



**ROYAL SCHOOL OF TRAVEL & TOURISM  
MANAGEMENT  
(RSTTM)**

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

**FOR**

**BA/ BSc. IN TRAVEL & TOURISM MANAGEMENT  
(4 YEARS SINGLE MAJOR)**

**W.E.F.**

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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**

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 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/ 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 ( <i>The graduates should be able to demonstrate the capability to:</i> )
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 Bachelor of Travel & Tourism Management will be able impart the:

Sl.no.	Programme Learning Outcomes	The Learning Outcomes Descriptors ( <i>The programme learnings should be able to demonstrate the capability to:</i> )
PLO 1	Disciplinary Knowledge	<ol style="list-style-type: none"> <li>Contextualize tourism within broader cultural, environmental, political and economic dimensions of society.</li> <li>Critique tourism practices for their implications locally and globally.</li> </ol>



PLO 2	Develop Complex Problem Skills	1. Apply problem solving and critical analysis within diverse contexts.
PLO 3	Develop Analytical & Criticalthinking Skills	1. Apply critical thinking and analysis in relation to tourism industry and its related stakeholders.
PLO 4	Creativity	<ol style="list-style-type: none"> <li>1. Plan, lead, organize and control resources for effective and efficient tourism operations.</li> <li>2. Create, apply, and evaluate marketing strategies for tourism destinations and organizations.</li> <li>3. Develop and evaluate tourism policy and planning initiatives.</li> </ol>
PLO 5	Developing Communication Skills	<ol style="list-style-type: none"> <li>1. Select and deploy task-appropriate forms of oral, written, digital, and graphic communication.</li> <li>2. Value and practice active listening, critical thinking, and critical reading.</li> <li>3. Distinguish and produce forms of communication relevant to academia, business, government, and industry.</li> <li>4. Assess, evaluate, and employ appropriate communication tools for discussions within and between teams and members, various audiences, decision-making teams, and corporate communication tasks.</li> </ol>
PLO 6	Research-related skills	<ol style="list-style-type: none"> <li>1. Conduct comprehensive research on diverse destinations, cultures, and travel trends to create informed and engaging travel itineraries.</li> <li>2. Evaluate the impact of travel and tourism on local economies, societies, and environments through data analysis and critical research.</li> <li>3. Utilize various research methodologies and data sources to develop insightful market analyses and forecast future travel trends.</li> </ol>
PLO 7	Collaboration	<ol style="list-style-type: none"> <li>1. Effectively collaborate with diverse stakeholders, such as travel agencies, local communities, and tourism authorities, to design sustainable and inclusive travel experiences.</li> <li>2. Demonstrate strong interpersonal skills to work in cross-functional teams, fostering effective communication, and resolving conflicts to achieve common travel goals.</li> <li>3. Develop partnerships with local businesses, conservation organizations, and cultural centers to promote responsible and authentic tourism experiences.</li> </ol>

PLO 8	Develop Leadership qualities	<ol style="list-style-type: none"> <li>1. Exhibit leadership readiness by effectively coordinating and leading travel groups, demonstrating adaptability in managing unexpected challenges.</li> <li>2. Demonstrate the ability to make well-informed decisions based on ethical considerations and a thorough understanding of the travel and tourism industry.</li> <li>3. Develop a vision for sustainable tourism development and articulate it to inspire others, driving positive change within the travel industry.</li> </ol>
PLO 9	Develop Digital & technological skills	<ol style="list-style-type: none"> <li>1. Utilize digital marketing strategies and social media platforms to promote travel products and experiences effectively to a global audience.</li> <li>2. Employ emerging technologies, such as virtual reality and augmented reality, to enhance the travel experience and create innovative marketing campaigns.</li> <li>3. Implement online booking systems and reservation software to streamline travel operations and enhance customer convenience.</li> </ol>
PLO 10	Develop Environmental Awareness and ability to address the issue	<ol style="list-style-type: none"> <li>1. Recognize the ecological impact of travel and tourism activities, and develop strategies to minimize negative effects on natural habitats and local ecosystems.</li> <li>2. Advocate for sustainable practices within the travel industry, including promoting eco-friendly accommodations, responsible wildlife experiences, and carbon offset initiatives.</li> <li>3. Create awareness among travelers and tourism stakeholders about the importance of environmental conservation and encourage responsible behavior to protect fragile destinations.</li> </ol>

**5. Program Specific Outcomes (PSO)**

Upon completion of BA/BSc (H) of Travel & Tourism Management Programme, the students will be able to –

PSO 1	Demonstrate the ability to design comprehensive travel plans and itineraries. They will be proficient in researching and selecting appropriate transportation options, accommodations, attractions, and activities based on traveller preferences and budget constraints. Graduates will be capable of creating engaging and well-organized travel experiences that cater to diverse client needs.
PSO 2	Possess a deep understanding of various cultures, traditions, and customs across different global destinations. They will showcase cultural sensitivity and awareness, enabling them to effectively communicate and interact with travellers from diverse backgrounds. Students will be equipped with in-depth destination knowledge, encompassing historical, geographical, and socio-cultural aspects, allowing them to offer insightful guidance and recommendations to travellers.
PSO 3	Acquire skills in tourism marketing and promotion strategies. They will be able to develop and execute effective marketing campaigns, utilizing digital platforms, social media, and other promotional channels to attract and engage

	potential travellers. Graduates will also be proficient in identifying target markets, analysing consumer behaviour, and leveraging branding techniques to enhance the visibility and competitiveness of tourism products and services.
PSO 4	Possess a strong understanding of sustainable tourism practices and their significance in minimizing negative environmental, social, and cultural impacts. Graduates will be able to develop and implement sustainable tourism initiatives that prioritize responsible resource management, community engagement, and ethical considerations. They will demonstrate the ability to contribute to the development of environmentally friendly and socially responsible tourism experiences that promote long-term sustainability and benefit local communities.

