



ROYAL SCHOOL OF HOTEL MANAGEMENT

COURSE STRUCTURE & SYLLABUS

(BASED ON NATIONAL EDUCATION POLICY 2020)

FOR

**B.A. IN CULINARY ARTS
(4 YEARS SINGLE MAJOR)**

W.E.F.

AY 2024 - 2025

Table of Contents

Sl. No.	Contents	Page no.
1	Preamble	3
2	Introduction	5
3	Approach to Curriculum Planning	12
4	Award of Degree	13
5	Graduate Attributes	14
6	Programme Learning Outcome	17
7	Programme Specific Outcome	18
8	Teaching Learning Process	19
9	Assessment Methods	19
10	Programme Structure	20
11	Detailed Syllabus	23

Preamble

The National Education Policy (NEP) 2020 conceives a new vision for India's higher education system. It recognises that higher education plays an extremely important role in promoting equity, human as well as societal well-being and in developing India as envisioned in its Constitution. It is desired that higher education will significantly contribute towards sustainable livelihoods and economic development of the nation as India moves towards becoming a knowledge economy and society.

Suppose we focus on the 21st century requirements. In that case, the higher education framework of the nation must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and twenty-first-century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education should be capable enough to enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to society. Overall, it should focus on preparing students for more meaningful and satisfying lives and work roles and enable economic independence.

Towards the attainment of holistic and multidisciplinary education, the flexible curricula of the University will include credit-based courses, projects in the areas of community engagement and service, environmental education, and value-based education. As part of holistic education, students will also be provided with opportunities for internships with local industries, businesses, artists, crafts persons, and so on, as well as research internships with faculty and researchers at the University, so that students may actively engage with the practical aspects of their learning and thereby improve their employability.

The undergraduate curriculums are diverse and have varied subjects to be covered to meet the needs of the programs. As per the recommendations from the UGC,

introduction of courses related to the Indian Knowledge System (IKS) is being incorporated in the curriculum structure which encompasses all of the systematized disciplines of Knowledge which were developed to a high degree of sophistication in India from ancient

times and all of the traditions and practices that the various communities of India—including the tribal communities—have evolved, refined and preserved over generations, like for example Vedic Mathematics, Vedangas, Indian Astronomy, Fine Arts, Metallurgy, etc.

At RGU, we are committed that at the societal level, higher education will enable each student to develop themselves to be an enlightened, socially conscious, knowledgeable, and skilled citizen who can find and implement robust solutions to their problems. For the students at the University, Higher education is expected to form the basis for knowledge creation and innovation thereby contributing to a more vibrant, socially engaged, cooperative community leading towards a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.”

1.1. Introduction

The National Education Policy (NEP) 2020 indicates that higher education plays an extremely important role in promoting human as well as societal well-being in India. As envisioned in the 21st-century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. According to the new education policy, assessments of educational approaches in undergraduate education will integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) that will lead to positive learning outcomes. This will lead to develop creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning, and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning. and more in-depth learning.

The NEP highlights that the following fundamental principles that have a direct bearing on the curricula would guide the education system at large, viz.

- i. Recognizing, identifying, and fostering the unique capabilities of each student to promote her/his holistic development.
- ii. Flexibility, so that learners can select their learning trajectories and programmes, and thereby choose their paths in life according to their talents and interests.
- iii. Multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world.
- iv. Emphasis on conceptual understanding rather than rote learning, critical thinking to encourage logical decision-making and innovation; ethics and human & constitutional values, and life skills such as communication, teamwork, leadership, and resilience.
- v. Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management.
- vi. Respect for diversity and respect for the local context in all curricula, pedagogy, and policy.

- vii. Equity and inclusion as the cornerstone of all educational decisions to ensure that all students can thrive in the education system and the institutional environment are responsive to differences to ensure that high-quality education is available for all.
- viii. Rootedness and pride in India, and its rich, diverse, ancient, and modern culture, languages, knowledge systems, and traditions.

1.2. Credits in Indian Context:

1.2.1. Choice Based Credit System (CBCS) By UGC

Under the CBCS system, the requirement for awarding a degree or diploma or certificate is prescribed in terms of several credits to be earned by the students. This framework is being implemented in several universities across States in India. The main highlights of CBCS are as below:

- The CBCS provides flexibility in designing curriculum and assigning credits based on the course content and learning hours.
- The CBCS provides a system wherein students can take courses of their choice, learn at their own pace, undergo additional courses acquire more than the required credits, and adopt an interdisciplinary approach to learning.
- CBCS also provides an opportunity for vertical mobility to students from a bachelor's degree programme to master and research degree programmes.

1.3. Definitions

1.3.1. Academic Credit:

An academic credit is a unit by which a course is weighted. It is fixed by the number of hours of instruction offered per week. As per the National Credit Framework [2];

1 Credit = 30 NOTIONAL CREDIT HOURS (NCH)

Yearly Learning Hours = 1200 Notional Hours (@40 Credits x 30 NCH)

30 Notional Credit Hours		
Lecture/Tutorial	Practicum	Experiential Learning
1 Credit = 15 -22 Lecture Hours	10-15 Practicum Hours	0-8 Experiential Learning Hours

1.3.2. Course of Study:

Course of study indicates pursuance of study in a particular discipline/programme. Discipline/Programmes shall offer Major Courses (Core), Minor Courses, Skill Enhancement Courses (SEC), Value Added Courses (VAC), Ability Enhancement Compulsory Courses (AECCs) and Interdisciplinary courses.

1.3.3. Disciplinary Major:

The major would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline. Students may be allowed to change major within the broad discipline at the end of the second semester by giving her/him sufficient time to explore interdisciplinary courses during the first year. Advanced-level disciplinary/interdisciplinary courses, a course in research methodology, and a project/dissertation will be conducted in the seventh semester. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.

1.3.4. Disciplinary/interdisciplinary minors:

Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor at the end of the second semester, after exploring various courses.

1.3.5. Courses from Other Disciplines (Interdisciplinary):

All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor stream under this category.

i. Natural and Physical Sciences: Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, etc.

ii. Mathematics, Statistics, and Computer Applications: Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.

iii. Library, Information, and Media Sciences: Courses from this category will help the students

to understand the recent developments in information and media science (journalism, mass media, and communication)

iv. Commerce and Management: Courses include business management, accountancy, finance, financial institutions, fintech, etc.,

v. Humanities and Social Sciences: The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand individuals and their social behaviour, society, and nation. Students be introduced to survey methodology and available large-scale databases for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc., and interdisciplinary courses relating to humanities. The list of Courses that can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's, and Gender Studies, etc. will be useful to understand society.

1.3.6. Ability Enhancement Courses (AEC): Modern Indian Language (MIL) & English language focused on language and communication skills. Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity. They would also enable students to acquaint themselves with the cultural and intellectual heritage of the chosen MIL and English language, as well as to provide a reflective understanding of the structure and complexity of the language/literature related to both the MIL and English language. The courses will also emphasize the development and enhancement of skills such as communication, and the ability to participate/conduct discussion and debate.

1.3.7. Skill Enhancement Course (SEC): These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students and should be related to Major Discipline. They will aim at providing hands- on training, competencies, proficiency, and skill to students. SEC course will be a basket course to provide skill-based instruction. For example, SEC of English Discipline may include Public Speaking, Translation & Editing and Content writing.

A student shall have the choice to choose from a list, a defined track of courses offered from 1st to 3rd semester.

1.3.8. Value-Added Courses (VAC):

i. Understanding India: The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among student-teachers of the Indian knowledge systems, the Indian education system, and the roles and obligations of teachers to the nation in general and to the school/community/society. The course will attempt to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented to develop an appreciation of the contributions made by people of all sections and regions of the country, and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

ii. Environmental science/education: The course seeks to equip students with the ability to apply the acquired knowledge, skills, attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and its effects on the future quality of people's lives.

iii. Digital and technological solutions: Courses in cutting-edge areas that are fast gaining prominences, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

iv. Health & Wellness, Yoga education, sports, and fitness: Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being of a person. Sports and fitness activities will be organized outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, and equipping them with basic knowledge about one's personality, maintaining self-discipline and self-control, to learn to handle oneself well in all life situations. The focus of sports and fitness components of the courses will be on the improvement of physical fitness including the improvement of various components of physical and skills-related fitness like strength, speed, coordination, endurance, and flexibility; acquisition of sports skills including motor skills as well as basic movement skills relevant to a particular sport; improvement of tactical abilities; and improvement of mental abilities.

