogical resources, and high-quality courseware that equip learners with the knowledge, skills, and competencies required for lifelong learning and gainful employment.

Dr Deepak Paliwal
Joint Director
PSS Central Institute of Vocational Education

12 June 2026

ABOUT THE CURRICULUM

The Professional Cook curriculum for Classes XI and XII is designed to equip learners with the knowledge, skills, attitudes, and competencies required for successful careers in the hospitality and food service industry. Aligned with the National Education Policy (NEP) 2020 and the National Skills Qualifications Framework (NSQF), the curriculum integrates employability skills with vocational competencies to prepare learners for employment, entrepreneurship, and higher education in culinary and hospitality disciplines.

In Class XI, learners begin by developing essential employability skills, including communication, self-management, information and communication technology, entrepreneurship, and green skills. They are then introduced to the fundamentals of professional cooking through topics such as kitchen organization, safety, hygiene and sanitation, basic cooking techniques, culinary arts, national and international cuisines, and the principles of nutrition and food costing. These units establish a strong foundation in culinary practices while fostering discipline, teamwork, food safety awareness, and professional ethics.

In Class XII, learners advance their culinary knowledge and practical skills by studying advanced cooking techniques, menu planning and nutritional balance, food preservation methods, and professional kitchen operations in accordance with industry standards. The curriculum emphasizes quality food production, operational efficiency, workplace compliance, sustainable practices, and customer-oriented service, enabling learners to perform effectively in professional kitchens and hospitality establishments.

The curriculum adopts an experiential and competency-based approach that combines classroom instruction with practical laboratory sessions, demonstrations, projects, case studies, field visits, and industry exposure. This integrated learning experience enables learners to apply theoretical concepts in real-life situations, strengthen problem-solving and decision-making abilities, and develop the confidence required to work in diverse culinary environments. Upon successful completion of the course, learners will be well prepared to pursue careers as professional cooks, commis chefs, kitchen assistants, caterers, food entrepreneurs, or continue their studies in culinary arts, hotel management, and hospitality education.

Vinay Swarup Mehrotra
Professor and Head
Curriculum Development and Evaluation Centre

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The PSS Central Institute of Vocational Education (PSSCIVE) expresses its sincere gratitude to the Department of School Education and Literacy (DoSE&L), Ministry of Education, Government of India, for the financial support provided through the project approved by the Project Approval Board (PAB) under the Samagra Shiksha for the development of curricula and textbooks aligned with various job roles across diverse sectors. This support has been instrumental in strengthening skill education by enabling the creation of high-quality, industry-relevant learning resources for students.

The Institute places on record its deep appreciation for the dedicated efforts and valuable contributions of Dr. Deepti Kavathekar, Consultant (Contractual), Dr. Sourabh Meshram (Consultant) and Dr. Prerna Nashine, Assistant Professor (Contractual), in the development of the content.

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1. COURSE OVERVIEW

The Professional Cook (Household and Small Establishment) plays a vital role in providing essential culinary services in private homes, small eateries, and local food businesses. This job role involves preparing nutritious meals, managing kitchen operations, and ensuring food safety standards are met. The nature of the work requires adaptability, creativity, and a deep understanding of local culinary traditions and dietary needs.

2. COURSE OUTCOMES

On completion of the course, the student should be able to:

- Plan menus for small-scale food operations;
- Manage kitchen inventory, budgeting, and cost control;
- Modify recipes for special diets and food allergies;
- Implement food safety and HACCP (Hazard Analysis and Critical Control Points) procedures;
- Apply kitchen safety, hygiene, and sanitation standards;
- Prepare balanced meals for diverse dietary needs;
- Execute essential cooking techniques;
- Operate kitchen equipment with accuracy;
- Follow professional conduct in kitchen environments;
- Communicate and collaborate effectively with team members;
- Deliver quality service in small food businesses;
- Use digital tools for recipe management and documentation; and
- Apply sustainable and low-waste cooking practices.

3. COURSE REQUIREMENTS

The learner should have access to:

- The student must have successfully completed Class X; or
- The student must have successfully completed the NSQF Level 3 vocational curriculum for the same or a related job role in the same or relevant sector under the National Skill Qualifications Framework (NSQF).

4. COURSE DURATION

The course is designed to be delivered over two academic years, providing learners with a balanced blend of theoretical knowledge and practical hands-on experience in Professional Cook competencies, including food preparation, culinary techniques, kitchen operations, food safety and hygiene, and professional kitchen practices.

Class	Hours
Class 11	300 Hours
Class 12	300 Hours
Total	**600 Hours**

5. TEACHING/TRAINING ACTIVIES

The teaching and training activities have to be conducted in classroom, laboratory/ workshops and field visits. Students should be taken to field visits for interaction with experts and to expose them to the various tools, equipment, materials, procedures and operations in the workplace. Special emphasis should be laid on safety, health and hygiene during the training and field visits.

Classroom Activities

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

Practical Work in Laboratory/Workshop

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

Field Visits/ Educational Tour

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

6. ASSESSMENT AND CERTIFICATION

The National Skill Qualifications Framework (NSQF) is based on outcomes referenced to the National Occupation Standards (NOSs), rather than inputs. The NSQF level descriptors, which are the learning outcomes for each level, include the process, professional knowledge, professional skills, core skills and responsibility. The assessment is to be undertaken to verify that individuals have the knowledge and skills needed to perform a particular job and that the learning programme undertaken has delivered education at a given standard.

The assessment should be reliable, valid, flexible, convenient, cost-effective and above all, it should be fair and transparent. Standardised assessment tools should be used for assessment of knowledge of students. Necessary arrangements should be made for using technology in assessment of students.

Knowledge Assessment (Theory)

Knowledge Assessment should include two components; one-comprising internal assessment and second- an external examination, including theory examination to be conducted by the Board. The assessment tools shall contain components for testing the knowledge and application of knowledge. The knowledge test can be objective paper-based test or short structured questions, based on the content of the curriculum.

Written Test

allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Theory question paper for the vocational subject should be prepared by the subject experts comprising a group of expert academicians, experts from existing vocational subject teachers, and subject matter experts from university/colleges or industry. The respective Sector Skill Council should be consulted by the Central/State Board for preparing the panel of experts for question paper setting and conducting the examinations. The blueprint for the question paper may be as follows:

Duration: 3 hours **Maximum Marks: 40**

S. No.	Typology of Question	No. of Questions			
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	Marks
1.	Remembering – (Knowledge-based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	3	2	2	13
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	3	2	14
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	2	1	07
4.	High Order Thinking Skills – (Analysis and Synthesis – classify, compare, contrast, or differentiate between different pieces of information; organise and/ or integrate unique pieces of information from a variety	0	2	0	04

	of sources)				
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	0	02
	Total	**5x1=5**	**10x2=20**	**5x3=15**	**40**

Skill Assessment (Practical)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a "competency checklist". The student has to demonstrate competency against the performance criteria. The assessors assessing the skills of the students should possess current experience in the industry and should have undergone effective training in assessment principles and practices. The Sector Skill Council should ensure that the assessors are provided with training on the assessment of competencies.