## 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	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>

### BA / BSc in Travel & Tourism Management Programme Structure

1 <sup>st</sup> Semester				
Sl. No.	Subject Code	Subject Name	Course Level	Cr
<b>Major (Core)</b>				
1	TTM202M101	Tourism Resources of NE	100	3
2	TTM202M102	Introduction to Tourism	100	3
<b>Minor (Open)</b>				
3	TTM202N101	Fundamentals of Tourism	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	TTM202S112	Computer Applications in Tourism	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	TTM202M201	Tourism Phenomenon	100	3
2	TTM202M202	Eco & Sustainable Tourism	100	3
<b>Minor (Open)</b>				
3	TTM202N201	Tourism Products of India	100	3
<b>Interdisciplinary</b>				
4		Indian Knowledge System - II	100	3
<b>Ability Enhancement Course 2</b>				
5	AEC982A201	Communicative English and Behavioural Science-II	100	2
<b>Skill Enhancement Course</b>				
6	TTM202S211	Guest Handling Skills in Hospitality	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>

3 <sup>rd</sup> Semester				
Sl. No.	Subject Code	Subject Name	Course Level	Cr
<b>Major (Core)</b>				
1	TTM202M301	Tourism Marketing	200	4
2	TTM202M302	Tourism Planning & Policy	200	4
<b>Minor (Open)</b>				
3	TTM202N301	Fundamentals of Tourism Marketing	200	4
<b>Interdisciplinary</b>				
4		Will select one course from a basket of courses	200	3
<b>Ability Enhancement Course 3</b>				
5	AEC982A301	Communicative English and Behavioural Science-III	200	2
<b>Skill Enhancement Course</b>				
6	TTM202S311	Tour Packaging	200	3
<b>Total Credits</b>				<b>20</b>

4 <sup>th</sup> Semester				
Sl. No.	Subject Code	Subject Name	Course Level	Cr
<b>Major (Core)</b>				
1	TTM202M401	Entrepreneurship Management	200	4
2	TTM202M402	Human Resource Management in Tourism	200	4
3	TTM202K401	Art and Culinary Heritage of India (IKS)	200	4
<b>Minor (Open)</b>				
4	TTM202N401	Quality Management in Tourism	200	3
5	TTM202N402	E-Tourism	200	3
<b>Ability Enhancement Course 4</b>				
6	AEC982A401	Communicative English and Behavioural Science-IV	200	2
<b>Total Credits</b>				<b>20</b>

5 <sup>th</sup> Semester				
Sl. No.	Subject Code	Subject Name	Course Level	Cr
<b>Major (Core)</b>				
1	TTM202M501	Introduction to Statistics	300	4
2	TTM202M502	Destination Marketing	300	4
3	TTM202M503	Adventure Tourism	300	4
<b>Minor (Open)</b>				
4	TTM202N501	Strategic Management in Tourism	300	4
<b>Internship</b>				
5	TTM202M521	6 Weeks Offline Internship	300	4
<b>Total Credits</b>				<b>20</b>

6 <sup>th</sup> Semester				
Sl. No.	Subject Code	Subject Name	Course Level	Cr
<b>Major (Core)</b>				
1	TTM202M601	Managerial Accounting	300	4
2	TTM202M602	Map Work and Tourist Map Designing & Aviation Geography	300	4
3	TTM202M603	Tour Guiding & Interpretation	300	4
4	TTM202M604	Globalization, Preservation & Conservation of Culture	300	4
<b>Minor (Open)</b>				
5	TTM202N601	Front Office Management	300	4
<b>Total Credits</b>				<b>20</b>

7 <sup>th</sup> Semester				
Sl. No.	Subject Code	Subject Name	Course Level	Cr
<b>Major (Core)</b>				
1	TTM202M701	Fundamentals of Tourism	400	4
2	TTM202M702	Destination Geography, History and Heritage	400	4
3	TTM202M703	Fundamentals of Management	400	4
4	TTM202M704	Tourism and Travel Industry	400	4
<b>Minor (Open)</b>				
5	TTM202N701	Human Resource Management & Organisational Behaviour	400	4
<b>Total Credits</b>				<b>20</b>

8 <sup>th</sup> Semester				
Sl. No.	Subject Code	Subject Name	Course Level	Cr
<b>Major (Core)</b>				
1	TTM202M801	Finance and Accounting for Tourism	400	4
<b>Minor</b>				
3	HMT192N801	Research Methodology	400	4
<b>Dissertation</b>				
4	HMT192M821	Dissertation/Research Project	400	12
<b>OR</b>				
5	TTM202M802	Tour Operations	400	4
6	TTM202M803	Quality Management in Tourism	400	4
7	TTM202M804	Environment & Ecology	400	4
<b>Total Credits</b>				<b>20</b>

**Semester – I**

**Subject Name: Tourism Resources of NE**

**Type of Course: Major**

**Paper Code: TTM202M101**

**Course Level: 100**

**Course Credit: 3**

**Scheme of Evaluation: Theory**

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

**Course Objective:**

The course aims to develop the knowledge of the students about the rich potential tourism resources of the north east part of India.