These are a common pool of courses offered by different disciplines and aimed towards embedding ethical, cultural and constitutional values; promoting critical thinking. Indian knowledge systems; the scientific temperament of students.

1.3.9. Summer Internship /Apprenticeship:

The intention is induction into actual work situations. All students must undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other HEIs/research institutions during the *summer term*. Students should take up opportunities for internships with local industry, business organizations, health and allied areas, hospitality organizations, and tour organizations, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Students who wish to exit after the first two semesters will undergo a 4-credit work-based learning/internship during the summer term to get a UG Certificate.

1.3.9.1. Community engagement and service: The curricular component of ‘community engagement and service’ seeks to expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. This can be part of summer term activity or part of a major or minor course depending upon the major discipline.

1.3.9.2. Field-based learning/minor project: The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio-economic contexts. It will aim at giving students exposure to development-related issues in rural and urban settings. It will provide opportunities for students to observe situations in rural and urban contexts, and to observe and study actual field situations regarding issues related to socioeconomic development. Students will be given opportunities to gain a first-hand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process. They would have the opportunity to gain an understanding of the complex socio-economic problems in the community, and innovative practices required to generate solutions to the identified problems. This may be a summer term project or part of a major or minor course depending on the subject of study.

1.3.10. Indian Knowledge System:

Given the importance accorded in the NEP 2020 to rooting our curricula and pedagogy in the Indian context all the students who are enrolled in the four-year UG programmes should be encouraged to take an adequate number of courses in IKS so that the ***total credits of the courses taken in IKS amount to at least five per cent of the total mandated credits (i.e., min. 8 credits for a 4 yr. UGP & 6 credits for a 3 yr. UGP)***. The students may be encouraged to take these courses, preferably *during the*

first four semesters of the UG programme. At least half of these mandated credits should be in courses in disciplines which are part of IKS and are related to the major field of specialization that the student is pursuing in the UG programme. They will be included as a part of the total mandated credits that the student is expected to take in the major field of specialization. The rest of the mandated credits in IKS can be included as a part of the mandated Multidisciplinary courses that are to be taken by every student. All the students should take a Foundational Course in Indian Knowledge System, which is designed to present an overall introduction to all the streams of IKS relevant to the UG programme. The foundational IKS course should be broad-based and cover introductory material on all aspects.

Wherever possible, the students may be encouraged to choose a suitable topic related to IKS for their project work in the 7/8th semesters of the UG programme.

1.3.11. Experiential Learning:

One of the most unique, practical & beneficial features of the National Credit Framework is assignment of credits/credit points/ weightage to the experiential learning including relevant experience and professional levels acquired/ proficiency/ professional levels of a learner/student. Experiential learning is of two types:

a. Experiential learning as part of the curricular structure of academic or vocational program. E.g., projects/OJT/internship/industrial attachments etc. This could be either within the Program-internship/ summer project undertaken relevant to the program being studied or as part-time employment (not relevant to the program being studied- up to a certain NSQF level only). In cases where experiential learning is a part of the curricular structure, the credits would be calculated and assigned as per basic principles of NCrF i.e., 40 credits for 1200 hours of notional learning.

b. Experiential learning as active employment (both wage and self) post completion of an academic or vocational program. This means that the experience attained by a person after undergoing a particular educational program shall be considered for the assignment of credits. This could be either Full or Part-time employment after undertaking an academic/ Vocation program.

In cases where experiential learning is a part of employment, the learner would earn credits as weightage. The maximum credit points earned in this case shall be double the credit points earned concerning the qualification/ course completed. The credit earned and assigned under relevant experience would enable learners to progress in their careers through the work hours put in during a job/employment.

1.4 Approach to Curriculum Planning:

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree (Hons) programmes are earned and awarded based on (a) demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and (b) academic standards expected of graduates of a programme of study.

The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery, and review of academic programmes.

Learning outcomes-based frameworks in any subject must specify what graduates completing a particular programme of study are (a) expected to know, (b) understand and (c) be able to do at the end of their programme of study. To this extent, LOCF in Hotel Management is committed to allowing for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within institutional parameters as well as LOCF guidelines, (v) generating framework(s) of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes. The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes.

The LOCF for undergraduate education is based on specific learning outcomes and academic standards expected to be attained by graduates of a programme of study. However, an outcome-based approach moves away from the emphasis on what is to be taught to focus on what is learnt by way of demonstrable outcomes. This approach provides greater flexibility to the teachers to develop—and the students to accept and adopt—different learning and teaching pedagogy in an interactive and participatory ecosystem. The idea is to integrate social needs and teaching practices in a manner that is responsive to the needs of the community. HEIs, in turn, shall address the situations of their students by identifying relevant and common outcomes and by developing such outcomes that not only match the specific needs of the students but also expand their outlook and values.

2. Award of Degree

The structure and duration of undergraduate programmes of study offered by the University as per NEP 2020 include:

2.1. Undergraduate programmes of either 3 or 4-year duration with a Single Major, with multiple entry and exit options, with appropriate certifications:

2.1.1. UG Certificate: Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

2.1.2. UG Diploma: Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.

2.1.3. 3-year UG Degree: Students who will undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits and satisfying the minimum credit requirement.

2.1.4. 4-year UG Degree (Honours): A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits and have satisfied the credit requirements as given in Table 6 in Section 5.

2.1.5. 4-year UG Degree (Honours with Research): Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a Faculty Member of the University. The research project/dissertation will be in the major discipline. The students who secure 160 credits, including 12 credits from a research project/dissertation, will be awarded UG Degree (Honours with Research).

(Note: *UG Degree Programmes with Single Major:* A student must secure a minimum of 50% credits from the major discipline for the 3-year/4-year UG degree to be awarded a single major. For example, in a 3-year UG programme, if the total number of credits to be earned is 120, a student of Mathematics with a minimum of 60 credits will be awarded a B.Sc. in Mathematics with a single major. Similarly, in a 4-year UG programme, if the total number of credits to be earned is 160, a student of Chemistry with a minimum of 80 credits will be awarded a B.Sc. (Hons. /Hon. With Research) in Chemistry in a 4-year UG programme with a single major. Also, the **4-year Bachelor's degree programme with a Single Major** is considered the preferred option since

it would allow the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the student's choices.)

Table: 1: Award of Degree and Credit Structure with ME-ME

Award	Year	Credits to earn	Additional Credits	Re-entry allowed within (yrs.)	Years to Complete
UG Certificate	1	40	4	3	7
UG Diploma	2	80	4	3	7
3-year UG Degree (Major)	3	120	x	x	x
4-year UG Degree (Honours)	4	160	x	x	x

Award	Year	Credits to earn	Additional Credits	Re-entry allowed within (yrs.)	Years to Complete
4-year UG Degree (Honors with Research):	4	160	Students who secure a cumulative 75% marks and above in the first six semesters		

3. Graduate Attributes

3.1. Introduction:

As per the NHEQF, each student on completion of a programme of study must possess and demonstrate the expected *Graduate Attributes* acquired through one or more modes of learning, including direct in-person or face-to-face instruction, online learning, and hybrid/blended modes. The graduate attributes indicate the quality and features or characteristics of the graduate of a programme of study, including learning outcomes relating to the disciplinary area(s) relating to the chosen field(s) of learning and generic learning outcomes that are expected to be acquired by a graduate on completion of the programme(s) of study.

The graduate profile/attributes must include,

- capabilities that help widen the current knowledge base and skills,
- gain and apply new knowledge and skills,
- undertake future studies independently, perform well in a chosen career, and
- play a constructive role as a responsible citizen in society.

The graduate profile/attributes are acquired incrementally through the development of cognitive levels and describe a set of competencies that are transferable beyond the study of a particular subject/disciplinary area and programme contexts in which they have been developed.

Graduate attributes include,

- *learning outcomes that are specific to disciplinary areas* relating to the chosen field(s) of learning within broad multidisciplinary/interdisciplinary/ transdisciplinary contexts.
- *generic learning outcomes* that graduate of all programmes of study should acquire and demonstrate.

3.2 Graduate Attributes:

The Learning Outcomes Descriptors and Graduate Attributes

Sl.no.	Graduate Attribute	The Learning Outcomes Descriptors (The graduates should be able to demonstrate the capability to:)
GA1	Disciplinary Knowledge	acquire knowledge and a coherent understanding of the chosen disciplinary/interdisciplinary areas of study.
GA 2	Complex problem solving	solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.
GA 3	Analytical & Critical thinking	apply analytical thought including the analysis and evaluation of policies, and practices. Able to identify relevant assumptions or implications. Identify logical flaws and holes in the arguments of others. Analyze and synthesize data from a variety of sources draw valid conclusions and support them with evidence and examples.
GA 4	Creativity	create, perform, or think in different and diverse ways about the same objects or scenarios and deal with problems and situations that do not have simple solutions. Think ‘out of the box’ and generate solutions to complex problems in unfamiliar contexts by adopting innovative, imaginative, lateral thinking, interpersonal skills, and emotional intelligence.
GA 5	Communication Skills	listen carefully, read texts and research papers analytically, and present complex information clearly and concisely to different groups/audiences. Express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media.