Practical examination allows candidates to demonstrate the knowledge and understanding of performing a task. This will include the performance of tasks and viva voce. Teachers/Examiner will clearly define the tasks that candidates are required to perform during the practical examination. These tasks should align with the learning objectives of the course. Students are to be evaluated based on their skills, technique, accuracy, and overall performance.

For the practical exam, there should be a team of two evaluators – the subject teacher and the expert from the relevant industry certified by the Board or concerned Sector Skill Council. The same team of examiners will conduct the viva voce. They will assess the candidates' skills, adherence to industry standards, and efficiency in task execution. Special emphasis should be on assessment of the candidate's ability to troubleshoot and solve problems related to the tasks. During the viva- voce, focus should be on assessment of candidate's communication skills and understanding of the subject.

Project Work: Project work is a great way to assess the practical skills on a certain period or timeline. Projects should simulate real-world scenarios, allowing students to solve problems or create something tangible using the skills and knowledge they've acquired. Projects should align with the curriculum's learning objectives, ensuring that students are applying relevant concepts and skills. Clear and detailed guidelines, including project objectives, evaluation criteria, and deadlines should be provided by the teachers/assessors. Rubrics, which would include aspects like content, creativity, organization, presentation, and adherence to deadlines, should be used by the Assessors to establish specific criteria for marking or grading.

Field visits can be followed by the submission of reports by the students, based on the checklist. Teachers will develop a detailed checklist of items or questions students need to address during the visit. This could include specific observations, data collection, interviews, etc. Teachers will assess the reports based on the completeness of checklist items, depth of observations, analysis, and overall presentation. After the visit, teachers will also encourage students to reflect on their field experience, for example, what students learned, how will they apply the knowledge gained through the field visit, etc.

Student Portfolio is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles and photos of products prepared by students in relation to the unit of competency. Copies of certificates and awards received for academic achievements, extracurricular activities, or competitions may also be included in the portfolio. Student's portfolio may also include personal reflections of the students on their learning journey, challenges faced, and lessons learned.

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

7. SCHEME OF UNITS AND ASSESSMENT

Professional Cook

Class XI

Part	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A Employability Skills	Communication Skills – III	25	
	Self-management Skills – III	25	10
	Information and Communication Technology Skills – III	20	
	Entrepreneurial Skills – III	25	
	Green Skills – III	15	
	Total (Part A)	**110**	**10**
Part B Vocational Skills	Foundation of Professional Cooking	45	40
	Kitchen Safety, Hygiene, and Sanitation	20	
	Basic Cooking Techniques And Culinary Skills	40	
	Indian and International Culinary Diversity	45	
	Basics of Nutrition and Food Costing	15	
	Total (Part B)	**165**	**40**
	Practical Work		
Part C Practical Work	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10

	Total (Part C)	**10**	**35**
Part D Project Work/Field Visit	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total (Part D)	**15**	**15**
	Grand Total	**300**	**100**

Professional Cook

Class XII

Part	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A Employability Skills	Communication Skills – IV	25	
	Self-management Skills – IV	25	10
	Information and Communication Technology Skills – IV	20	
	Entrepreneurial Skills – IV	25	
	Green Skills – IV	15	
	Total (Part A)	**110**	**10**
Part B Vocational Skills	Cooking Techniques and Food Production	50	40
	Menu Planning and Nutritional Management	35	
	Food Production and Preservation	40	
	Professional Kitchen Operations and Management	40	
	Total (Part B)	**165**	**40**
Part C Practical Work	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total (Part C)	**10**	**35**
Part D Project Work/Field Visit	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total (Part D)	**15**	**15**
	Grand Total	**300**	**100**

8. SYLLABUS

CLASS 11

Part A: Employability Skills

S.No.	Unit	Duration (Hrs)
1.	Communication Skills – III	25
2.	Self-Management Skills – III	25
3.	Information and Communication Technology Skills – III	20
4.	Entrepreneurial Skills – III	25
5.	Green Skills – III	15
Total		**110**

UNIT 1: COMMUNICATION SKILLS–III

S.No.	Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
1.	Demonstrate knowledge of effective communication	1. Introduction to communication 2. Importance of communication 3. Elements of communication 4. Perspectives in communication 5. Effective communication	1. Role-play on the communication process 2. Group discussion on factors affecting perspectives in communication 3. Classroom discussion on the 7Cs of effective communication (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) 4. Chart making on elements of communication	03
2.	Demonstrate verbal communication	1. Verbal communication 2. Public speaking	1. Role-play of a phone conversation 2. Group exercise on delivering speech and practicing public speaking	02

3.	Demonstrate non-verbal communication	1. Importance of non-verbal communication 2. Types of non-verbal communication 3. Visual communication	1. Role-play on non-verbal communication 2. Group exercise and discussion on Do's and Don'ts to avoid body language mistakes 3. Group activity on methods of communication	02
4.	Speak using correct pronunciation	1. Pronunciation basics 2. Speaking properly 3. Phonetics 4. Types of sounds	1. Group exercises on pronouncing words	01
5.	Demonstrate the knowledge of assertive communication style	1. Important communication styles 2. Assertive communication 3. Advantages of assertive communication 4. Practicing assertive communication	1. Group discussion on communication styles 2. Group discussion on observing and sharing communication styles	03
6.	Demonstrate the knowledge of saying No	1. Steps for saying 'No' 2. Connecting words (Conjunctions)	1. Group discussion on how to respond 2. Group activity on saying 'No'	02
7.	Identify and use parts of speech in writing	1. Capitalisation 2. Punctuation 3. Basic parts of speech 4. Supporting parts of speech	1. Group exercises on identifying parts of speech 2. Group exercises on constructing sentences 3. Group exercises on nouns	03
8.	Write sentences and paragraphs	1. Parts of a sentence 2. Types of object 3. Types of sentences 4. Paragraph	1. Exercises on making sentences 2. Activity on active and passive voice 3. Assignment on writing different types of sentences	02

9.	Communicate with people	1. Greetings 2. Introducing self and others	1. Role-play on formal and informal greetings 2. Role-play on introducing someone 3. Practice session and group discussion on greeting different people	02
10.	Introduce self to others and write about oneself	1. Talking about self 2. Filling out a form to write about self	1. Practicing self-introduction to write about self 2. Filling up forms to write about self	01
11.	Ask Questions	1. Types of questions 2. Asking close-ended and open-ended questions	1. Exercise on asking different types of questions 2. Group activity on framing open and close-ended questions	01
12.	Communicate information about family to others	1. Words that show relations in the family	1. Practice talking about family 2. Role-play on relations	01
13.	Describe habits and routines	1. Concept of habits and routines	1. Group discussion on habits and routines 2. Group activity on describing routines	01
14.	Ask or give directions to others	1. Asking for directions to a place 2. Giving directions for a place	1. Role-play on asking and giving directions to a place 2. Identifying symbols used for giving directions	01
			Total	**25**

