



**ROYAL SCHOOL OF HOTEL MANAGEMENT  
(RSHM)**

**COURSE STRUCTURE & SYLLABUS  
(BASED ON NATIONAL EDUCATION POLICY 2020)**

**FOR**

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

**W.E.F.**

**AY 2024 - 2025**

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## *Preamble*

The National Education Policy (NEP) 2020 conceives a new vision for India's higher education system. It recognizes 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.

If we focus on the 21<sup>st</sup> century requirements, the higher education framework of the nation must aim to develop good, thoughtful, well-rounded, and creative individuals and 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 the 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 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 its own 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 clearly 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 own 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 number of 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 for a system wherein students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning.
- CBCS also provides opportunity for vertical mobility to students from a bachelor's degree programme to masters 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 instructions 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)**

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

### **1.3.2. Course of Study:**

Course of study indicate 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 (12<sup>th</sup> 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 the 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 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 1<sup>st</sup> to 3<sup>rd</sup> 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; promote critical thinking. Indian knowledge systems; 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, 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:**

In view of 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 7/8<sup>th</sup> 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 a part time employment (not relevant to the program being studied- up to certain NSQF level only). In case 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 assignment of credits. This could be either Full or Part time employment after undertaking an academic/ Vocation program. In case where experiential learning is as a part of employment the learner would earn credits as weightage. The maximum credit points earned in this case shall be double of the credit points earned with respect to the qualification/ course completed. The credit earned and assigned by

virtue of relevant experience would enable learners to progress in their career 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 on the basis of (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 identifies moves way 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 need of the community. HEIs, on their turn, shall address to 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 expands 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 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 single major. Also, the **4-year Bachelor's degree programme with Single Major** is considered as 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 choices of the student.)

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

<b>Award</b>	<b>Year</b>	<b>Credits to earn</b>	<b>Additional Credits</b>	<b>Re-entry allowed within (yrs.)</b>	<b>Years to Complete</b>
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

<b>Award</b>	<b>Year</b>	<b>Credits to earn</b>	<b>Additional Credits</b>	<b>Re-entry allowed within (yrs.)</b>	<b>Years to Complete</b>
4-year UG Degree (Honors with Research):	4	160	Students who secure 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 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/ trans disciplinary 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 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 and 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 in a clear and concise manner 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 B.A. in Culinary Arts will be able impart the:

Sl.no.	Programme Learning Outcomes	The Learning Outcomes Descriptors
PLO 1	Disciplinary Knowledge	<ol style="list-style-type: none"> <li>1. Students will demonstrate a comprehensive understanding of the principles and practices in hotel management, including front office operations, food and beverage management, housekeeping, and event planning.</li> <li>2. Students will be able to apply theoretical knowledge to real-world scenarios, making informed decisions and implementing best practices in the hospitality industry.</li> <li>3. Students will analyze the global trends and emerging issues in the hotel industry, recognizing the impact of cultural diversity and sustainability on hotel operations.</li> </ol>
PLO 2	Develop Complex Problem Skills	<ol style="list-style-type: none"> <li>1. Students will identify and assess complex challenges faced in the hotel industry, such as managing guest complaints, optimizing revenue, and handling emergency situations.</li> <li>2. Through case studies and simulations, students will develop innovative solutions and implement effective strategies to address multifaceted problems encountered in hotel operations.</li> <li>3. Students will be able to critically evaluate the outcomes of their problem-solving approaches and refine their strategies based on feedback and lessons learned.</li> </ol>