GA 6	Research-related skills	develop a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions. Should acquire the ability to problematize, synthesize and articulate issues and design research proposals, define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships. Should develop the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work.
GA 7	Collaboration	work effectively and respectfully with diverse teams in the interests of a common cause and work efficiently as a member of a team.
GA 8	Leadership readiness/qualities	plan the tasks of a team or an organization and setting direction by formulating an inspiring vision and building a team that can help achieve the vision.
GA 9	Digital & technological skills	Use ICT in a variety of learning and work situations. Access, evaluate, and use a variety of relevant information sources and use appropriate software for analysis of data.
GA 10	Environmental awareness and action	mitigate the effects of environmental degradation, climate change, and pollution. Should develop the technique of effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

4. Programme Learning Outcomes (PLO)

Graduates of the Culinary Arts Programme will be able to impart the:

Sl.no.	Programme Learning Outcomes	The Learning Outcomes Descriptors
PLO 1	Disciplinary Knowledge	<ol style="list-style-type: none"> 1. Demonstrate a comprehensive understanding of culinary techniques, food science, and gastronomy. 2. Apply knowledge of nutrition, hygiene, and safety standards in food preparation and service.
PLO 2	Develop Complex Problem Skills	<ol style="list-style-type: none"> 1. Identify and solve complex culinary challenges by integrating culinary principles with innovative approaches. 2. Formulate strategies to address operational and logistical challenges in a kitchen environment.
PLO 3	Develop Analytical & Criticalthinking Skills	<ol style="list-style-type: none"> 1. Analyse and critique recipes and culinary processes to improve quality and efficiency. 2. Evaluate and adapt traditional and modern culinary techniques to meet specific requirements or constraints.
PLO 4	Creativity	<ol style="list-style-type: none"> 1. Create innovative and visually appealing dishes by experimenting with ingredients, techniques, and presentations. 2. Incorporate cultural and contemporary trends in the development of unique culinary experiences.
PLO 5	Developing Communication Skills	<ol style="list-style-type: none"> 1. Communicate effectively with kitchen staff and stakeholders to ensure smooth kitchen operations. 2. Present culinary concepts and business ideas clearly to both culinary professionals and non-expert audiences.
PLO 6	Research-related skills	<ol style="list-style-type: none"> 1. Conduct research on global culinary trends and emerging technologies to enhance culinary practices. 2. Analyze consumer preferences and dietary trends to develop menus that align with market demands.
PLO 7	Collaboration	<ol style="list-style-type: none"> 1. Work efficiently within a team environment to manage kitchen operations and event catering. 2. Foster collaboration among kitchen staff to ensure a productive and harmonious workplace.
PLO 8	Develop Leadership qualities	<ol style="list-style-type: none"> 1. Lead and mentor kitchen teams to achieve high standards of performance and creativity. 2. Demonstrate decision-making and conflict-resolution skills in a fast-paced kitchen environment.

PLO 9	Develop Digital & technological skills	<ol style="list-style-type: none"> 1. Use culinary software and technology for recipe development, kitchen management, and inventory control. 2. Leverage social media and digital platforms to promote culinary ventures and interact with customers.
PLO 10	Develop Environmental Awareness and the ability to address the issue	<ol style="list-style-type: none"> 1. Implement sustainable practices in sourcing, food preparation, and waste management to reduce environmental impact. 2. Promote environmental stewardship by educating others about eco-friendly culinary practices and techniques.

5. Program Specific Outcomes (PSO)

Upon completion of the B.A. Culinary Arts Programme, the students will be able to –

PSO 1	Demonstrate a comprehensive understanding of culinary operations, including food preparation, food safety, nutrition, and kitchen management. Graduates will be proficient in mastering various cooking techniques, creating balanced menus, maintaining high hygiene standards, and managing kitchen workflows. They will showcase the ability to plan, prepare, and present dishes across various cuisines while ensuring operational efficiency in both individual and team settings.
PSO 2	Possess the skills to manage the financial aspects of culinary operations. Graduates will be able to manage food costs, optimize inventory, reduce waste, and analyze financial performance to maximize profitability. They will be adept at creating cost-effective menus, pricing strategies, and budgeting for kitchen operations while ensuring high-quality standards and efficient resource utilization.
PSO 3	Acquire strong leadership and team management skills within a culinary environment. Graduates will be capable of leading kitchen teams, fostering collaboration, and ensuring clear communication among all kitchen staff. They will demonstrate the ability to resolve conflicts, delegate tasks, and mentor team members, ensuring smooth kitchen operations and high performance in fast-paced culinary settings.
PSO 4	Showcase exceptional culinary creativity and customer service skills. Graduates will understand the importance of creating unique dining experiences and tailoring dishes to meet diverse customer preferences. They will be proficient in engaging with guests, incorporating feedback, and managing special dietary needs. Their ability to innovate and present aesthetically appealing and flavorful dishes will enhance guest satisfaction and contribute to the success and reputation of culinary establishments.

6. Teaching Learning Process

Teaching and learning in this programme involve classroom lectures followed by tutorials and remedial classes.

- I. Classroom lecture is executed as per the designed course curriculum. After scheduled lecture hours as per the syllabus, tutorial classes are taken up to allow a closer interaction between the students and the teacher as each student gets individual attention.
- II. Written assignments and projects submitted by students
- III. the project-based learning
- IV. Group discussion
- V. Home assignments
- VI. Quizzes and class tests
- VII. PPT presentations, Seminars, interactive sessions
- VIII. Socio-economic survey
- IX. Co-curricular activity etc.
- X. Industrial Tour or Field visit

7. Assessment Methods

	Components of Evaluation	
A	Continuous Evaluation	Percentage (50%)
1	Case Discussion / Presentations / Analysis	35% (Minimum 3 criteria)
2	Home Assignment / Short examination	
3	Project / Portfolio / Practical*	
4	Seminar	
5	Viva-voce	
6	Mid Semester Examination (First 50% of the syllabus)	10%
7	Attendance	5%
B	Semester End Examination	50%
	Total (A+B)	100%

* Practical for papers only where the practical is a part of the theory paper

B.A. in Culinary Arts Programme Structure

1 st Semester				
Sl. No.	Subject Code	Subject Name	Course Level	Cr
Major (Core)				
1	CAT192M141	Foundation of Cuisine - I	100	3
2	CAT192M142	Basic Bakery and Confectionery	100	3
Minor (Restricted)				
3	CAT192N101	Dining Operation - I	100	3
Interdisciplinary				
4		Indian Knowledge System - I	100	3
Ability Enhancement Course 1				
5	CEN982A101	CEN I: Introduction to Effective Communication	100	1
6	BHS982A104	Behavioral Science - I	100	1
Skill Enhancement Course				
7	CAT192S111	Computer Applications	100	3
Value Added Course				
8		Will select one course from a basket of courses	100	3
Total Credits				20

2 nd Semester				
Sl. No.	Subject Code	Subject Name	Course Level	Cr
Major (Core)				
1	CAT192M241	Foundation of Cuisine - II	100	3
2	CAT192M242	Bakery and Confectionery Techniques	100	3
Minor (Restricted)				
3	CAT192N201	Dining Operation - II	100	3
Interdisciplinary				
4		Indian Knowledge System - II	100	3
Ability Enhancement Course 2				
5	CEN982A201	CEN II: Approaches to Verbal and Non-Verbal Communication	100	1
6	BHS982A204	Behavioral Science-II	100	1
Skill Enhancement Course				
7	CAT192S211	Guest Handling Skills in Hospitality	100	3
Value Added Course				
8		Will select one course from a basket of courses	100	3
Total Credits				20

3 rd Semester				
Sl. No.	Subject Code	Subject Name	Course Level	Cr
Major (Core)				
1	CAT192M341	Cuisines of India - I	200	4
2	CAT192M342	Indian Confectionery	200	4
Minor (Restricted)				
3	CAT192N301	Menu Knowledge & Planning	200	4
Interdisciplinary (Open)				
4	CAT1921301	Hospitality Operations	200	3
Ability Enhancement Course 3				
5	AEC982A301	Communicative English and Behavioural Science-III	200	2
Skill Enhancement Course				
6	CAT192S311	Grade Manger	200	3
Total Credits				20