UNIT 2: SELF-MANAGEMENT SKILLS–III

S.No.	Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
1.	Identify and analyse own strengths and weaknesses	1. Knowing yourself 2. Identifying strengths and weaknesses 3. Difference between	1. Activity on writing aims in life 2. Preparing a worksheet on	03

		interests and abilities	interests and abilities	
2.	Demonstrate personal grooming	1. Guidelines for dressing and grooming	1. Role-play on dressing and grooming standards 2. Self-reflection activity on dressing and grooming	04
3.	Maintain personal hygiene	1. Importance of personal hygiene 2. Three steps to personal hygiene 3. Essential steps of hand washing	1. Role-play on personal hygiene 2. Assignment on personal hygiene	03
4.	Demonstrate the knowledge of working in a team and participating in group activities	1. Describe the benefits of teamwork 2. Working in a team	1. Assignment on working in a team 2. Self-reflection on team work	03
5.	Describe the importance of networking skills	1. Benefits of networking skills 2. Steps to build networking skills	1. Group exercise on networking in action 2. Assignment on networking skills	03
6.	Describe the meaning and importance of self-motivation	1. Self-motivation 2. Types of motivation 3. Qualities of Self-motivated people	1. Activity on staying motivated 2. Assignment on reasons hindering motivation	03
7.	Set SMART goals	1. Meaning of goals and purpose of goal-setting 2. Setting SMART (Specific, measurable, attainable, realistic and timebound) goals	1. Assignment on setting SMART goals 2. Activity in developing long-term and short-term goals using the SMART method	03
8.	Apply time management strategies and techniques	1. Time management 2. Steps for effective time management	1. Preparing a checklist of daily activities 2. Preparing to-do-list	03
			Total	**25**

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS -III

S.No.	Learning Outcome	Theory (08 Hrs)	Practical (12 Hrs)	Duration (20 Hrs)
1.	Create a document on the word processor	1. Introduction to ICT 2. Advantages of using (Information and communication technology) a word processor 3. Work with LibreOffice Writer	1. Group activity on demonstration and practice of the following: i. Creating a new document ii. Typing text iii. Saving the text iv. Opening and saving files on Microsoft Word/Libre Office Writer	02
2.	Identify the basic interface of LibreOffice	1. Standard user interface of LibreOffice writer i. Status bar ii. Menu bar iii. Tool bar iv. Making a text bold	1. Group activity on using the basic user interface of LibreOffice writer 2. Group activity on working with Microsoft Word	02
3.	Save, close, open and print document	1. Saving a word document 2. Closing a word document 3. Open an existing document 4. Print a word document	1. Group activity on performing the functions for saving, closing, and printing documents in LibreOffice Writer 2. Group activity on performing the functions for saving, closing, and printing documents in Microsoft Word	02
4.	Format text in a word document	1. Changing style and size of text 2. Aligning text and 3. Cutting, Copying, Pasting text 4. Finding and replacing	1. Group activity on formatting text in LibreOffice Writer 2. Group activity on formatting text in Microsoft Word	02

5.	Check spelling and grammar in a word document	1. Starting a spell checker 2. Short-cut menu for spell checker 3. Autocorrecting spellings	1. Group activity on checking spelling and grammar using LibreOffice Writer 2. Group activity on checking spelling and grammar using Microsoft Word	02
6.	Insert lists, tables, pictures, and shapes in a word document	1. Insert bullet list 2. Inserting the following in word document i. Number list ii. Tables iii. Pictures iv. Shapes	1. Practical exercise of inserting lists and tables using LibreOffice Writer	03
7.	Insert header, footer and page number in a word document	1. Inserting the following in a word document i. Header ii. Insert footer iii. Insert page number iv. Page count	1. Practical exercises of inserting header, footer and page numbers in LibreOffice Writer and Microsoft Word	03
8.	Demonstrate the use of track change option in a word document	1. Tracking changes in LibreOffice Writer 2. Manage option 3. Comparing documents	1. Group activity on performing changes in track mode in LibreOffice Writer and Microsoft Word	04
			Total	**20**

UNIT 4: ENTREPRENEURIAL SKILLS– III

S.No.	Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
1.	Differentiate between different kinds of businesses	1. Introduction to entrepreneurship 2. Types of business activities- manufacturing, trading, and service	1. Role-play on different kinds of businesses around us	03
2.	Describe the significance of entrepreneurial values	1. Values of an Entrepreneur 2. Case study on qualities of an entrepreneur	1. Role-play on qualities of an entrepreneur	03
3.	Describe the	1. Difference between	1. Interviewing	03

	attitudinal changes required to become an entrepreneur	the attitude of an entrepreneur and an employee	employees and entrepreneurs	
4.	Describe the importance of thinking like an entrepreneur	1. Problems of entrepreneurs 2. Problem-solving 3. Thinking like an entrepreneur to solve problems	1. Group activity on identifying and solving problems	04
5.	Generate business ideas	1. The business cycle 2. Principles of idea creation 3. Generating a business idea 4. Case studies	1. Group activity to create business ideas	04
6.	Describe customer needs and the importance of conducting a customer survey	1. Understanding customer needs 2. Conducting customer survey 3. Knowing competitors for understanding supply	1. Group activity for conducting a customer survey	04
7.	Create a business plan	1. Importance of planning 2. Preparing a business plan 3. Principles to follow for growing a business 4. Case studies	1. Group activity on developing a business plan	04
			Total	**25**

UNIT 5: GREEN SKILLS–III

S.No.	Learning Outcome	Theory (07 Hrs)	Practical (08 Hrs)	Duration (15 Hrs)
1.	Describe the importance of the main sectors of the green economy	1. Important sectors of green economy- i. Agriculture ii. Energy resources iii. Construction iv. Fisheries v. Forestry vi. Tourism vii. Transport viii. Water Management ix. Waste management	1. Group discussion on sectors of the green economy 2. Preparing posters on various sectors for promoting the green economy	06

		x. Manufacturing xi. Industry		
2.	Describe policies for the green economy	1. Policies for a green economy	1. Group discussion on initiatives for promoting the green economy 2. Writing an essay or a short note on the important initiatives for promoting a green economy	03
3.	Describe the role of various stakeholders in the green economy	1. Stakeholders in the green economy	1. Group discussion on the role of stakeholders in the green economy 2. Making solar bulbs	03
4.	Describe the role of government and private agencies in the green economy	1. Role of the government in promoting a green economy 2. Role of private agencies in promoting green economy	1. Group discussion on the role of government and private agencies in promoting a green economy 2. Preparing posters on green sectors	03
			Total	**15**

Part B: Vocational Skills

S.No.	Units	Duration (Hrs)
1.	Foundation of Professional Cooking	45
2.	Kitchen Safety, Hygiene and Sanitation	20
3.	Basic Cooking Techniques and Culinary Skills	40
4.	Indian and International Culinary Diversity	45
5.	Basics of Nutrition and Food Costing	15
Total		**165**