**Course Outcomes:**

Having successfully completed this module, a student will be able –

CO 1	<b>To define</b> and remember the basic concept of various tourism products and resources	BT 1
CO 2	<b>To explain</b> the various socio-cultural resources of the North East India	BT 2
CO 3	<b>To develop</b> the knowledge on emerging tourism destinations of North East India and be able to apply the knowledge in to their real life.	BT 3

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (if applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Tourism Products-</b> Definition, concept, nature, characteristics of tourism products. Classification of Products. <b>Tourism Resources-</b> Definition, concept, nature, characteristics of tourism resources, classification.	<b>15</b>
<b>II</b>	<b>Natural and Man-made tourism resources in North East -</b> Flora and fauna, Wildlife sanctuaries – National parks – Biosphere reserves –Mountain Tourist Resources and Hill stations – Islands - Wetlands - UNESCO World Heritage Sites. Geographical Indicators Tags Major tourism circuits of North East India - Pilgrimage tourism - Heritage tourism - Eco- tourism - Adventure Tourism	<b>15</b>
<b>III</b>	<b>Socio- cultural resources of North East -</b> Socio- cultural resources of North East as a tourist product: Ethnic groups- Religion- Dance & Music - fairs and festivals- handicrafts- performing arts- customs and traditions- folklore- cuisine	<b>15</b>

<b>IV</b>	<p><b>Emerging Tourism Destinations of North East -</b></p> <p>New and emerging tourism destinations in North East India: Assam, Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura. Travel formalities in North East India. Challenges &amp; Opportunities of Tourism in North East India.</p> <p><b>Field Visit:</b> One Day FAM Trip. Predefined group visits to tourist attractions in and around Guwahati guided by Faculty of the Department. On completion of each tour, the students have to submit a tour report along with an oral presentation. These reports will be treated as assignments, which would carry scores as per the prevailing evaluation guidelines of the University</p>	<b>15</b>
	<b>Total</b>	<b>60</b>

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hrs.	x	30 Hrs. 1. Field Visit to a tourist destination in Guwahati

**Text Books:**

1. History, Religion, Culture of India, Gajrani, S. (2015), *Isha Publications*,
2. History of North East India, Verma, Rajesh (2016), *Mittal Publications*

**Reference Books:**

1. Tourism in North-East India, 2013, Dr. S Ram R Kumar, Commonwealth Publishers; 1st edition (1 January 2012)
2. Historical Tourism in North East India, Mahaveer Publications (1 January 2020)
3. Tourism in North East India, Sanjay Sen, Mahaveer Publications
4. Tourism Operations & Management, Raday, S., Biwal, A., & Joshi, V., (2017), *Oxford University Press*.

**Additional Reading:**

1. Tourism Development in Northeast India  
([https://himalaya.socanth.cam.ac.uk/collections/journals/ebhr/pdf/EBHR\\_32\\_07.pdf](https://himalaya.socanth.cam.ac.uk/collections/journals/ebhr/pdf/EBHR_32_07.pdf))
2. North-Eastern States Tourism: Exploring the Unexplored On Earth  
(<https://www.iosrjournals.org/iosr-jhss/papers/Vol.%2022%20Issue8/Version-14/E2208143540.pdf>)



**Semester – I**

**Subject Name: Introduction to Tourism**  
**Type of Course: Major**  
**Paper Code: TTM202M102**  
**Course Level: 100**  
**Course Credit: 3**  
**Scheme of Evaluation: Theory**  
**L-T-P-C – 2-1-0-3**

**Course Objective:** This course shall introduce the learners to the various fundamental concepts of travel trade.

**Course outcomes:**

Having successfully completed this module, a student will be able –

CO 1	<b>To define</b> the basic concepts of tourism development	BT 1
CO 2	<b>To classify</b> and explain the history and evolution of tourism	BT 2
CO 3	<b>To identify</b> the typology of tourism	BT 3
CO 4	<b>To construct</b> various tourism systems along with tourism demand and travel motivators	BT 3