4 th Semester				
Sl. No.	Subject Code	Subject Name	Course Level	Cr
Major (Core)				
1	CAT192M441	Cuisine of India -II	200	4
2	CAT192M442	World Cuisine - I	200	4
3	CAT192M443	Ayurvedic Practices and Concept of Food Production (IKS Based)	200	4
Minor (Restricted)				
4	CAT192N441	Institutional and Bulk Cooking	200	3
5	CAT192N401	Food Safety & Hygiene	200	3
Ability Enhancement Course 4				
6	AEC982A401	Communicative English and Behavioural Science-IV	200	2
Total Credits				20

5 th Semester				
Sl. No.	Subject Code	Subject Name	Course Level	Cr
Internship				
1	CAT192M521	17 Weeks Internship	300	20
Total Credits				20

6 th Semester				
Sl. No.	Subject Code	Subject Name	Course Level	Cr
Major (Core)				
1	CAT192M641	World Cuisine - II	300	4
2	CAT192M642	Advance Bakery and Confectionery -I	300	4
3	CAT192M601	Banquets and Specialized Catering	300	4
4	CAT192M602	Alcoholic Beverages and Food Pairing	300	4
Minor (Restricted)				
5	CAT192N601	Food & Beverages Management Control	300	4
Total Credits				20

7 th Semester				
Sl. No.	Subject Code	Subject Name	Course Level	Cr
Major (Core)				
1	CAT192M741	Advanced Culinary Art - I	400	4
2	CAT192M742	Advanced Bakery and Confectionery - II	400	4
3	CAT192M701	Human Resource Management	400	4
4	CAT192M702	Financial Concepts & Food Costing	400	4
Minor (Restricted)				
5	CAT192N741	Gastronomy and Non-Edible Display	400	4
Total Credits				20

8 th Semester				
Sl. No.	Subject Code	Subject Name	Course Level	Cr
Major (Choose Any One)				
1	CAT192M841	Advance Culinary Art - II	400	4
Minor				
2	CAT192N841	Advance Food Processing	400	4
Dissertation				
3	CAT192M821	Dissertation/Research Project	400	12
OR				
4	CAT192M801	Event and Store Management	400	4
5	CAT192M802	Restaurant Sales and Marketing	400	4
6	CAT192M803	Public Relations and Customer Relationship Management	400	4
Total Credits				20

Semester – I

Subject Name: Foundation of Cuisine - I
Type of Course: Major
Paper Code: CAT192M141
Course Level: 100
Course Credit: 3
Scheme of Evaluation: Practical & Theory
L-T-P-C: 2-0-1-3

Course Objectives:

This course equips students with foundational culinary skills essential for working in a professional kitchen, emphasizing safety procedures, cooking techniques, and kitchen operations.

Course Outcomes:

Having completed this module, a student will be able –

CO 1	<i>Remember</i> basic kitchen operations, safety procedures, and culinary terminology. <i>Apply</i> this knowledge to <i>analyze</i> the aims and objectives of cooking food, while exploring the roles and responsibilities within the kitchen hierarchy.	BT 1
CO 2	<i>Understand</i> different cooking methods (roasting, grilling, frying, etc.) and thickening agents, while <i>analyzing</i> the impact of heat on vegetables and fruits, and preparing stocks with care and precision.	BT 2
CO 3	<i>Apply</i> various cutting and cooking techniques for vegetables, from boiling and frying to braising. <i>Analyze</i> the preparation of eggs in a variety of styles, while evaluating the texture and flavor outcomes of each cooking method.	BT 3
CO 4	<i>Analyze</i> the preparation of basic mother sauces (béchamel, espagnole, velouté, etc.) and <i>apply</i> appropriate methods to <i>create</i> simple potato and vegetable dishes, evaluating their consistency, texture, and flavour.	BT 4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Introduction To Cookery Levels of skills and experiences, Attitudes and behaviour in the kitchen, Personal hygiene, Uniforms & protective clothing, Safety procedure in handling equipment Culinary Terms List of culinary (common and basic) terms Aims & Objects of Cooking Food Aims and objectives of cooking food, Various textures, Various consistencies, Techniques used in pre-preparation, Techniques used in	15

	<p>preparation</p> <p>Culinary History Origin of modern cookery</p> <p>Hierarchy Area of Department and Kitchen Classical Brigade, Modern staffing in various category hotels, Roles of executive chef, Duties and responsibilities of various chefs, Cooperation with other departments</p>	
II	<p>Methods of Cooking Food Roasting, Grilling, Frying, Baking, Broiling, Poaching, Boiling, Selection of food for each type of cooking</p> <p>Thickening Agents Classification of thickening agents, Role of Thickening agents</p> <p>Vegetable and Fruit Cookery Introduction – classification of vegetables, Pigments and colour changes, Effects of heat on vegetables, Cuts of vegetables, Classification of fruits, Uses of fruit in cookery</p> <p>Stocks Definition of stock, Types of stock, Preparation of stock, Recipes, Storage of stocks, Uses of stocks, Care and precautions</p>	15
III	<p>Vegetables Cuts - julienne, jardinière, macedoines, brunoise, paysane, mignonnete, dices, cubes, shred and mirepoix, Preparation of salad dressings, Basic Cooking methods and pre-preparations, Blanching of Tomatoes and Capsicum, Preparation of concasse, Boiling (potatoes, Beans, Cauliflower, etc.), Frying - (deep frying, shallow frying, sautéing) Aubergines, Potatoes, etc., Braising - Onions, Leeks, Cabbage, Starch cooking (Rice, Pasta, Potatoes)</p> <p>Egg Cookery - Preparation of a Variety of Egg Dishes Boiled (Soft & Hard), Fried (Sunny side up, Single fried, Bull's Eye, Double fried), Poached, Scrambled, Omelets (Plain, Stuffed, Spanish), En cocotte (eggs Benedict)</p>	15
IV	<p>Sauces - Basic Mother Sauces Béchamel, Espagnole, Velouté, Hollandaise, Mayonnaise, Tomato</p> <p>Simple Potato Preparations Baked potatoes, Mashed potatoes, French fries, Roasted potatoes, Boiled potatoes, Lyonnaise potatoes, Allumettes</p> <p>Vegetable Preparations Boiled vegetables, Glazed vegetables, Fried vegetables, Stewed vegetables.</p>	15
Total		60

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
30	30	30 hrs. 1. Project on Food Production Hierarchy and chefs' uniforms 2. Assignments on Various types of Mother Sauce

Text Books:

1. Theory of Catering by Kinton Cesserani, Published by Hodder & Stoughton
2. Practical Cookery by Kinton Cesserani, Published by Hodder & Stoughton

Reference Books:

1. Food Production Operations, Parvinder Bali, Oxford University Press
2. Theory of Cookery, Krishna Arora, Frank Brothers, New Delhi

Additional Reading:

1. Stierand, M., & Lynch, P. (2008). The art of creating culinary innovations. *Tourism and Hospitality research*, 8(4), 337-350.
2. Ruiz, J., Calvarro, J., Sánchez del Pulgar, J., & Roldán, M. (2013). Science and technology for new culinary techniques. *Journal of culinary science & technology*, 11(1), 66-79.

Semester – I

Subject Name: Basics of Bakery and Confectionery

Type of Course: Major

Paper Code: CAT192M142

Course Level: 100

Course Credit: 3

Scheme of Evaluation: Practical & Theory

L-T-P-C: 2-1-0-3

Course Objectives:

This course introduces students to the essential methods and techniques for preparing bakery products, pastries, and confections, focusing on ingredient functions and baking processes.