PLO 3	Develop Analytical & Criticalthinking Skills	<ol style="list-style-type: none"> <li>1. Students will apply analytical tools and techniques to analyze financial data, market trends, and customer feedback to improve the efficiency and profitability of hotel establishments.</li> <li>2. Through critical thinking exercises, students will assess ethical dilemmas and social responsibilities related to hotel management, making informed decisions that prioritize guest satisfaction and employee well-being.</li> <li>3. Students will evaluate the impact of various policies and strategies on hotel performance, enabling them to adapt and optimize operations for different market conditions.</li> </ol>
PLO 4	Creativity	<ol style="list-style-type: none"> <li>1. Students will develop creative approaches to enhance guest experiences and differentiate hotel services, such as devising unique thematic events and innovative food and beverage offerings.</li> <li>2. Through creative problem-solving exercises, students will generate novel ideas to improve operational efficiency, optimize resource utilization, and address sustainability challenges in the hospitality industry.</li> <li>3. Students will demonstrate the ability to think outside the box and propose innovative solutions for marketing, branding, and guest engagement strategies in the competitive hotel market.</li> </ol>
PLO 5	Developing Communication Skills	<ol style="list-style-type: none"> <li>1. Students will effectively communicate with diverse stakeholders, including guests, employees, and management, demonstrating excellent interpersonal skills and cultural sensitivity.</li> <li>2. Through written and oral presentations, students will convey complex information clearly and persuasively, fostering effective communication within hotel teams and with external partners.</li> <li>3. Students will practice active listening and conflict resolution techniques to handle guest complaints, employee issues, and challenging situations that may arise in the hotel industry.</li> </ol>
PLO 6	Research-related skills	<ol style="list-style-type: none"> <li>1. Students will develop the ability to conduct comprehensive market research, analyzing industry trends, customer preferences, and competitor strategies to inform decision-making in hotel operations.</li> <li>2. Through research projects, students will collect and analyze data on sustainable practices, energy-efficient technologies, and eco-friendly initiatives to promote environmental responsibility in hotel management.</li> <li>3. Students will acquire skills in data gathering, literature review, and academic writing, culminating in the preparation of research reports</li> </ol>

		and feasibility studies relevant to the hospitality sector.
PLO 7	Collaboration	<ol style="list-style-type: none"> <li>1. Students will actively participate in group projects, learning to work effectively as part of a team, fostering strong interpersonal relationships, and leveraging collective strengths to achieve common objectives.</li> <li>2. Through experiential learning opportunities, students will engage in cross-functional collaboration, understanding the importance of teamwork in delivering seamless guest experiences.</li> <li>3. Students will demonstrate the ability to resolve conflicts and handle diverse perspectives in a professional and constructive manner, promoting a harmonious work environment in the hospitality industry.</li> </ol>
PLO 8	Develop Leadership qualities	<ol style="list-style-type: none"> <li>1. Students will develop leadership qualities such as integrity, empathy, and adaptability, which are essential for guiding hotel teams and ensuring high standards of service.</li> <li>2. Through leadership training and mentorship programs, students will cultivate decision-making skills and a strategic mindset to excel in managerial roles within the hospitality sector.</li> <li>3. Students will have opportunities to take on leadership responsibilities in hotel-related projects and gain hands-on experience in managing teams and resources effectively.</li> </ol>
PLO 9	Develop Digital & technological skills	<ol style="list-style-type: none"> <li>1. Students will gain proficiency in using hotel management software, property management systems, and online booking platforms to streamline hotel operations and enhance guest experiences.</li> <li>2. Through technological workshops and training, students will learn about the latest trends and advancements in the hospitality industry, such as artificial intelligence, data analytics, and virtual reality applications.</li> <li>3. Students will be equipped with cybersecurity awareness, ensuring data privacy and safeguarding hotel information in the digital era.</li> </ol>
PLO 10	Develop Environmental Awareness and ability to address the issue	<ol style="list-style-type: none"> <li>1. Students will recognize the importance of sustainability in the hotel industry, developing an understanding of eco-friendly practices, waste reduction, and energy-efficient measures.</li> <li>2. Through practical initiatives and awareness campaigns, students will actively promote environmental responsibility within hotel establishments and engage guests in sustainable practices.</li> </ol>