**Detailed Syllabus:**

Modules	Topics (if applicable) & Course Contents	Periods
<b>I.</b>	<b>Basic concepts &amp; development of tourism:</b> Tourism, excursion, leisure and recreation; tourist, visitor, traveler;  <b>History and evolution of tourism:</b> Roman Empire and early travel, trade routes, concept of annual holiday, social(paid)Tourism; Grand Tour, dark age, renaissance in Tourism; Thomas cook & early organized travel; Modern day Mass Tourism.	<b>15</b>
<b>II.</b>	<b>Typology and forms of tourism:</b> International Tourism, Inbound, Outbound, inter regional, intra-regional, domestic, internal, National Tourism; Types of Tourism, contemporary trends in Indian Tourism.	<b>15</b>
<b>III</b>	<b>Tourism system &amp; Environment:</b> 6A's - Components of tourism, Distribution, Inter-relation between various segments, travel industry network, Elements of tourism, Tourism environment, Manila Declaration.	<b>15</b>
<b>IV</b>	<b>Tourism Demand &amp; Travel Motivators:</b> basics of Tourism demand, Net travel propensity, Gross travel propensity, Travel Motivators, Physical Motivators, Inter personal Motivators, Status & Prestige. <b>Future growth and development of Indian tourism:</b> 5 Ts of Brand India; Major Tourism schemes of Govt. of India, Visa on Arrival (VoA), PRASAD Scheme, HRIDAY Scheme, Travel Circuits; Incredible India.	<b>15</b>
	<b>Total</b>	<b>60</b>

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hrs.	x	30 Hrs. 1. Group Project on Tourism Typology 2. Individual Assignments on Tourism Systems

**Text Books:**

1. The Business of Tourism, Holloway, J. C. (1994)., Pitman Publishing, London. “(L)”.
2. Tourism Principles and Practices, Swan, Sampad Kumar, and Mishra, Jitendra Mohan (2012)., Oxford Higher Education. “(L)”
3. An Introduction to Tourism, N. Jayapalan, Atlantic; Latest Edition (1 January 2013)

**Reference Books:**

1. Understanding Tourism, Medlik, S. (1997)., Butterworth Hinemann, Oxford
2. Leisure and Tourism, Hayward, Peter (2000), Hiennemann GNVQ Intermediate, Hiennemann Educational Publishers
3. Introduction to Tourism, Shailja Sharma, SAGE Publications Pvt. Ltd

**Additional Reading:**

1. Tourism and Travel: A Research Guide (<https://guides.loc.gov/tourism-and-travel>)
2. Types of Tourists (<https://www.slideshare.net/1stborn31/types-of-tourist>)

**Semester – I**

**Subject Name: Fundamentals of Tourism**  
**Type of Course: Minor (Open)**  
**Subject Code: TTM202N101**  
**Course Level: 100**  
**Course Credit: 3**  
**Scheme of Evaluation: Theory**  
**L-T-P-C – 2-1-0-3**

**Course Objective:** This course shall introduce the learners to the various fundamental concepts of travel trade.

**Course outcomes:**

Having successfully completed this module, a student will be able –

CO 1	<b>To define</b> the basic concepts of tourism development	BT 1
CO 2	<b>To classify</b> and explain the history and evolution of tourism	BT 2
CO 3	<b>To identify</b> the typology of tourism	BT 3
CO 4	<b>To construct</b> various tourism systems along with tourism demand and travel motivators	BT 3

**Detailed Syllabus:**

Modules	Topics (if applicable) & Course Contents	Periods
<b>I.</b>	<b>Basic concepts &amp; development of tourism:</b> Tourism, excursion, leisure and recreation; tourist, visitor, traveler;  <b>History and evolution of tourism:</b> Roman Empire and early travel, trade routes, concept of annual holiday, social(paid)Tourism; Grand Tour, dark age, renaissance in Tourism; Thomas cook & early organized travel; Modern day Mass Tourism.	<b>15</b>
<b>II.</b>	<b>Typology and forms of tourism:</b> International Tourism, Inbound, Outbound, inter regional, intra-regional, domestic, internal, National Tourism; Types of Tourism, contemporary trends in Indian Tourism.	<b>15</b>
<b>III</b>	<b>Tourism system &amp; Environment:</b> 6A's - Components of tourism, Distribution, Inter-relation between various segments, travel industry network, Elements of tourism, Tourism environment, Manila Declaration.	<b>15</b>
<b>IV</b>	<b>Tourism Demand &amp; Travel Motivators:</b> basics of Tourism demand, Net travel propensity, Gross travel propensity, Travel Motivators, Physical Motivators, Inter personal Motivators, Status & Prestige. <b>Future growth and development of Indian tourism:</b> 5 Ts of Brand India; Major Tourism schemes of Govt. of India, Visa on Arrival (VoA), PRASAD Scheme, HRIDAY Scheme, Travel Circuits; Incredible India.	<b>15</b>
	<b>Total</b>	<b>60</b>

**Credit Distribution**

Lecture/Tutorial	Practicum	Experiential Learning
60 Hrs.	x	30 Hrs. 3. Group Project on Tourism Typology 4. Individual Assignments on Tourism Systems

**Text Books:**

4. The Business of Tourism, Holloway, J. C. (1994)., Pitman Publishing, London. “(L)”.
5. Tourism Principles and Practices, Swan, Sampad Kumar, and Mishra, Jitendra Mohan (2012)., Oxford Higher Education. “(L)”
6. An Introduction to Tourism, N. Jayapalan, Atlantic; Latest Edition (1 January 2013)

**Reference Books:**

4. Understanding Tourism, Medlik, S. (1997)., Butterworth Hinemann, Oxford
5. Leisure and Tourism, Hayward, Peter (2000), Hiennemann GNVQ Intermediate, Hiennemann Educational Publishers
6. Introduction to Tourism, Shailja Sharma, SAGE Publications Pvt. Ltd