Course Outcomes:

Having completed this module, a student will be able –

CO 1	<i>Remember</i> the fundamentals of bakery and confectionery, including equipment, types of bread, and the role of shortenings and raising agents. <i>Apply</i> this knowledge to categorize different bread types and <i>analyze</i> the functions of ingredients such as fats, oils, and sugars in bakery processes.	BT 1
CO 2	<i>Understand</i> the role of various bakery ingredients and <i>apply</i> this knowledge to describe the bread-making process, including wheat milling, and flour types, and <i>analyze</i> the causes of bread faults and cake faults.	BT 2
CO 3	<i>Apply</i> knowledge of bread-making techniques to <i>demonstrate</i> and <i>analyze</i> the preparation of simple and enriched bread recipes, including white and brown bread, French bread, and brioche. <i>Evaluate</i> the characteristics of different types of cakes such as sponge, genoise, and fruit cakes.	BT 3
CO 4	<i>Analyze</i> and <i>apply</i> the process of making simple cookies by <i>demonstrating</i> preparation techniques for various cookie types, including Nan Khatai, chocolate chip cookies, and Swiss tarts, while <i>evaluating</i> their texture, taste, and presentation.	BT 4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Introduction To Bakery and Confectionery Introduction and Equipment used in Bakery, Types of bread, cakes and cookies, Quality characteristics of bread, Types of ovens, Specialty Breads, Regional and National Breads & Other Non-Baked Breads: Origin and History Classification of Doughs & Non-Yeast Breads, Impoverished yeast dough, regular yeast dough, dinner roll dough, brioche, rich	15

	<p>yeast dough, laminated yeast dough, non-leavened bread, soda bread, pita, corn bread, naan, obinaan, patir.</p> <p>Shortenings (Fats & Oils) Role of Shortenings, Varieties of Shortenings, Advantages and Disadvantages of using various Shortenings,</p> <p>Fats & Oil – Types, varieties Raising Agents – Classification of Raising Agents, Role of Raising Agents, Actions and Reactions</p> <p>Sugar Importance of Sugar, Types of Sugar, Cooking of Sugar</p>	
II	<p>Bakery Ingredients & Bread-Making Process Introduction to bakery ingredients, Role of ingredients used in bakery, Wheat and milling process, Types of flour, bread-making methods, bread faults and causes.</p> <p>Introduction to Cake and Pastry Different Cake Making Methods, Characteristics of Cake, Cake Faults and remedies, and Different types of pastries.</p>	15
III	<p>Bread Making Demonstration & Preparation of Simple and enriched bread recipes, Process of Bread Making, Bread Loaf (White and Brown), Bread Rolls (Various shapes), French Bread, Brioche, and Baguette.</p> <p>Simple Cakes Demonstration & Preparation of Simple and enriched Cakes, recipes, Sponge, Genoise, Fatless, Swiss roll, Fruit Cake, Rich Cakes, Dundee, and Madeira.</p>	15
IV	<p>Simple Cookies Demonstration and Preparation of simple cookies like Nan Khatai, Golden Goodies, Melting moments, Swiss tart, Tri colour biscuits, Chocolate chip, Cookies, Chocolate Cream Fingers, Bachelor Buttons, etc.</p>	15
Total		60

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
30	30	<p style="text-align: center;">30 Hrs.</p> <ol style="list-style-type: none"> 1. Assignment in the different types of sugar used in bakery and confectionery. 2. Describe the different types of bread and cake making.

Text Books:

1. Basics of Baking by S.C. Dubey, The Society of Indian Bakers, New Delhi 2007
2. Understanding Baking, Nicole Rees & Joseph Amendola, John Wiley & Sons Publications, 2002

Reference Books:

1. Food Production Operations, Parvinder Bali, Oxford University Press
2. Theory of Cookery, Krishna Arora, Frank Brothers, New Delhi

Additional Reading:

1. Edwards, W. P. (Ed.). (2007). The science of bakery products. Royal Society of Chemistry.
2. Martins, Z. E., Pinho, O., & Ferreira, I. M. P. L. V. O. (2017). Food industry by-products used as functional ingredients of bakery products. Trends in Food Science & Technology, 67, 106-128.

Semester – I

Subject Name: Dining Operation - I
Type of Course: Minor (Restricted)
Paper Code: CAT192N101
Course Level: 100
Course Credit: 3
Scheme of Evaluation: Theory
L-T-P-C: 2-1-0-3

Course Objectives:

This course enables students to understand the essential activities of a busboy, focusing on mise-en-scène and mise-en-place, as well as the F&B service equipment used in restaurants.

Course Outcomes:

Having completed this module, a student will be able –

CO 1	<i>Remember</i> the growth and structure of the dining and catering industry, including the roles and <i>apply</i> this knowledge to analyze the duties and responsibilities of F&B staff.	BT 1
CO 2	<i>Understand</i> the essential attributes and skills required for F&B staff and <i>apply</i> knowledge of food and beverage service equipment, such as cutlery, crockery, glassware, and linen, in practical service settings.	BT 2
CO 3	<i>Understand</i> and <i>apply</i> menu planning principles for various meals, including breakfast types and the French classical menu, and <i>analyze</i> how different cultural meal structures (English, American, Continental, Indian) influence service style.	BT 3
CO 4	<i>Analyze</i> different dining service styles (pre-plated, English, American, Gueridon, Silver service) and <i>apply</i> these procedures in real service situations, including welcoming guests, seating, water service, and order taking.	BT 4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Growth of Dining/ Catering Industry & Departmental Organization & Staffing F&B outlets of a hotel, Duties & responsibilities of F&B staff	12
II	Staff Attributes, Skills & Knowledge, Food & Beverage Service Equipment Cutlery, Crockery, Glassware, Linen	12
III	Meals & Menu Planning Types of Meals, French classical menu, Breakfast-English,	12

	American, Continental, Indian/ Brunch, Lunch, High tea, Afternoon Tea	
IV	Dining Service- Style and Procedure Preparation for service, Mise en place, Mise- en scene, Types of service style- Pre-plated, English, American, Gueridon, Silver service, Welcoming and receiving, Seating, Water service, Offering Menu card, Order taking	12
Total		48

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
48	x	30 Hrs. 1. Assignments on French Classical Menu 2. Class project on different types of breakfast

Text Books:

1. R. Singaravelavan second edition (2016), Food and Beverage service
2. Cousins, J & Lillicrap, D & Weekes, S (2017), Food & Beverage Service, 9th Edition, Hodder Education, London, ISBN- 9781471807954

Reference Books:

1. Erlacher, M & Keller, S (2013) Restaurant Service Skill- Training Book, Re Novium, Switzerland, ISBN 978-3-906121-04-8
2. Bagchi, S.N & Sharma, A (2006), Text Book of Food & Beverage Service, Third Edition, Jindal Book Service, Delhi, ISBN- 81-8204-028-0

Additional Reading:

1. Pursehouse, C. (2012). Sustainability in housing and dining operations. New Directions for Student Services, 137(2012), 41-52.
2. Costello, C., Birisci, E., & McGarvey, R. G. (2016). Food waste in campus dining operations: Inventory of pre-and post-consumer mass by food category, and estimation of embodied greenhouse gas emissions. Renewable Agriculture and Food Systems, 31(3), 191-201.

Subject Name: Behavioural Sciences -1
UG 1st semester
Course code: BHS982A104
Credit: 1

Course objectives: To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

Course Outcomes: On completion of the course the students will be able to:

CO1: Understand self & process of self-exploration

CO2: Learn about strategies for development of a healthy self esteem

CO3: Apply the concepts to build emotional competencies.

Detailed Syllabus:

Modules	Course Contents	Periods
I	Introduction to Behavioural Science Definition and need of Behavioural Science, Self: Definition components, Importance of knowing self, Identity Crisis, Gender and Identity, Peer Pressure, Self-image: Self Esteem, Johari Window, Erikson's model.	4
II	Foundations of individual behaviour Personality- structure, determinants, types of personalities. Perception: Attribution, Errors in perception. Learning- Theories of learning: Classical, Operant and Social	4
III	Behaviour and communication. Defining Communication, types of communication, barriers to communication, ways to overcome barriers to Communication, Importance of Non-Verbal Communication/Kinesics, Understanding Kinesics, Relation between behaviour and communication.	4
IV	Time and Stress Management Time management: Introduction-the 80:20, sense of time management, Secrets of time management, Effective scheduling. Stress management: effects of stress, kinds of stress-sources of stress, Coping Mechanisms. Relation between Time and Stress.	4
Total		16

Text books

1. J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer & Company
2. Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc
3. K.Alex, Soft skills; S.Chand.

Type of Course: AEC (w.e.f. 2023-24)
UG programmes Semester: 1st
Course Code: CEN982A101
Course Title: CEN I: Introduction to Effective Communication
Total credits: 1
Course level: 100
L-T-P-C: 1-0-0-1
Scheme of Evaluation: Theory and Practical

Course Objective: To understand the four major aspects of communication by closely examining the processes and figuring the most effective ways to communicate with interactive activities.