UNIT 1: FOUNDATION OF PROFESSIONAL COOKING

S.No.	Learning Outcome	Theory (20 Hrs)	Practical (25 Hrs)	Duration (45 Hrs)
1.	Describe the professional cooking and careers	1. Kitchen staff hierarchy and key roles of the following: head chef, deputy chef, station chef, junior chef, steward, and expediter 2. Role of a professional cook: duties and responsibilities of professional cook 3. Work environment and challenges 4. Essential knowledge and skills of a cook: technical skills, soft skills, adaptability and creativity 5. Career pathways in the culinary industry: entry-level roles and career progression, specialization options (bakery, confectionery, Indian and international cuisines) 6. Career progression 7. Specialisation areas 8. Career progression and specialisation opportunities in the culinary industry 9. Advancement to supervisory and managerial positions	1. Observe a chef's work and responsibilities 2. Prepare a culinary career pathway 3. Interact with a culinary expert 4. Reflect on culinary career choices	05
2.	Describe essential kitchen tools and equipment	1. Essential tools and equipment for kitchen tasks: cutting tools, baking tools, measuring, mixing tools and electric appliances 2. Fire safety equipment 3. Kitchen workstations and their functions- (preparation station, cooking station, baking and pastry station, cold station, dishwashing and cleaning station, and storage station)	1. Identify and match kitchen tools 2. Demonstrate safe handling of kitchen tools 3. Identify kitchen tools through a tool hunt 4. Explore and identify cooking equipment 5. Arrange tools for a cooking setup 6. Create and organise a mini-kitchen setup	15
3.	Identify	1. Identification of ingredients	1. Identify food	10

	ingredient and culinary terminologies	2. Measurements & quantities 3. Culinary terms 4. Common cooking methods and techniques 5. Regional terms 6. Food preparation techniques 7. Culinary equipment vocabulary 8. Food and plating terms	ingredients 2. Identify ingredients through sensory observation 3. Demonstrate basic cooking techniques 4. Identify and demonstrate culinary techniques 5. Identify and explain common culinary terms 6. Demonstrate mise-en-place preparation 7. Demonstrate food presentation and plating	
4.	Demonstrate effective communication and workplace behavior	1. Importance of communication in the kitchen 2. 7Cs of communication. 3. Effective communication for kitchen efficiency: clear order transmission, active listening, hand signals and callouts; feedback and corrections; time management updates, conflict resolution 4. Team collaboration and workflow management	1. Demonstrate kitchen roles and teamwork 2. Observe and evaluate kitchen communication 3. Assess knowledge of the 7Cs of communication 4. Demonstrate communication through a kitchen telephone game 5. Practice kitchen signals and communication 6. Practice positive and constructive feedback 7. Practice time management through a timer drill	05
5.	Demonstrate the work ethics, grooming and professional conduct	1. Key attributes of professionalism and integrity in cooking: punctuality and discipline; respect and teamwork; honesty and	1. Practice time management in cooking 2. Assess professional readiness for	10

		accountability, quality and consistency; and hygiene and safety	kitchen work 3. Practice culinary teamwork and coordination 4. Practice precision and accountability in food preparation 5. Execute a standardised recipe consistently	
			Total	**45**

UNIT 2: KITCHEN SAFETY, HYGIENE, AND SANITATION

S.No.	Learning Outcome	Theory (5 Hrs)	Practical (15 Hrs)	Duration (20 Hrs)
1.	Identify potential kitchen hazards and safety practices	1. Identification of potential kitchen hazards and safety measures: knife handling/injurie, slips and falls, electrical shocks, fire (types of fire and extinguishers), fire prevention 2. Fire safety and first aid 3. Cardiopulmonary resuscitation (CPR) 4. Key food safety practices 5. Ways to manage spillage 6. Ventilation 7. Pollution and kitchen environment	1. Identify kitchen hazards and safety measures 2. Identify and prevent slip, trip and fall hazards 3. Conduct an electrical safety inspection 4. Practice fire safety and extinguisher handling 5. Demonstrate first aid for kitchen injuries 6. Practice emergency response procedures	05
2.	Maintain personal hygiene and food safety standards	1. Personal hygiene practices in the kitchen: handwashing techniques, proper grooming and clean uniform, nail, hair, and jewelry policies, using gloves and hairnets, covering cuts and wounds. 2. Safe food handling and cross-contamination control: preventing cross-contamination, handling frozen food and thawing, proper food storage and	1. Demonstrate proper handwashing techniques 2. Conduct personal grooming and uniform checks 3. Practice proper use of protective gear 4. Demonstrate first aid for minor	05

		labelling 3. Hygiene practices and guidelines for avoiding cross-contamination 4. Regular cleaning and sanitising surfaces	kitchen injuries 5. Practice safe handling of raw and cooked foods 6. Practice FIFO and FEFO food storage labelling	
3.	Demonstrate cleaning and sanitation procedures for kitchen equipment and surfaces	1. Cleaning and sanitizing, utensils and appliances to avoid cross-contamination 2. Disinfecting countertops to ensure food safety 3. Cleaning checklist by appliance 4. Floor cleaning and drying	1. Practice proper cleaning and sanitization of utensils 2. Demonstrate prevention of cross-contamination 3. Practice cleaning and sanitization of countertops 4. Inspect kitchen surfaces for cleanliness and contamination 5. Practice safe kitchen spill response procedures	05
4.	Demonstrate Green Kitchen Practices and Waste Handling	1. Waste segregation and proper disposal methods: separating waste: organic, recyclable, and hazardous wastes, using colour-coded bins, composting food scraps, disposing oils properly	1. Practice plastic-free food storage 2. Practice water-saving methods in the kitchen 3. Practice waste segregation and management 4. Practice colour-coded cutting board and knife usage 5. Demonstrate a mini composting setup	05
			Total	**20**

UNIT 3: BASIC COOKING TECHNIQUES AND CULINARY SKILLS

S.No.	Learning Outcome	Theory (15 Hrs)	Practical (25 Hrs)	Duration (40 Hrs)
1.	Demonstrate essential knife skills and cutting techniques.	1. Types of knives: Chef's knife, paring knife, serrated knife, boning knife, utility knife 2. Type of cutting such as chopping, dicing, julienne, mincing, slicing, and chiffonade	1. Identify and practice safe handling of kitchen knives 2. Practice knife safety through a relay activity 3. Practice basic cutting techniques at skill stations 4. Demonstrate accuracy and speed through a cutting challenge	10
2.	Demonstrate fundamental cooking methods	1. Introduction to cooking methods: dry- introduction heat cooking methods (such as baking, roasting, grilling/broiling), moist-heat cooking methods, (such as boiling, steaming, poaching, and simmering), fat based cooking methods (such as deep frying, sautéing,), combination cooking methods	1. Demonstrate dry- and moist-heat cooking methods 2. Demonstrate fat-based cooking methods 3. Practice flavour building and seasoning techniques	10
3.	Demonstrate the preparation of balanced meals	1. Basics of recipe reading. 2. Measurement of ingredients 3. Portion control and serving sizes. 4. Preferences and dietary needs	1. Identify and analyse key components of a recipe 2. Practice ingredient measurement and unit conversion 3. Estimate food portions using visual references 4. Practice recipe scaling for different serving sizes 5. Compare recipe scaling and portion consistency 6. Plan a balanced three-course menu	10

4.	Demonstrate plating, garnishing and food Presentation skills	1. Plating and Crockery 2. Principles of food presentation 3. Maintaining cleanliness 4. Plating styles and arrangements 5. Garnishing techniques	1. Identify principles of good food presentation 2. Practice classic and modern plating styles 3. Create visual harmony through colour, texture, height and space 4. Conduct peer review of food presentation and plating	10
			Total	**40**