**Additional Reading:**

3. Tourism and Travel: A Research Guide (<https://guides.loc.gov/tourism-and-travel>)
4. Types of Tourists (<https://www.slideshare.net/1stborn31/types-of-tourist>)

**Subject Name:** Behavioural Sciences -1  
**UG 1<sup>st</sup> 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
<b>I</b>	<b>Introduction to Behavioural Science</b> 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.	<b>4</b>
<b>II</b>	<b>Foundations of individual behaviour</b> Personality- structure, determinants, types of personalities. Perception: Attribution, Errors in perception. Learning- Theories of learning: Classical, Operant and Social	<b>4</b>
<b>III</b>	<b>Behaviour and communication.</b> 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.	<b>4</b>
<b>IV</b>	<b>Time and Stress Management</b> 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.	<b>4</b>
<b>Total</b>		<b>16</b>

**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	<b>Identify</b> the elements and processes that make for successful communication and <b>recognise</b> everyday activities that deserve closer attention in order to improve communication skills	<b>BT 1</b>
CO 2	<b>Contrast</b> situations that create barriers to effective communication and <b>relate</b> them to methods that are consciously devised to overcome such hindrance	<b>BT 2</b>
CO 3	<b>Use</b> language, gestures, and para-language effectively to avoid miscommunication and <b>articulate</b> one's thoughts and build arguments more effectively	<b>BT 3</b>

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

**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

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

**Semester – I**

**Subject Name: Computer Applications in Tourism**

**Type of Course: SEC**

**Paper Code: TTM202S112**

**Course Level: 100**

**Course Credit: 3**

**Scheme of Evaluation: Practical**

**L-T-P-C – 0-0-6-3**

**Course objectives:**

This paper will demonstrate the skill of handling the computer software on MS Windows operations.

**Course Outcomes:**

Having successfully completed this module, a student will be able –

CO 1	<b>To define</b> the functions Windows Operations	BT 1
CO 2	<b>To demonstrate</b> and execute the application of software on computer.	BT 2
CO 3	<b>To experiment</b> with various MS Office tools	BT 3

<b>Module</b>	<b>Content</b>	<b>Periods</b>
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 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	23



	<p>C.. Changing Case  <b>CUT, COPY AND PASTE OPERATION</b>  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  <b>USING MS-WORD TOOLS</b>  A. Spelling and Grammar  B. Mail Merge  C.. Printing Envelops and Labels</p> <p><b>TABLES</b>  A. Create  B. Delete  C. Format  <b>GRAPHICS</b>  A. Inserting Clip arts  B. Symbols (Border/Shading)  C. Word Art  <b>PRINT OPTIONS</b>  A. Previewing the Document  B. Printing a whole Document  C. Printing a Specific Page  D. Printing a selected set  E. Printing Several Documents  F. Printing More than one Copies</p>	
<p style="text-align: center;"><b>III</b></p>	<p><b>MS OFFICE 2010</b>  <b>MS-EXCEL</b>  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  <b>CREATING A SPREADSHEET</b>  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  <b>MAKING THE WORKSHEET LOOK PRETTY</b>  A. Selecting cells to format  B. Trimming tables with Auto Format  C. Formatting cells for:  - Currency  - Comma  - Percent  - Decimal  - Date</p>	<p style="text-align: center;"><b>23</b></p>

	<p>D. Changing columns width and row height</p> <p>E. Aligning text</p> <ul style="list-style-type: none"> <li>- Top to bottom</li> <li>- Text wrap</li> <li>- Re ordering Orientation</li> </ul> <p>F Using Borders</p> <p><b>GOING THROUGH CHANGES</b></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</p> <p><b>PRINTING THE WORKSHEET</b></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><b>ADDITIONAL FEATURES OF A WORKSHEET</b></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><b>MAINTAINING MULTIPLE WORKSHEET</b></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><b>CREATING GRAPHICS/CHARTS</b></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> <p>F. Using drawing tools to add graphics to chart and worksheet</p> <p>G. Printing a chart with printing the rest of the worksheet data</p>	
IV	<p>MS OFFICE 2010</p> <p>MS-POWER POINT</p> <p>A. Making a simple presentation</p>	22

	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 <b>Internet &amp; E-mail</b> 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.	
	<b>Total</b>	<b>90</b>

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
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: Tourism Phenomenon**

**Type of Course: Major**

**Paper Code: TTM202M201**

**Course Level: 100**

**Course Credit: 3**

**Scheme of Evaluation: Theory**

**L-T-P-C – 2-1-0-3**

### Course Objective:

To guide the students to identify the various concepts of Tourism and explain about Travel Operator, Travel Agents, Guide and Escort, importance of tourism Statistics.