Course Outcomes: On successful completion of the course the students will be able to

SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Identify the elements and processes that make for successful communication and recognise everyday activities that deserve closer attention in order to improve communication skills	BT 1
CO 2	Contrast situations that create barriers to effective communication and relate them to methods that are consciously devised to overcome such hindrance	BT 2
CO 3	Use language, gestures, and para-language effectively to avoid miscommunication and articulate one's thoughts and build arguments more effectively	BT 3

Detailed Syllabus		
Units	Course Contents	Periods
I	Introduction to Effective Communication Listening Skills The Art of Listening Factors that affect Listening Characteristics of Effective Listening Guidelines for improving Listening skills	5
II	Speaking Skills The Art of Speaking Styles of Speaking Guidelines for improving Speaking skills Oral Communication: importance, guidelines, and barriers	5
III	Reading Skills the Art of Reading Styles of Reading: skimming, surveying, scanning Guidelines for developing Reading skills	5
IV	Writing Skills the Art of Writing Purpose and Clarity in Writing Principles of Effective Writing	5

Keywords: Communication, Listening, Speaking, Reading, Writing

Textbooks:

1. *Business Communication* by Shalini Verma

References:

1. *Business Communication* by P.D. Chaturvedi and Mukesh Chaturvedi
2. *Technical Communication* by Meenakshi Raman and Sangeeta Sharma

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
15 hours	-	10 hours - Movie/ Documentary screening - Peer teaching - Seminars - Field Visit

Semester – I

Subject Name: Computer Applications

Type of Course: SEC

Paper Code: CAT192S111

Course Level: 100

Course Credit: 3

Scheme of Evaluation: Practical

L-T-P-C: 0-0-3-3

Course Objective:

Students will be able to describe the fundamentals of computers and explain the use of the applications of window

Course Outcomes:

Having completed this module, a student will be able –

CO 1	To define Windows Operations	BT 1
CO 2	To explain Ms- Office	BT 2
CO 3	To make use of working with Ms PowerPoint	BT 3
CO 4	To make use of working with MS Excel	BT 3

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	WINDOWS OPERATIONS A. Creating Folders B. Creating Shortcuts C. Copying Files/Folders D. Renaming Files/Folders E. Deleting Files F. Exploring Windows G. Quick Menus	22
II	MS-OFFICE 2010 MS WORD CREATING A DOCUMENT A. Entering Text B. Saving the Document C. Editing a Document already saved to Disk D. Getting around the Document E. Find and Replace Operations F. Printing the Document FORMATTING A DOCUMENT A. Justifying Paragraphs B. Changing Paragraph Indents C. Setting Tabs and Margins D. Formatting Pages and Documents	23

	<p>E. Using Bullets and Numbering F. Headers/Footers G.. Pagination SPECIAL EFFECTS A. Print Special Effects e.g. Bold, Underline, Superscripts, Subscript B. Changing Fonts C. Changing Case CUT, COPY AND PASTE OPERATION A. Marking Blocks B. Copying and Pasting a Block C. Cutting and Pasting a Block D. Deleting a Block E. Formatting a Block F. Using Find and Replace in a Block USING MS-WORD TOOLS A. Spelling and Grammar B. Mail Merge C.. Printing Envelops and Labels TABLES A. Create B. Delete C. Format GRAPHICS A. Inserting Clip arts B. Symbols (Border/Shading) C. Word Art PRINT OPTIONS A. Previewing the Document B. Printing a whole Document C. Printing a Specific Page D. Printing a selected set E. Printing Several Documents Printing More than one Copies</p>	
<p>III</p>	<p>MS OFFICE 2010 MS-EXCEL A. How to use Excel B. Starting Excel C. Parts of the Excel Screen D. Parts of the Worksheet E. Navigating in a Worksheet F. Getting to know mouse pointer shapes CREATING A SPREADSHEET A. Starting a new worksheet B. Entering the three different types of data in a worksheet C. Creating simple formulas D. Formatting data for decimal points E. Editing data in a worksheet F. Using AutoFill G. Blocking data H. Saving a worksheet I. Exiting excel MAKING THE WORKSHEET LOOK PRETTY A. Selecting cells to format B. Trimming tables with Auto Format</p>	<p>23</p>

	<p>C. Formatting cells for:</p> <ul style="list-style-type: none"> - Currency - Comma - Percent - Decimal - Date <p>Changing columns width and row height</p> <p>E. Aligning text</p> <ul style="list-style-type: none"> - Top to bottom - Text wrap - Re ordering Orientation F Using Borders <p>GOING THROUGH CHANGES</p> <p>A. Opening workbook files for editing</p> <p>B. Undoing the mistakes</p> <p>C. Moving and copying with drag and drop</p> <p>D. Copying formulas</p> <p>E. Moving and Copying with Cut, Copy and Paste</p> <p>F. Deleting cell entries</p> <p>G. Deleting columns and rows from worksheet</p> <p>H. Inserting columns and rows in a worksheet</p> <p>I. Spell checking the worksheet PRINTING THE WORKSHEET</p> <p>A. Previewing pages before printing</p> <p>B. Printing from the Standard toolbar</p> <p>C. Printing a part of a worksheet</p> <p>D. Changing the orientation of the printing</p> <p>E. Printing the whole worksheet in a single page</p> <p>F. Adding a header and footer to a report</p> <p>G. Inserting page breaks in a report</p> <p>H. Printing the formulas in the worksheet</p> <p>ADDITIONAL FEATURES OF A WORKSHEET</p> <p>A. Splitting worksheet window into two four panes</p> <p>B. Freezing columns and rows on-screen for worksheet title</p> <p>C. Attaching comments to cells</p> <p>D. Finding and replacing data in the worksheet</p> <p>E. Protecting a worksheet</p> <p>F. Function commands</p> <p>MAINTAINING MULTIPLE WORKSHEET</p> <p>A. Moving from sheet in a worksheet</p> <p>B. Adding more sheets to a workbook</p> <p>C. Deleting sheets from a workbook</p> <p>D. Naming sheet tabs other than sheet 1, sheet 2 and so on</p> <p>E. Copying or moving sheets from one worksheet to another</p> <p>CREATING GRAPHICS/CHARTS</p> <p>A. Using Chart wizard</p> <p>B. Changing the Chart with the Chart Toolbar</p> <p>C. Formatting the chart's axes</p> <p>D. Adding a text box to a chart</p> <p>E. Changing the orientation of a 3-D chart</p>	
--	---	--

	F. Using drawing tools to add graphics to chart and worksheet Printing a chart with printing the rest of the worksheet data G. Printing a chart with printing the rest of the worksheet data	
IV	MS OFFICE 2010 MS-POWER POINT A. Making a simple presentation B. Using Auto Content Wizards and Templates C. Power Points five views D. Slides - Creating Slides, re-arranging, modifying - Inserting pictures, objects - Setting up a Slide Show E Creating an Organizational Chart Internet & E-mail Introduction to Internet; Accessing Web Sites; e-mail, Sending and Receiving, cc, bcc, e-mail Subscription, Search Engines, searching through various Search Engines, Chatting, Access to Sites; Online Messages etc.	22
Total		90

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
X	90	45 Hrs. 1. Assignments on Various Computer Task

Text Books:

1. Computer Fundamentals: Concepts, Systems & Applications- 8th Edition, P K Sinha, BPB Publications; 6th edition
2. Computer Applications in Business | UGCF, Hem Chand Jain, H.N. Tiwari, Taxmann

Reference Books:

1. Applications in Management, Shrivastava, N., (2010), Computer: Publisher- Wiley India- 2010
2. Computer Application in Management, Goel, R., & Kakkar, N.D., (2018), New Age International Publishers
3. Computer Fundamentals, RS Salaria, Khanna Book Publishing
4. Introduction To Computer Application, Apoorv Ojas, Suyash Shrivastava, SBPD Publishing House

Additional Reading:

1. Evaluating the Effectiveness of Computer Applications in Developing English Learning
(<https://files.eric.ed.gov/fulltext/EJ1126629.pdf>)
2. Research methods for computer applications, Jo W. Tombaugh
(<https://link.springer.com/article/10.3758/BF03203553>)

Semester – II

Subject Name: Foundation of Cuisine - II
Type of Course: Major
Paper Code: CAT192M241
Course Level: 100
Course Credit: 3
Scheme of Evaluation: Practical & Theory
L-T-P-C: 2-0-1-3

Course Objectives:

This course introduces students to essential culinary skills for a professional kitchen, focusing on salad dressings, butchery techniques, cheese processing, and the preparation of classic French dishes.