UNIT 4: INDIAN AND INTERNATIONAL CULINARY DIVERSITY

S.No.	Learning Outcome	Theory (15 Hrs)	Practical (30 Hrs)	Duration (45 Hrs)
1.	Describe regional cuisines of India	1. Factors Shaping Regional Food Habits 2. Regional cuisines of India: ingredients, special dishes	1. Identification of regional cuisines of India 2. Identification of regional ingredients and cooking techniques 3. Identification of festive foods and their regional significance 4. Preparation of two regional dishes 5. Preparation and display of a regional festive thali 6. Group presentation on regional cuisines and festive food practices	15
2.	Describe Indian street foods and traditional meals	1. Importance of Indian street foods 2. Importance of traditional Indian meals 3. Role of a professional cook in preserving Indian cuisine	1. Preparation and hygienic handling of Indian street foods 2. Regional mapping of Indian dishes 3. Design and presentation of a regional Indian thali	15
3.	Describe popular International cuisines	1. Chinese cuisine 2. Thai cuisine 3. French cuisine 4. Italian cuisine	1. Cuisine exploration & discussion. 2. Ingredient mapping game. 3. Stir-fry or dumpling	15

			practice. 4. French cuisine practice. 5. Italian cuisine practice. 6. Ingredient & equipment matching quiz.	
			Total	**45**

UNIT 5: BASICS OF NUTRITION AND FOOD COSTING

S.No.	Learning Outcome	Theory (05 Hrs)	Practical (10 Hrs)	Duration (15 Hrs)
1.	Understand the fundamentals of nutrition and special diets	1. Functions of food. 2. Food groups 3. Balances diet	1. Matching foods with their functions 2. Classification of foods by nutrient groups 3. Preparation of a balanced nutrient plate 4. Identification of food groups in the kitchen 5. Planning of a balanced meal 6. Comparison of cultural meal structures	05
2.	Describe food spoilage, preservation and food storage practices	1. Causes of food spoilage (role of bacteria, fungi, temperature, moisture, and oxygen) 4. Food preservation	1. Identification of fresh and spoiled foods 2. Identification of food spoilage signs 3. Brainstorming on the importance of food preservation 4. Comparison of fresh and preserved foods 5. Demonstration of salt-induced osmosis 6. Demonstration of pickling for food preservation	05
3.	Describe food costing and portion control	1. Indenting 2. Costing 3. Purchasing 4. Inventory control 5. Costing a Recipe 6. Stock rotation practices	1. Survey of market prices of food ingredients 2. Simulation of inventory recording 3. Comparison of FIFO and LIFO stock rotation 4. Checking food expiry dates and labelling 5. Case study on stock rotation 6. Planning and	05

			execution of the food procurement and inventory cycle 7. Costing of a recipe	
			Total	**15**

CLASS 12

Part A: Employability Skills

S.No.	Units	Duration (Hrs)
1.	Communication Skills- IV	25
2.	Self-management Skills – IV	25
3.	Information and Communication Technology Skills - IV	20
4.	Entrepreneurial Skills – IV	25
5.	Green Skills – IV	15
Total		**110**

UNIT 1: COMMUNICATION SKILLS – IV

S.No.	Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
1.	Demonstrate active listening skills	1. Active listening - listening skills and stages of active listening 2. Overcoming barriers to active listening	1. Group discussion on factors affecting active listening 2. Preparing posters of steps for active listening 3. Role-play on negative effects of not listening actively	10
2.	Identify the parts of speech	1. Parts of speech – using capitals, punctuation, and basic parts of speech, supporting parts of speech	1. Group practice on identifying parts of speech 2. Group practice on constructing sentences	10
3.	Write sentences	1. Writing simple sentence 2. Writing complex sentences 3. Types of object 4. Types of sentences-	1. Group work on writing sentences and paragraphs 2. Group work on	05

		i. Active and Passive sentences ii. Statement/ Declarative sentence iii. Question/ Interrogative sentence iv. Emotion/ Reaction or Exclamatory sentence v. Order or Imperative sentence 3. Paragraph writing	practicing writing sentences in active or passive voice 3. Group work on writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative)	
	Total			**25**

UNIT 2: SELF-MANAGEMENT SKILLS – IV

S.No.	Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
1.	Describe the various factors influencing motivation and positive attitude	1. Motivation and positive attitude 2. Intrinsic and extrinsic motivation 3. Positive attitude – ways to maintain positive attitude 4. Stress and stress management – ways to manage stress	1. Role-play on avoiding stressful situations 2. Activity on listing negative situations and ways to turn them to positive	15
2.	Demonstrate the Knowledge of becoming oriented	1. Becoming result-oriented 2. Goal setting – examples of result-oriented goals	1. Group activity on listing aim in life	05
3.	Describe the importance of self-awareness and the basic personality traits, types and disorders	1. Steps towards self-awareness 2. Personality and basic personality traits 3. Common personality disorders- i. Suspicious ii. Emotional and impulsive iii. Anxious	1. Group discussion on self-awareness	05

		4. Steps to overcome personality disorders		
	Total			**25**

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS - IV

S.No.	Learning Outcome	Theory (06 Hrs)	Practical (14 Hrs)	Duration (20 Hrs)
1.	Identify the components of a spreadsheet application	1. Getting started with a spreadsheet - types of a spreadsheet 2. Steps to start LibreOffice Calc., 3. Components of a worksheet	1. Group activity on identifying components of spreadsheet in LibreOffice Calc.	02
2.	Perform basic operations in a spreadsheet	1. Opening workbook and entering data – types of data, steps to enter data, editing and deleting data in a cell 2. Selecting multiple cells 3. Saving the spreadsheet in various formats 4. Closing the spreadsheet 5. Opening the spreadsheet 6. Printing the spreadsheet	1. Group activity on working with data on LibreOffice Calc.	03
3.	Demonstrate the knowledge of working with data and formatting text	1. Using spreadsheet for addition – adding value directly, adding by using cell address, using a mouse to select values in a formula, using sum function, copying and moving formula 2. Formatting cell and content 3. Changing text style and font size 4. Aligning text in a cell 5. Highlighting text	1. Group activity on formatting a spreadsheet in LibreOffice Calc 2. Group activity on performing basic calculations in LibreOffice Calc.	02

4.	Demonstrate the knowledge of using advanced features in spreadsheet	1. Advanced features in Spreadsheet- i. Sorting data ii. Filtering data iii. Protecting spreadsheet with password	1. Group activity on sorting data in LibreOffice Calc	02
5.	Make Use of software for making slides presentations	1. Steps to start LibreOffice Impress 2. Adding text to a presentation	1. Group practice on working with LibreOffice Impress tools	02
6.	Demonstrate the knowledge of opening, closing and slide presentations	1. Printing a presentation	1. Group activity on closing and saving a presentation in LibreOffice Impress	03
7.	Demonstrate the knowledge of working with slides	1. Working with slides and text in a presentation- adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text and changing text color	1. Group practice on working with font styles in LibreOffice Impress	03
8.	Demonstrate the use of advanced features in a presentation	1. Advanced features used in a presentation 2. Inserting shapes in the presentation 3. Inserting clipart and images in a presentation 4. Changing slide layout	1. Group activity on changing slide layout on LibreOffice Impress	03
	Total			**20**