### Course Outcomes:

Having successfully completed this module, a student will be able –

CO 1	<b>To define</b> the concepts of the tourism system	BT 1
CO 2	<b>To explain</b> the various tourism regulations and policy	BT 2
CO 3	<b>To identify</b> the concepts of tourism statistics and measurement	BT 3

### Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	<b>Tourism System</b> -concepts, people & their environment, pull & push, demand-led system, supply related problems, tourism impacts <b>Constituents of Tourism Industry &amp; Tourism Organization</b> -tourism industry, constituents, tourism organizations, international organizations, government organizations in India, private sector organizations in India	15
II	<b>Tourism Regulations</b> -inbound-outbound travel regulations, economic regulations, health regulations, law & order regulations, accommodation & catering regulations, environment protection & conservation	15
III	<b>Tourism Policy &amp; Planning</b> -need for tourism policy & planning, policy initiatives 1982, tourism & planning commission, national action plans. <b>Local Bodies, Officials &amp; Tourism</b> -introduction, local bodies in India, local bodies & tourism, reasons for poor performance, measures for improvement	15
IV	<b>Statistic &amp; Measurements</b> -statistics-definition & uses, statistical measures, need for tourism statistics, problems of measurement, methods of measurements, world tourist arrivals & receipts, tourism statistics in India, estimates of foreign exchange earnings	15
<b>TOTAL</b>		<b>60</b>

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hrs.	x	30 Hrs. 1. Projects and Assignments on various tourism policies around the world

### **Text Books:**

1. Tourism Principles and Practices Swain, K.S.& Mishra, M.J., (2012): *Oxford University Press*
2. International Tourism Management, Bhatia, K.A., (2012): *Sterling publishers*

### **Reference Books:**

1. Tourism in North-East India, 301pp., 2013, Dr. S Ram R Kumar, Commonwealth Publishers; 1st edition (1 January 2012)
2. Historical Tourism in North East India, Mahaveer Publications (1 January 2020)
3. Tourism And Intercultural Exchange Why Tourism Matters by Jack G , CBS Publishers and Distributors
4. Tourism Operations & Management, Raday, S., Biwal, A., & Joshi, V., (2017), *Oxford University Press*.

### **Additional Readings:**

1. North-Eastern States Tourism: Exploring the Unexplored on Earth  
([https://www.iosrjournals.org/iosr-jhss/papers/Vol.%2022%20Issue8/Version14/E2208143540.pdf](https://www.iosrjournals.org/iosr-jhss/papers/Vol.%202022%20Issue8/Version14/E2208143540.pdf))
2. Potential for cultural and eco-tourism in North East India: a community-based approach  
(<https://www.witpress.com/Secure/elibrary/papers/SDP07/SDP07069FU2.pdf>)

## Semester – II

**Subject Name: Eco & Sustainable Tourism**

**Type of Course: Major**

**Paper Code: TTM202M202**

**Course Level: 100**

**Course Credit: 3**

**L-T-P-C – 2-1-0-3**

**Scheme of Evaluation: Theory**

### Course Objective:

This course is designed to state the meaning and scope of eco-tourism

### Course Outcomes

Having successfully completed this module, a student will be able –

CO 1	<b>To define</b> the concept and components of Eco & Sustainable Tourism industry	BT 1
CO 2	<b>To explain</b> the objectives of eco-tourism	BT 2
CO 3	<b>To identify</b> the dimensions of sustainable tourism development.	BT 3

### Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
<b>I</b>	<b>Meaning &amp; definition of Eco-tourism</b> , terminology and history, nature and scope of ecotourism, principles of ecotourism, environmental hazards	<b>15</b>
<b>II</b>	<b>Objectives of Ecotourism</b> , Emerging Concepts: Eco / rural/ Agri/ farm/ green/ wilderness/ country side/special interest tourism	<b>15</b>
<b>III</b>	<b>Definition and meaning of sustainable tourism</b> , social and economic aspects, stake holders-governments, NGO's& local communities, sustainable tourism in developing nations, problems with sustainable tourism in third world countries, environmental impacts, responsible tourism	<b>15</b>
<b>IV</b>	<b>Dimensions of Sustainable Tourism Development:</b> ecological sustainability, social sustainability, cultural sustainability, economic sustainability	<b>15</b>
<b>TOTAL</b>		<b>60</b>

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hrs.	x	30 Hrs. 1. Projects and Assignments on various eco and sustainable practices in tourism around the world.

### **Text Books:**

1. Tourism Principles and Practices Swain, K.S.& Mishra, M.J., (2012): *Oxford University Press*
2. International Tourism Management, Bhatia, K.A., (2012): *Sterling publishers*

### **Reference Books:**

1. Redesign the World: A Global Call to Action, Sam Pitroda, Penguin Portfolio
2. Sustainable tourism by Covington Gareth, Apple Academic Press
3. Sustainable Cultural Tourism Small-Scale Solutions by Susan M Guyette , Bearpath Press
4. Sustainable Tourism: Principles, Contexts and Practices, Mateen Yousuf, Redshine Publication

### **Additional Readings:**

1. Sustainable tourism: a comprehensive literature review on frameworks and applications (<https://www.tandfonline.com/doi/full/10.1080/1331677X.2014.995895>)
2. Is The Concept of Sustainable Tourism Sustainable ([https://unctad.org/system/files/official-document/ditctncd20065\\_en.pdf](https://unctad.org/system/files/official-document/ditctncd20065_en.pdf))

## Semester – II

**Subject Name: Tourism Products of India**

**Type of Course: Minor (Open)**

**Subject Code: TTM202N201**

**Course Level: 100**

**Course Credit: 3**

**Scheme of Evaluation: Theory**

**L-T-P-C – 2-1-0-3**

### Course Objective:

To guide students to understand different types of tourism resources of India - Physical, Natural, cultural Resources, UNESCO sites of India and how they are important for tourism industry.