Course Outcomes:

Having completed this module, a student will be able –

CO 1	<i>Remember</i> the principles and components of salad dressings and hors d'oeuvres. <i>Apply</i> this knowledge to classify and <i>analyze</i> different types of salads, dressings, and hors d'oeuvres (cold, hot, classic).	BT 1
CO 2	<i>Understand</i> the butchery techniques for veal, mutton, and poultry, and the classification and cuts of fish.	BT 2
CO 3	<i>Apply</i> knowledge of cheese processing and sandwich preparation by <i>analyzing</i> different types of national cheeses and sandwich components. <i>Evaluate</i> the ingredients and methods used in making sausages, cold cuts, and cured foods.	BT 3
CO 4	<i>Analyze</i> and <i>apply</i> techniques for preparing pâté, terrine, and mousseline, while <i>understanding</i> the structure of a French Classical Menu (13 and 17 courses) and <i>evaluating</i> the presentation techniques required for these classical dishes.	BT 4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Dressings and Condiments, Salads Vinaigrette, Blue cheese, Italian, Boiled, Sour cream, Salads – Components, Principles, Ingredients, classification Hors D'oeuvres Cold, Hot, Classic	15
II	Butchery of Meat Veal, Mutton, Poultry, Quality characteristics, Retail cuts, Traditional methods of preserving meat, Cold Cuts and Cured Foods, Fish Mongery – Classification, cuts, Commissary – SPS of different vegetables, Grades, Care,	15

III	Cheese and Sandwiches Processing, classification, National cheeses, Parts of sandwiches, Types Sausages, Cold cuts and Cured Foods Components, Ingredients, Types	15
IV	Preparation of – Pate, Terrine, mouse, mousseline Set of French Classical Menu Introduction to French Classical Menu, Structure of the French Classical Menu (13 and 17 course), Presentation Techniques	15
Total		60

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
30	30	31 hrs. 3. Project on Food Production Hierarchy and chefs' uniforms 4. Assignments on Various types of Mother Sauce

Text Books:

1. Theory of Catering by Kinton Cesserani, Published by Hodder & Stoughton
2. Practical Cookery by Kinton Cesserani, Published by Hodder & Stoughton

Reference Books:

1. Food Production Operations, Parvinder Bali, Oxford University Press
2. Theory of Cookery, Krishna Arora, Frank Brothers, New Delhi

Additional Reading:

1. Giritlioglu, I., Batman, O., & Tetik, N. (2011). The knowledge and practice of food safety and hygiene of cookery students in Turkey. Food Control, 22(6), 838-842.
2. Sharples, L. (2004). The world of cookery-school holidays. In Food tourism around the world (pp. 102-120). Routledge.

Semester – II

Subject Name: Bakery and Confectionery Techniques

Type of Course: Major

Paper Code: CAT192M242

Course Level: 100

Course Credit: 3

Scheme of Evaluation: Practical & Theory

L-T-P-C: 2-0-1-3

Course Objectives:

This course provides students with foundational skills in baking and confectionery, focusing on techniques for cake making, heat transfer principles, and advanced decoration methods for various desserts.

Course Outcomes:

Having completed this module, a student will be able –

CO 1	<i>Remember and understand</i> the fundamental bakery techniques, measurements, and formulas used in cake making, and <i>apply</i> the appropriate methods to rectify faults and prepare basic cakes and sponges.	BT 1
CO 2	<i>Understand</i> the principles of heat transfer and sensory properties in baking, and <i>apply</i> this knowledge to balance recipes and <i>analyze</i> the sensory outcomes of various cakes and sponges, including eggless and fatless varieties.	BT 2
CO 3	<i>Understand</i> the role of eggs in baking and the preparation of various bakery items, and <i>apply</i> this knowledge to create and <i>analyze</i> decorated cakes and gateaux using advanced techniques like custards, soufflés, and buttercream.	BT 3
CO 4	<i>Analyze</i> different types of pie doughs and fillings, <i>evaluate</i> pie and tart baking techniques, and <i>apply</i> decorative techniques like marzipan, royal icing, and fondant to create ornamental and health-focused cakes and desserts, including hot, cold, and frozen puddings.	BT 4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Bakery Techniques and Formulas Measurements, using the oven (preheating, rack position, controlling ingredients temperature, rotating racks), unmolding and cooling, metric formulas and recipes, baker's percentage, formula yield. Concept Introduction Application of cake-making methods, Rectifying cake faults by recipe modification, Preparation of basic cakes and sponges using the following methods of Cake Making - Sugar batter method, Flour batter method, Whipping method Rubbing method, All in one method	15

II	<p>The Physics of Heat and Sensory Properties of Food Methods of heat transfer, heat measurement, phases of matter, sensory properties (appearance, flavour, texture).</p> <p>Cakes and Sponges Sheets/ bulk production and balancing of recipes: Eggless cakes, Fatless sponge, Lemon sponge, Marble sponge, Coffee sponge, Chocolate sponge, Checkered cake, Chocolate Brownie, Sacher torte</p>	15
III	<p>Egg Bakery Custards, Soufflés, Meringues, Butter Cream, Pate a choux</p> <p>Basic Decorated cakes and Gateaux based on Pineapple Gateaux, Black Forest Gateaux, Fresh Fruit Gateaux, Butter Scotch Gateaux, Chocolate Truffle Gateaux, Peach Gateaux, Coffee and Chocolate, White chocolate truffle cake,</p>	15
IV	<p>Pies and Tarts Pie Dough (types, flaky pie dough, mealy pie dough), Pie fillings (starches, fruits, custards, cream pie filling, chiffon pie filling), Baking pie, Pie faults, Tarts and Tartlets (baked and unbaked)</p> <p>Model Cakes/ Ornamental Cakes based on Marzipan, Filigree, Quilling, Fondant, Royal icing, Gum paste/ sugar paste decorations, Chocolate Ganache, Tier cakes (wedding cakes), Model cakes (Birthday cakes/ ornamental cakes), Horizontal cakes, Health Cakes and Desserts</p> <p>Hot / Cold / Frozen puddings Caramel Custard, Crème Brulee, Pear/ apple/ apricot pudding, Baked cheesecake, Fool, Custard, Soufflés, Mousse (Chocolate/ Coffee/ mango etc), Bavaroise, Cheesecake, Charlotte Royal, Gelato, Sorbet, Sherbet, Ice-cream desserts, Use of meringues in desserts and icings - Swiss Meringue, French Meringue, Italian Meringue</p>	15
Total		60

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
30	30	32 hrs. 1. Project on Food Production Hierarchy and chefs' uniforms 2. Assignments on Various types of Mother Sauce

Text Books:

1. Basics of Baking by S.C. Dubey, The Society of Indian Bakers, New Delhi 2007
2. Understanding Baking, Nicole Rees & Joseph Amendola, John Wiley & Sons Publications, 2002

Reference Books:

1. Food Production Operations, Parvinder Bali, Oxford University Press
2. Theory of Cookery, Krishna Arora, Frank Brothers, New Delhi

Additional Reading:

1. Abraham, U. (1993). Bakery algorithms. Manuscript, 35.
2. Smith, J. P., Daifas, D. P., El-Khoury, W., Koukoutsis, J., & El-Khoury, A. (2004). Shelf life and safety concerns of bakery products—a review. *Critical reviews in food science and nutrition*, 44(1), 19-55.

Semester – II

Subject Name: Dining Operation - II
Type of Course: Minor (Restricted)
Paper Code: CAT192N201
Course Level: 100
Course Credit: 3
Scheme of Evaluation: Theory
L-T-P-C: 2-1-0-3

Course Objectives:

This course introduces students to essential dining operation skills, focusing on Mise en Place, table-setting techniques, and the sequence of service for casual dining environments.