## 5. Program Specific Outcomes (PSO)

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

PSO 1	<p>Culinary Proficiency: Graduates should demonstrate a high level of proficiency in various culinary techniques, including cooking, baking, confectionery, and food styling.</p> <p>Food Safety and Hygiene: Graduates should be well-versed in food safety and hygiene practices, ensuring the production of safe and quality food in diverse culinary settings.</p>
PSO 2	<p>Menu Planning and Management: Graduates should possess the skills to plan, organize, and manage menus for different culinary events, taking into account dietary requirements, cultural preferences, and nutritional considerations.</p> <p>Entrepreneurship and Management: Graduates should be capable of entrepreneurship in the culinary industry, including managing restaurants, events, and catering services, demonstrating effective leadership and business management skills.</p>
PSO 3	<p>International and Indian Culinary Knowledge: Graduates should have a comprehensive understanding of both international and Indian cuisines, incorporating cultural diversity and traditional culinary practices into their work.</p> <p>Innovation and Creativity: Graduates should be able to demonstrate creativity and innovation in culinary arts, including the development of new recipes, presentation techniques, and culinary concepts.</p>
PSO 4	<p>Food Quality Control: Graduates should be equipped with the knowledge and skills to maintain high standards of food quality, including food quality management and adherence to industry standards.</p> <p>Communication and Interpersonal Skills: Graduates should possess effective communication skills, enabling them to interact professionally with clients, colleagues, and other stakeholders in the culinary industry.</p> <p>Financial Management: Graduates should understand financial concepts related to the culinary industry, including food costing, budgeting, and financial control in a culinary business.</p> <p>Ethical and Sustainable Practices: Graduates should demonstrate awareness and application of ethical and sustainable practices in culinary arts, considering social, environmental, and economic factors.</p>

## 6. Teaching Learning Process

Teaching and learning in this programme involves 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

### Assessment Methods

	Components of Evaluation	Marks	Frequency	Code	Weightage (%)
<b>A</b>	<b>Continuous Evaluation</b>				
i	Analysis/Class Test	Combination of any three from (i) to (v) with 5 marks each	1 – 3	C	25%
ii	Home Assignments		1 – 3	H	
iii	Project		1	P	
iv	Seminar		1 – 2	S	
v	Viva-voce/Presentation		1 – 2	V	
vi	Mid Semester Examination	MSE shall be of 10 marks	1	Q/CT	
vii	Attendance	Attendance shall be of 5 marks	100%	A	5%
<b>B</b>	<b>Semester End Examination</b>		1	SEE	70%
<b>Total</b>					<b>100%</b>

### 7. Career Opportunities:

Chef in hotel and allied hospitality industry;
Kitchen Management positions in hotels after an initial stint as a trainee;
Flight Kitchen services;
Indian Navy Hospitality services;
Management Trainee/Executive in international and national fast food chains;
Hospital and Institutional Catering;
Faculty in Hotel Management/ICI/Food Craft Institutes;
Kitchen Management in Shipping and Cruise lines;
Railway Hospitality and Catering Services;
Hotels and Guest Houses run by State Tourism Development Corporations;
Self-employment through entrepreneurship and
Nutrition Expert and many more.

### 8. Abbreviations

AECC	Ability Enhancement Compulsory Course
GE	Generic Elective
SEC	Skill Enhancement Course
DSE	Discipline Specific Elective
CC	Course Code
Cr	Credits
Core	Core Courses

## B.A. in Culinary Arts Programme Structure

1 <sup>st</sup> Semester				
Sl. No.	Subject Code	Subject Name	Course Level	Cr
<b>Major (Core)</b>				
1	HMT01CA101	Dining Operations Basics	100	3
2		Bakery and Confectionery Basics	100	3
<b>Minor (Restricted)</b>				
3		Hygiene and Food Safety	100	3
<b>Interdisciplinary</b>				
4		Indian Knowledge System - I	100	3
<b>Ability Enhancement Course 1</b>				
5	AEC982A101	Communicative English and Behavioural Science-I	100	2
<b>Skill Enhancement Course</b>				
6		Foundation of Cuisine -I	100	3
<b>Value Added Course</b>				
7		will select one course from a basket of courses	100	3
<b>Total Credits</b>				<b>20</b>