UNIT 4: ENTREPRENEURIAL SKILLS-IV

S.No.	Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
1.	Describe the types and qualities of entrepreneurs	1. Entrepreneurship and entrepreneur 2. Characteristics of entrepreneurship 3. Entrepreneurship-	1. Group discussion on the topic 'An entrepreneu	10

		art and science 4. Qualities of a successful entrepreneur 5. Types of entrepreneurs 6. Roles and functions of an entrepreneur 7. What motivates an entrepreneur? 8. Identifying opportunities and risk-taking 9. Startups	r is not born but created' 2. Conducting a classroom quiz on various aspects of entrepreneurship	
2.	Identify the barriers to entrepreneurship	1. Barriers to entrepreneurship i. Environmental barriers ii. Faulty business plan iii. Personal barriers	1. Group discussion about "What we fear about entrepreneurship" 2. Activity on taking an interview of an entrepreneur	05
3.	Identify the attitude that makes an entrepreneur successful	1. Entrepreneurial attitude	1. Activities will be decided by the teacher	05
4.	Demonstrate the knowledge of entrepreneurial attitude and competencies	1. Entrepreneurial competencies i. Decisiveness ii. Initiative iii. Interpersonal skills- positive iv. attitude, stress v. management vi. Perseverance vii. Organizational skills- time management, goal setting, efficiency, managing quality	1. Activity on "My entrepreneurial attitude"	05
	Total			**25**

UNIT 5: GREEN SKILLS-IV

S.No.	Learning Outcome	Theory (05 Hrs)	Practical (10 Hrs)	Duration (15 Hrs)
1.	Identify the benefits of the green jobs	1. Green jobs 2. Benefits of green jobs 3. Green jobs in different sectors: i. Agriculture ii. Transportation iii. Water conservation iv. Solar and wind energy v. Eco-tourism vi. Building and construction vii. Solid waste management viii. Appropriate technology	1. Group discussion on the importance of green job	8
2.	State the importance of green jobs	1. Importance of green jobs in the following- i. Limiting greenhouse gas emissions ii. Minimising waste and pollution iii. Protecting and restoring ecosystems iv. Adapting to the effects of climate change	1. Preparing posters on green jobs 2. Group activity on tree plantation	7
	Total			**15**

Part B: Vocational Skills

S.No.	Units	Duration (Hrs)
1.	Cooking Techniques and Food Production	50
2.	Menu Planning and Nutritional Management	35
3.	Food Production and Preservation	40
4.	Professional Kitchen Operations and Management	40
Total		**165**

UNIT 1: COOKING TECHNIQUES AND FOOD PRODUCTION

S.No.	Learning Outcome	Theory (20 hrs)	Practical (30 Hrs)	Duration (50 Hrs)
1.	Describe basics of baking and pastry techniques	1. Function of ingredients (flour, yeast, fats, sweeteners). 2. Basic baking techniques 3. Basic principles of baking 4. Temperature control and baking 5. Popular bakery products – bread, pizza, and biscuits	1. Comparison of gluten formation in different flours 2. Demonstration of yeast activation 3. Comparison of dough with and without fat 4. Effect of sweeteners on dough fermentation and baking 5. Preparation of bread 6. Preparation of pizza 7. Preparation of cookies	20
2.	Apply grilling, roasting and sautéing techniques	1. Introduction to grilling technique 2. Sautéing technique	1. Comparison of grilling and sautéing methods 2. Comparison of moisture loss during grilling and sautéing 3. Effect of marination on moisture retention 4. Effect of cutting shapes on moisture retention 5. Preparation of dishes using the sautéing method	15
3.	Demonstrate steaming as healthy cooking techniques	1. Preventing overcooking 2. Enhancing texture and appearance 3. Steaming for nutrient preservation 4. Nutritional benefits of steaming 5. Equipment used in steaming	1. Comparison of steaming and boiling methods 2. Preparation of a nutritional benefits chart for steaming 3. Demonstration of colour preservation by steaming 4. Preparation of simple steamed	15

		6. Cooking principles in steaming 7. Advantages and limitations of steaming 8. Popular steamed dishes	dishes	
			Total	**50**

UNIT 2: MENU PLANNING AND NUTRITIONAL MANAGEMENT

S.No.	Learning Outcome	Theory (10 Hrs)	Practical (25 Hrs)	Duration (35 Hrs)
1.	Create meal and menu planning	1. Meal planning 2. Factors affecting meal planning 3. Steps in meal planning 4. Common issues in meal planning	1. Planning a one-day balanced meal menu 2. Meal planning for different age groups 3. Preparation of a meal planning flowchart 4. Low-budget menu planning for school children 5. Identification and correction of meal planning problems 6. Solving meal planning challenges	15
2.	Describe nutritional planning and balanced menus	1. Components of a balanced diet 2. Components of a balanced diet 3. Guidelines for better nutrient absorption 4. Age-specific needs 5. Medical conditions 6. Lifestyle-specific needs 7. Nutrient density and calorie density 8. Meal planning strategies 9. Meal plan for elderly individuals	1. Healthy ingredient substitution challenge 2. Preparation of a healthy ingredient substitution chart 3. Comparison of original and healthier recipes 4. Reading and comparing nutrition labels 5. Healthy recipe makeover and presentation	10

		10. Diabetic-friendly lunch menu		
3.	Planning menu for special diets and catering	1. Understanding special diets 2. Principles of menu planning 3. Menu planning for catering operations 4. Components of a balanced catering menu 5. Menu adaptation for special dietary needs	1. Identification of special dietary requirements 2. Planning a balanced vegetarian menu 3. Modification of menus for special diets 4. Catering menu planning for different events 5. Cost estimation of a catering menu	10
			Total	**35**

UNIT 3: FOOD PRODUCTION AND PRESERVATION

S.No.	Learning Outcome	Theory (10 Hrs)	Practical (30 Hrs)	Duration (40 Hrs)
1.	Develop stocks, sauces, and soups	1. Stocks: white stock, brown stock, vegetable stock, fish stock 2. Guidelines for making a good stock 3. Basic mother sauces: béchamel, velouté, espagnole (brown sauce), tomato sauce and hollandaise. 4. Functions of sauces in culinary work 5. Preparation of simple soups using stocks and sauces: clear soups, thick soups, preparation steps.	1. Preparation of béchamel (white) sauce 2. Preparation of velouté (blond) sauce 3. Stock-making practical 4. Comparison of different types of stock 5. Preparation and transformation of mother sauces 6. Sauce consistency and texture adjustment 7. Preparation of clear vegetable soup 8. Soup garnishing and presentation	15
2.	Demonstrate techniques in dough making	1. Types of Dough 2. Indian Doughs 3. Western Doughs	1. Preparation of Indian flatbreads 2. Bread dough kneading and proofing 3. Pizza dough	15

			preparation 4. Fresh pasta dough preparation 5. Choux pastry (Pâte à Choux) preparation 6. Puff pastry rolling and lamination	
3.	Demonstrate advanced food preservation techniques	1. Canning method, 2. Freezing method, 3. Dehydration method, 4. Fermentation method, 5. Vacuum packing, 6. Controlled atmosphere storage 7. Managing shelf life and maintaining food safety	1. Canning and heat preservation demonstration 2. Freezing and frozen food preservation practice 3. Dehydration and moisture removal activity 4. Fermentation and fermented food preparation 5. Vacuum packing and shelf-life preservation exercise 6. Controlled atmosphere storage observation	10
			Total	**40**