### Course Outcomes:

Having successfully completed this module, a student will be able –

CO 1	<b>To know</b> the concepts and various classifications of tourism products	BT 1
CO 2	<b>To illustrate</b> the physical tourism products	BT 2
CO 3	<b>To identify</b> religious tourism in India	BT 3
CO 4	<b>To identify</b> about the Monuments and UNESCO World Heritage Sites	BT 3
CO 5	<b>To identify</b> the basic concept about performing arts	BT 3

### Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	Concept, classification and characteristics of tourism products, Peter's inventory of tourist attractions.	10
II	<b>Physical Tourism Products:</b> Mountain & Valleys- Indian Himalayas, Aravali Mountain Ranges, Western Ghats & Eastern Ghats; Deserts, Wetlands & Plains. Coastal Lands & Beaches; Islands; Waterfalls, Rivers & Canals; Lakes <b>Bio geographical Tourism Resources:</b> Flora and Fauna of India Wild Life Sanctuaries & National Parks, biosphere reserves. Conservation Projects - Project Tigers. Project Elephant, Project Rhino, Project Dolphins etc.	20
III	<b>Religious Tourism in India</b> – Hindu, Buddhist, Jain, Sikh, Islam and Christian pilgrim Centre  <b>UNESCO World Heritage Sites of India:</b> Cultural properties, Natural sites, and mix- properties of India in UNESCO heritage site list. Geographical Tags  <b>Built Up Structures- Monuments-</b> Forts, Palaces, Havelis, Cave, War Memorials	15



<b>IV</b>	<b>Performing arts</b> –Indian Classical Dances and other form of dance, music and musical instruments, Painting in different region, Indian Handicrafts and Handlooms, fairs and festivals, Modern Theatre and Cinema. Indian Language and literature.	<b>15</b>
<b>TOTAL</b>		<b>60</b>

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hrs.	x	30 Hrs. 1. Projects and Assignments on various tourism products of India and especially North East India.

**Text Books:**

1. Tourism in India, Dixit, M and Yadav, C S (2006), New Royal Publisher, Lucknow
2. Cultural Tourism in India DK Print Gupta, SP, Lal, K, Bhattacharya, M. (2002), New Delhi

**Reference Books:**

1. Tourism in North-East India, 301pp., 2013, Dr. S Ram R Kumar, Commonwealth Publishers; 1st edition (1 January 2012)
2. Historical Tourism in North East India, Mahaveer Publications (1 January 2020)
3. Geography of India, Husain, M (2013), Tata McGraw Hill, New Delhi

**Additional Reading:**

1. Tourism Operations & Management, Roday, S., Biwal, A., & Joshi, V., (2017), Oxford University Press
2. Tourism Studies – MID Sweden University  
(<https://www.miun.se/en/education/courses/business-law-social-sciences-and-tourism/tourism-studies/>)

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

**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).

**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

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

### Detailed Syllabus

<b>Modules</b>	<b>Topics (if applicable) &amp; Course Contents</b>	<b>Periods</b>
I	<b>Technology Enabled Communication</b> 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	<b>Communication Barriers</b> Types of barriers: Semantic, Psychological, Organisational, Cultural, Physical, and Physiological. Methods to overcome barriers to communication.	4
III	<b>Conversation skills/Verbal Communication</b> Conversation – Types of Conversation, Strategies for Effectiveness, Conversation Practice, Persuasive Functions in Conversation, Telephonic Conversation and Etiquette Dialogue Writing, Conversation Control.	4

IV	<b>Non-verbal Communication</b> Introduction; Body language- Personal Appearance, Postures, Gestures, Eye Contact, Facial expressions Paralinguistic Features-Rate, Pause, Volume, Pitch/Intonation/ Voice/modulation Proxemics , Haptics, Artifactics, Chronemics	<b>4</b>
Total		<b>16</b>

**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.

## 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 type of guests in the field of tourism and hospitality as a whole.

### Course Outcomes:

After completion of the course learners will be able –

CO 1	<b>To define</b> the definition of guest handling and guest communication	BT 1
CO 2	<b>To explain</b> the needs of good guest service and other allied services in a hospitality organization	BT 2
CO 3	<b>To identify</b> Guest service and guest handling techniques	BT 3

### Detailed Syllabus:

Module	Content	Periods
I	Communicate with Guest and Colleagues: <ul style="list-style-type: none"><li>• Interact with Superior</li><li>• Communicate with Colleagues</li><li>• Communicate Effectively with Customers.</li></ul>	22
II	Maintain Standard of Etiquette and Hospitable Conduct: <ul style="list-style-type: none"><li>• Follow Behavioural, Personal and Telephone Etiquettes</li><li>• Treat Customers with High Degree of Respect and Professionalism</li><li>• Achieve Customer Satisfaction</li></ul>	23
III	Follow Gender and Age Sensitive Service Practices: <ul style="list-style-type: none"><li>• Educate customer on specific facilities and services available for different categories of guests</li><li>• Provide gender and age specific services as per their unique and collective requirements</li><li>• Follow standard etiquette with women at workplace.</li></ul>	23
IV	Maintain IPR of Organization and Guest: <ul style="list-style-type: none"><li>• Secure company's IPR</li><li>• Respect guests' copyright</li></ul>	22
	<b>Total</b>	<b>90</b>