2 <sup>nd</sup> Semester				
Sl. No.	Subject Code	Subject Name	Course Level	Cr
<b>Major (Core)</b>				
1	HMT01CA102	Banquets and Specialized Catering	100	3
2		Bakery and Confectionery Techniques	100	3
<b>Minor (Restricted)</b>				
3		Ayurvedic Practices and Concepts of food Production	100	3
<b>Interdisciplinary</b>				
4		Indian Knowledge System - I	100	3
<b>Ability Enhancement Course 1</b>				
5	AEC982A101	Communicative English and Behavioral Science-I	100	2
<b>Skill Enhancement Course</b>				
6		Foundation of Cuisine -II	100	3
<b>Value Added Course</b>				
7		will select one course from a basket of courses	100	3
<b>Total Credits</b>				<b>20</b>

### 3rd Semester

Sl. No.	Subject Code	Subject Name	Course Level	Cr
<b>Major (Core)</b>				
1	HMT01CA102	Food Quality Management	200	3
2		Indian Confectionery -Halwai	200	3
<b>Minor (Restricted)</b>				
3		Institutional and Bulk Cooking	200	3
<b>Interdisciplinary</b>				
4		Indian Knowledge System - II	200	3
<b>Ability Enhancement Course 1</b>				
5	AEC982A101	Communicative English and Behavioral Science-I	200	2
<b>Skill Enhancement Course</b>				
6		Cuisines of India	200	3
<b>Total Credits</b>				<b>20</b>

### 4th Semester

Sl. No.	Subject Code	Subject Name	Course Level	Cr
<b>Major (Core)</b>				
1	HMT01CA102	Events and Restaurant Management	200	4
2		Culinary Management	200	4
3		Advance Bakery & Confectionery	200	4
<b>Minor (Restricted)</b>				
4		World Cuisine - I	200	3
5		Food Photography, Styling & Larder	200	3
<b>Ability Enhancement Course 1</b>				
6	AEC982A101	Communicative English and Behavioral Science-I	200	2
<b>Total Credits</b>				<b>20</b>

### 5th Semester

Sl. No.	Subject Code	Subject Name	Course Level	Cr
<b>Internship</b>				
1		17 Weeks Internship	300	20
<b>Total Credits</b>				<b>20</b>

6th Semester				
Sl. No.	Subject Code	Subject Name	Course Level	Cr
<b>Major (Core)</b>				
1	HMT01CA102	Entrepreneurship Management	300	4
2		Facility Planning and Kitchen Management	300	4
3		Gastronomy, Carving & Non edible display	300	4
4		Commercial Confectionery and Bakery	300	4
<b>Minor (Restricted)</b>				
5		World Cuisine - II	300	4
<b>Total Credits</b>				<b>20</b>

7th Semester				
Sl. No.	Subject Code	Subject Name	Course Level	Cr
<b>Major (Core)</b>				
1	HMT01CA102	Advance Confectionery and Chocolatier	300	4
2		Food and Beverage Control	300	4
3		Financial Concepts & Food Costing	300	4
4		Human Resource Management	300	4
<b>Minor (Restricted)</b>				
5		Advanced Culinary Art - I	300	4
<b>Total Credits</b>				<b>20</b>

8th Semester				
Sl. No.	Subject Code	Subject Name	Course Level	Cr
<b>Major (Core)</b>				
1	HMT01CA102	Advance Food processing	300	4
2		Health and Nutrition Management	300	4
3		Project Report & Management Accounting	300	4
4		Restaurant Sales and Marketing	300	4
<b>Minor (Restricted)</b>				
5		Advanced Culinary Art - II	300	4
<b>Total Credits</b>				<b>20</b>