UNIT 4: PROFESSIONAL KITCHEN OPERATIONS AND MANAGEMENT

S.No.	Learning Outcome	Theory (15 Hrs)	Practical (25 Hrs)	Duration (40 Hrs)
1.	Follow modern kitchen operation and team coordination	1. Kitchen planning setup 2. Task scheduling and workflow management 3. Roles and responsibilities of kitchen staff 4. Communication and conflict resolution 5. Staff training and performance evaluation 6. Using kitchen sop templates	1. Kitchen layout and workflow simulation 2. Kitchen task scheduling and time-management drill 3. Kitchen staff training role-play 4. Standard operating procedure (SOP) writing exercise 5. SOP structure and quality analysis 6. Cultural and religious sensitivity in kitchen operations 7. Inclusive SOP development	10

			exercise	
2.	Explain costing, budgeting and inventory management	1. Understanding standard purchase specification 2. standard recipes 3. portion control. 4. Calculating food cost percentage 5. Pricing products. 6. Cost-cutting strategies in daily operations	1. Inventory recording and stock reconciliation exercise 2. Food cost percentage calculation exercise 3. Food product pricing and profit-margin activity 4. Kitchen cost-cutting and waste-reduction strategy discussion 5. Food cost percentage analysis – paneer butter masala 6. FIFO stock rotation and inventory management practice	10
3.	Describe HACCP principles and food safety compliance	1. HACCP (Hazard Analysis and Critical Control Points) 2. 7 Principles of HACCP: preventive food safety measures: hygiene, temperature control, cross-contamination, cleaning, pest control 3. Preventive food safety measures in professional kitchens 4. Key considerations for professional cooks 5. Real-world application and legal compliance	1. Food safety awareness and discussion 2. Kitchen hazard identification and classification 3. HACCP process mapping exercise 4. HACCP principles matching and application 5. Food safety preventive measures drill 6. Professional cook ethics and food safety role-play 7. Food safety legal compliance case study	10
4.	Describe food laws, legal standards and	1. FSSAI (Food Safety and Standards Authority of India):	1. Food safety law awareness and discussion	10

	regulations	key functions, major regulations 2. International Food Regulatory Bodies: FDA (USA), Codex Alimentarius (FAO/WHO) 3. Legal compliance in the kitchen	2. FSSAI functions and regulations overview 3. FSSAI standards in kitchen operations 4. Comparison of FSSAI, FDA, and codex Alimentarius 5. FSSAI food label compliance check 6. FSSAI licensing and inspection role-play	
			Total	**40**

9. ORGANISATION OF FIELD VISITS

To provide learners with practical exposure to professional food production and hospitality operations, at least three field visits/educational tours should be organised each academic year. These visits will help students connect classroom learning with real-world practices and develop an understanding of workplace standards, food safety, kitchen operations, and customer service.

Students should visit hotels, restaurants, catering units, bakeries, institutional kitchens, cloud kitchens, or other food production establishments and observe the following aspects:

- Location and overall layout of the establishment
- Kitchen design and workflow
- Food preparation, cooking, and serving areas
- Storage facilities for raw materials and finished products
- Hygiene, sanitation, and food safety practices
- Cooking equipment, utensils, and appliances used
- Inventory and waste management systems
- Team coordination and customer service practices

During the visit, students should interact with the Executive Chef, Kitchen Manager, Restaurant Manager, or Supervisor to collect information on:

- Area and layout of the kitchen/food production unit
- Types of cooking equipment, utensils, and tools used
- Procurement, storage, and inventory management of food ingredients
- Food preparation, production, and service procedures
- Hygiene, sanitation, and food safety measures followed
- Menu planning and standard recipe practices
- Staff structure and roles (chefs, kitchen assistants, stewards, service staff, etc.)
- Operational costs and expenditure
- Annual revenue and profitability of the establishment
- Career opportunities and skill requirements in the hospitality industry
- Any other relevant information related to food production, kitchen management, and hospitality operations

Suggestive Sites for Field Visits

1. **Hotels and Restaurants**
   Observe professional kitchen operations and food service systems.
   Study menu planning, workflow, and customer service practices.
2. **Catering Units and Banquet Kitchens**
   Learn about large-scale food production and event catering.
   Observe planning, portion control, and bulk cooking techniques.
3. **Commercial Bakeries and Confectioneries**
   Study bakery equipment, baking processes, and product quality control.
   Understand hygiene and packaging practices.
4. **Institutional Kitchens**
   (Schools, Colleges, Hospitals, Industrial Canteens, Hostels)
   Observe mass food production and meal distribution systems.
   Learn about nutrition, menu planning, and food safety standards.
5. **Cloud Kitchens and Food Delivery Units**
   Understand modern food production models and online order management.
   Observe packaging, dispatch, and quality assurance practices.
6. **Food Processing Industries**
   Study processing, preservation, packaging, and storage of food products.
   Learn about quality assurance and food safety regulations.
7. **Organic Farms and Kitchen Gardens**
   Understand the cultivation of herbs, fruits, and vegetables.
   Learn the importance of fresh ingredients and sustainable food production.
8. **Local Wholesale Markets and Vegetable Mandis**
   Identify quality raw materials and seasonal produce.
   Learn purchasing techniques, grading, pricing, and supply chain management.
9. **Food Testing and Quality Control Laboratories**
   Understand food quality testing, contamination prevention, and food safety standards.
   Learn about food labeling, shelf life, and regulatory compliance.
10. **Self-Help Group (SHG) Food Production Units and Community Kitchens**
    Observe preparation of nutritious meals for communities.
    Learn small-scale food entrepreneurship, cost control, and resource management.

10. LIST OF EQUIPMENT AND MATERIALS

The list given below is suggestive and an exhaustive list should be prepared by the vocational teacher. Only basic tools, equipment, and accessories should be procured by the Institution so that the routine tasks can be performed by the batch of a maximum 30 students regularly for practice and acquiring adequate practical experience.