Course Outcomes:

Having completed this module, a student will be able –

CO 1	<i>Remember and understand</i> the principles of Mise en Place, Mise en Scene, and Side Board setup, and <i>apply</i> them to effectively prepare for table service.	BT 1
CO 2	<i>Understand</i> the techniques for laying tables, including the placement of cutlery, crockery, and centre appointments, and <i>apply</i> this knowledge to properly <i>arrange</i> a formal dining setup.	BT 2
CO 3	<i>Understand and apply</i> the sequence of casual dining service, from meeting and greeting guests to the final dessert service, while <i>analyzing</i> each step's impact on customer experience.	BT 3
CO 4	<i>Analyze</i> various counter service techniques for beverages, including water, soft drinks, and beer, and <i>apply</i> appropriate service sequences for self-service, assisted service, and single-point service.	BT 4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Preparation For the Service Mise en Place, Mise En Scene, Side Board Set up	15
II	Table Laying Laying of Table Cloth, Placement of Cutlery, Placement of Crockery, Placement of Paper Napkin, Placement of Centre Appointment	15
III	Casual Dining Service Sequence Meeting, Greeting and Seating, Order Taking, Pre-plated Service of Water, Butter & Bread, Appetizer, Soup, Main Course, Dessert.	15

IV	Counter Service of Beverages Water, Soft Drinks, Juices, Beer. Service Sequence For Self Service, Assisted Service, Single Point Service	15
Total		60

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60	x	33 hrs. 5. Project on Food Production Hierarchy and chefs' uniforms 6. Assignments on Various types of Mother Sauce

Text Books:

1. R. Singaravelavan second edition (2016), Food and Beverage service
2. Cousins, J & Lillicrap, D & Weekes, S (2017), Food & Beverage Service, 9th Edition, Hodder Education, London, ISBN- 9781471807954

Reference Books:

1. Erlacher, M & Keller, S (2013) Restaurant Service Skill- Training Book, Re Novium, Switzerland, ISBN 978-3-906121-04-8
2. Bagchi, S.N & Sharma, A (2006), Text Book of Food & Beverage Service, Third Edition, Jindal Book Service, Delhi, ISBN- 81-8204-028-0

Additional Reading:

1. Chen, C. J., Gregoire, M. B., Arendt, S., & Shelley, M. C. (2011). College and university dining services administrators' intention to adopt sustainable practices: Results from US institutions. *International Journal of Sustainability in Higher Education*, 12(2), 145-162.
2. DiPietro, R. B., Murphy, K. S., Rivera, M., & Muller, C. C. (2007). Multi-unit management key success factors in the casual dining restaurant industry: A case study. *International journal of contemporary hospitality management*, 19(7), 524-536.

Type of Course: AEC (w.e.f. 2023-24)
UG programmes Semester: 2nd
Course Code: CEN982A201
Course Title: CEN II: Approaches to Verbal and Non-Verbal Communication
Total credits: 1
Course level: 100
L-T-P-C: 1-0-0-1

Scheme of Evaluation: Theory and Practical

Course Objectives

To introduce the students to the various forms of technical communication and enhance their knowledge in the application of both verbal and non-verbal skills in communicative processes.

Course Outcomes

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Identify the different types of technical communication, their characteristics, their advantages and disadvantages.	BT 1
CO 2	Explain the barriers to communication and ways to overcome them.	BT 2
CO 3	Discover the means to enhance conversation skills.	BT 3
CO 4	Determine the different types of non-verbal communication and their significance.	BT4

Detailed Syllabus

Modules	Topics (if applicable) & Course Contents	Periods
I	Technology Enabled Communication Communicating about technical or specialized topics, Different forms of technology-enabled communication tools used in organisations Telephone, Teleconferencing, Fax, Email, Instant messaging , Blog, podcast, Videos, videoconferencing, social media	4
II	Communication Barriers Types of barriers: Semantic, Psychological, Organisational, Cultural, Physical, and Physiological. Methods to overcome barriers to communication.	4
III	Conversation skills/Verbal Communication Conversation – Types of Conversation, Strategies	4

	for Effectiveness, Conversation Practice, Persuasive Functions in Conversation, Telephonic Conversation and Etiquette Dialogue Writing, Conversation Control.	
IV	Non-verbal Communication Introduction; Body language- Personal Appearance, Postures, Gestures, Eye Contact, Facial expressions Paralinguistic Features-Rate, Pause, Volume, Pitch/Intonation/ Voice/modulation Proxemics , Haptics, Artifacts, Chronemics	4
Total		16

Textbooks:

1. Rizvi, M. Ashraf. (2017). *Effective Technical Communication*. McGraw-Hill.
2. Chaturvedi, P. D. and Chaturvedi, Mukesh. (2014). *Business Communication*. Pearson.
3. Raman, Meenakshi and Sharma, Sangeeta. (2011). *Technical Communication: Principles and Practice* (2nd Edition): Oxford University Press.

References:

1. Hair, Dan O., Rubenstein, Hannah and Stewart, Rob. (2015). *A Pocket Guide to Public Speaking*. (5th edition). St. Martin's. ISBN-13:978-1457670404
2. Koneru, Aruna. (2017) *Professional Communication*. New Delhi: Tata McGraw Hill ISBN-13: 978-0070660021
3. Raman, Meenakshi and Singh, Prakash. (2012). *Business Communication* (2nd Edition): Oxford University Press

Sengupta, Sailesh. (2011) *Business and Managerial Communication*. New Delhi: PHI Learning Pvt. Ltd.

Subject Name: Behavioural Sciences -II
UG 2nd semester
Course code: BHS982A204
Credit: 1

Course objectives: To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

Course outcomes: On completion of the course the students will be able to:

CO1: Develop an elementary level of understanding of culture and its implications on personality of people.

CO2: Understand the concept of leadership spirit and to know its impact on performance of employees.

CO3: Understand and apply the concept of Motivation in real life.

Modules	Course Contents	Periods
I	Culture and Personality Culture: Definition, Effect, relation with Personality, Cultural Iceberg, Overview of Hofstede's Framework, Discussion of the four dimensions of Hofstede's Framework.	4
II	Attitudes and Values Attitude's definition: changing our own attitudes, Process of cognitive dissonance Types of Values, Value conflicts, Merging personal and Organisational values	4
III	Motivation Definition of motivation with example, Theories of Motivation (Maslow, McClelland's theory & Theory X and Y)	4
IV	Leadership Definition of leadership, Leadership continuum, types of leadership, Importance of Leadership, New age leaderships: Transformational & transactional Leadership, Leaders as role models.	4
Total		16

Text books:

1. J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer & Company
2. Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.

Organizational Behaviour by Kavita Singh (Vikas publishers, 3rd Edition).

Semester – II

Subject Name: Guest Handling Skills in Hospitality

Type of Course: SEC

Subject Code: TTM202S211

Course Level: 100

Course Credit: 3

Scheme of Evaluation: Practical – Project + Viva

L-T-P-C – 0-0-6-3

Course objectives:

This is a practical skill enhancement course which is focused on dealing with various types of guests in the field of tourism and hospitality as a whole.

Course Outcomes:

After the completion of the course learners will be able –

CO 1	<i>Remember</i> the principles of effective communication with superiors, colleagues, and customers	BT 1
CO 2	<i>Understand</i> the behavioural, personal, and telephone etiquette required in the hospitality industry.	BT 2
CO 3	<i>Apply</i> service practices that cater to gender and age sensitivity in a professional setting.	BT 3
CO 4	<i>Analyze</i> the role of IPR protection in maintaining trust and confidentiality in hospitality operations.	BT 4

Detailed Syllabus:

Module	Content	Periods
I	Communicate with Guest and Colleagues: <ul style="list-style-type: none">• Interact with Superior• Communicate with Colleagues• Communicate Effectively with Customers.	15
II	Maintain Standard of Etiquette and Hospitable Conduct: <ul style="list-style-type: none">• Follow Behavioural, Personal and Telephone Etiquette• Treat Customers with a High Degree of Respect and Professionalism• Achieve Customer Satisfaction	15
III	Follow Gender and Age Sensitive Service Practices: <ul style="list-style-type: none">• Educate customers on specific facilities and services available for different categories of guests• Provide gender and age specific services as per their unique and collective requirements• Follow standard etiquette with women at the workplace.	15

IV	Maintain IPR of Organization and Guest: <ul style="list-style-type: none"> • Secure the company's IPR • Respect guests' copyright 	15
	Total	60

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
x	90 Hrs.	30 Hrs. 1. Projects and Assignments on various guest handling techniques. 2. Role play on different situation handlings

Text Books:

1. Hotel Front Office: A Training Manual, Andrews, S., (2015), Tata McGraw Hill
2. Hotel Front Office Operations & Management Tewari, J, (2016), Oxford University Press

Reference Books:

1. Hospitality Reception & Front Office-Procedures & Systems, Negi, J., (2009), Publisher S. Chand
2. The Art of Dealing with People, Les Giblin, Embassy Books; First Editions (1 January 2001)
3. Human Psychology, Dr. Mukta Goyal, Notion Press (21 July 2021)
4. Food And Beverage Service 2e, Singaravelavan, R, Oxford University Press; Second edition (17 June 2016)

Additional Reading:

1. An Assessment of Key Hotel Guest Contact Personnel in Handling Guest Complaints
(https://www.researchgate.net/publication/233019082_An_Assessment_of_Key_Hotel_Guest_Contact_Personnel_in_Handling_Guest_Complaints)
2. How To Handle Hotel Guest Complaints
(https://www.academia.edu/27244168/How_To_Handle_Hotel_Guest_Complaints_doc)