S. No.	Name of the Equipment	Minimum Number Required (per batch of 30 trainees)
1.	Cooking Range (Gas/Electric)	2
2.	Induction Cooktop	2
3.	Microwave Oven	1
4.	Refrigerator (Double Door)	1
5.	Deep Freezer	1
6.	Mixer Grinder	2

7.	Hand Blender	2
8.	Weighing Scale (Digital)	1
9.	Measuring Cups & Spoons	5 sets
10.	Kitchen Weighing Scale	2
11.	Chopping Boards (Colour Coded)	6 sets
12.	Knife Set (Chef, Paring, Serrated)	6 sets
13.	Peeler	6
14.	Grater	4
15.	Rolling Pin & Board (Chakla-Belan)	6
16.	Stainless Steel Cooking Pots & Pans	6 sets
17.	Pressure Cookers (Different Sizes)	2
18.	Frying Pans (Non-stick & Cast Iron)	6
19.	Tandoor/OTG	1
20.	Baking Trays & Molds	2 sets
21.	Mixing Bowls (Different Sizes)	6 sets
22.	Whisks	4
23.	Ladles, Spoons, Tongs	6 sets
24.	Colanders & Strainers	4
25.	Dough Kneading Machine	1
26.	Measuring Jugs	4
27.	Pastry Brushes	2
28.	Kitchen Towels	6
29.	Aprons & Chef Hats	30
30.	Hand Gloves (Disposable)	30
31.	Food Cling Wrap	4 rolls
32.	Aluminum Foil	4 rolls
33.	Serving Trays	4
34.	Plates (Dinner, Quarter)	10 sets
35.	Bowls (Soup, Dessert)	10 sets
36.	Cutlery (Spoons, Forks, Knives)	10 sets
37.	Tea & Coffee Cups	10 sets
38.	Glassware (Water, Juice)	10 sets
39.	Dishwashing Liquid & Sponge	6
40.	Dustbins (Dry & Wet Waste)	2
41.	Kitchen Cleaning Wipes	6
42.	Fire Extinguisher	1
43.	First Aid Box	1
44.	PPE Kit (For Food Safety)	30
45.	Storage Containers (Airtight)	6 sets
46.	Zip Lock Bags	6 sets
47.	Plastic Wrap Dispenser	2
48.	Ice Cube Trays	4
49.	Garbage Bags	6 packs
50.	Insect Killer Spray	1
51.	Food Thermometer	2
52.	Notepad & Pen	30
53.	Recipe Books & Kitchen Manuals	6

54.	Laptop with Internet (For Digital Learning)	1
55.	Projector/TV Screen (For Demonstrations)	1

11. VOCATIONAL TEACHER'S/TRAINER'S QUALIFICATION

Qualification and other requirements for appointment of vocational teachers/trainers on contractual basis should be decided by the State/UT. The suggestive qualifications and minimum competencies for the vocational teacher should be as follows:

S. No	Qualification	Minimum Competencies
1.	Bachelor's Degree in Hotel Management/Culinary Arts or Science or Allied Subject OR	• Strong knowledge of cooking techniques and food safety • Skilled in nutrition, hygiene, and meal planning • Able to teach and demonstrate domestic cooking best practices • Competent in basic to intermediate kitchen operations and setup • Experienced in adapting meals to dietary needs • Familiar with budgeting and managing household kitchens • Able to train or supervise kitchen staff
2.	Certified Chef with 5+ years' experience in culinary arts, cooking and food production OR	
3.	Diploma from ITI/NSQF Level 4 or above in Food Production	

Note: Age limit relaxation shall be applicable as per the prevailing Government rules and regulations of the respective State/UT.

Desirable Qualifications for Professional Cook Vocational Teacher/Trainer

Area	Desirable Requirement
Educational Qualification	Bachelor's Degree/Diploma in Hotel Management, Catering Technology, Culinary Arts, Hospitality Administration, Food Production, or an equivalent qualification from a recognized institution.
Industry Experience	Minimum 2–5 years of relevant experience in professional kitchens, hotels, restaurants, catering establishments, bakeries, cruise lines, or institutional food service operations.
Teaching Experience	Experience in teaching, training, mentoring, or conducting skill-based vocational programmes in culinary arts or hospitality is desirable.
Professional Certifications	Certification in Food Production, Culinary Arts, HACCP, Food Safety, FSSAI FoSTaC, Bakery & Confectionery, or other industry-recognized certifications is desirable.
Technical Competencies	Proficiency in food preparation techniques, Indian and international cuisines, menu planning, kitchen operations, bakery basics, food presentation, and

	the use of commercial kitchen equipment.
Food Safety Knowledge	Sound knowledge of food hygiene, sanitation, personal hygiene, food storage, waste management, HACCP principles, and applicable food safety regulations.
Digital Skills	Ability to use computers, presentation software, digital learning platforms, online assessment tools, and basic kitchen management software.
Communication Skills	Effective communication skills in English and the regional language, with the ability to demonstrate culinary techniques clearly and interact professionally with learners.
Employability Skills	Strong interpersonal skills, teamwork, leadership, problem-solving, customer service orientation, time management, and professional ethics.
Industry Exposure	Participation in workshops, chef competitions, culinary exhibitions, hospitality seminars, industry internships, or professional development programmes is desirable.
Continuous Professional Development	Willingness to upgrade knowledge and skills through refresher courses, Faculty Development Programmes (FDPs), Training of Trainers (ToT), and emerging culinary trends.
Assessment Competency	Familiarity with competency-based education, NSQF, NOS/QP standards, practical assessment methods, learner evaluation techniques, and competency-based assessment practices.

12. ROLES AND RESPONSIBILITIES OF THE VOCATIONAL TEACHER/TRAINER

S. No.	Responsibilities
1.	Plan and deliver competency-based teaching and practical training in accordance with the prescribed curriculum, NSQF guidelines, and learning outcomes.
2.	Prepare annual, monthly, and daily lesson plans integrating theory, practical sessions, demonstrations, and project-based learning.
3.	Demonstrate standard culinary techniques, food preparation methods, cooking processes, and the safe use of kitchen tools and equipment.
4.	Ensure that students follow food safety, hygiene, sanitation, and occupational health and safety practices during all practical activities.
5.	Organise and supervise practical sessions, laboratory work, simulations, and skill demonstrations in the training kitchen.
6.	Maintain the kitchen laboratory, equipment, utensils, tools, raw materials, and inventory in proper working condition.
7.	Guide students in preparing Indian and international dishes, bakery and confectionery products, and institutional food production as prescribed in the curriculum.
8.	Assess students through competency-based practical assessments, assignments, observations, projects, viva voce, and written examinations.
9.	Maintain records of student attendance, practical work, assessments, progress reports, and portfolios of evidence.
10.	Provide individual guidance, mentoring, and remedial support to learners for improving technical and employability skills.
11.	Integrate employability skills, entrepreneurship, digital literacy, environmental

	sustainability, and professional ethics into vocational training.
12.	Encourage teamwork, creativity, problem-solving, customer service, communication, and time management skills among students.
13.	Organise educational visits, industry interactions, guest lectures, demonstrations, seminars, and exposure visits to hotels, restaurants, catering units, bakeries, and other hospitality establishments.
14.	Coordinate internships, on-the-job training (OJT), apprenticeships, and industry collaborations, wherever applicable.
15.	Participate in curriculum implementation, Faculty Development Programmes (FDPs), workshops, Training of Trainers (ToT), and continuous professional development activities.
16.	Ensure proper utilisation, maintenance, and safe storage of kitchen equipment, consumables, and training resources.
17.	Promote environmentally sustainable practices, including waste reduction, energy conservation, water conservation, and responsible food handling.
18.	Maintain discipline, professionalism, and an inclusive learning environment that encourages active student participation.
19.	Perform any other academic, administrative, assessment, or training-related responsibilities assigned by the institution or the concerned education authority.

13. LIST OF CONTRIBUTORS

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