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
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](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](https://www.academia.edu/27244168/How_To_Handle_Hotel_Guest_Complaints_doc))

**Semester – III****Subject Name: Tourism Marketing****Type of Course: Major****Subject Code: TTM202M301****Course Level: 200****Course Credit: 4****Scheme of Evaluation: Theory****L-T-P-C – 3-1-0-4****Course objectives:**

The objectives of the course are to introduce the students to basic concepts of marketing and tourism marketing, along with marketing mix.

**Course Outcomes:**

After completion of the course learners will be able –

CO 1	<b>To define</b> the concept of Marketing, its nature and scope for tourism marketing	BT 1
CO 2	<b>To classify</b> various segments of market and the issues related to it	BT 2
CO 3	<b>To identify</b> the concept of promotion and communication	BT 3

**Detailed Syllabus:**

Module	Content	Periods
<b>I</b>	<b>Marketing:</b> Introduction to tourism marketing: Definition; nature & scope of tourism marketing; process growth of tourism marketing. Understanding the needs, want, demands, value and satisfaction, evolution of marketing.	<b>12</b>
<b>II</b>	<b>Market targeting:</b> Concept of market segmentation; targeting and positioning. Types of segmentation; Marketing mix. <b>Product issues:</b> Types of products; product mix dimensions; product strategies, product life cycle.	<b>12</b>
<b>III</b>	<b>Pricing:</b> Concept of price, factor influencing tourism pricing, method of price fixation; pricing strategies. <b>Distribution channels:</b> Nature importance distribution system. Marketing intermediaries.	<b>12</b>
<b>IV</b>	<b>Promotion:</b> Concept of Promotion and Communication; objectives and components of promotion mix; factor affecting promotion mix, types of marketing promotion and communication tools. importance of marketing promotion and communication; promotion mix; Service Characteristics of Tourism. Green Marketing, Consumer Protection Act	<b>12</b>
<b>Total</b>		<b>48</b>

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
x	90 Hrs.	30 Hrs. 3. Projects and Assignments on various guest handling techniques. 4. Role play on different situation handlings

### Text Books:

1. Tourism Principles & Practices, Swain, S.K. & Mishra, J.M. (2012)., Oxford University Press, New Delhi.
2. The Business of Tourism, Holloway, J. C. (1994)., Pitman Publishing, London. “(L)”.
3. Principles of Management of Management, Neeru Vasishth & Vibhuti Vasishth (2014). Taxmann Publications, New Delhi

### Reference Books:

1. Medlik, S. (1997). Understanding Tourism, Butterworth Hinemann, Oxford
2. Hayward, Peter (2000). Leisure and Tourism, Hiennemann GNVQ Intermediate, Hiennemann Educational Publishers
3. Butler, R.W. (2006). Tourism Area Life Cycle: Applications and Modifications, Channel View Publications.

### Additional Reading:

1. E-Gyankosh – Tourism Marketing (<https://egyankosh.ac.in/handle/123456789/67267>)
2. Tourism Studies – MID Sweden University ([https://www.miun.se/en/education/courses/business-law-social\\_sciences-and-tourism/tourism-studies/](https://www.miun.se/en/education/courses/business-law-social_sciences-and-tourism/tourism-studies/))



**Semester – III**

**Subject Name: Tourism Planning and Policy**

**Type of Course: Major**

**Subject Code: TTM202M302**

**Course Level: 200**

**Course Credit: 4**

**Scheme of Evaluation: Theory**

**L-T-P-C – 3-1-0-4**

**Course Objective:**

The objectives of the course are to introduce students to concept of Tourism Planning and Tourism Policy

**Course Outcomes:**

Having successfully completed this module, a student will be able to –

CO 1	To <b>define</b> the concept of tourism planning	BT 1
CO 2	To <b>explain</b> about the assessment and problems of tourism planning	BT 2
CO 3	To <b>identify</b> the tourism policies and tourism committees	BT 3

**Detailed Syllabus:**

Modules	Topics (if applicable) & Course Contents	Periods
I.	<p><b>Planning</b> Concept, need, scope and evolution of planning; Importance of planning for development.</p> <p><b>Tourism planning:</b> Meaning, scope and importance; Planning for development of destinations.</p> <p><b>Planning approaches:</b> Environmental and sustainable approaches. Levels of Tourism planning - international, national, regional, state and local level.</p> <p><b>Tourism planning process:</b> Tourist demand and supply; Establishing objectives; Territorial planning; Infrastructure; Finance; Administrative; Monitoring progress and Time factor. Tourism and Five-Year Plan</p>	12
II.	<p><b>Assessment and Problems</b> Assessment of tourism planning process in Indian context; Problems, grey areas and strategies. Community based approach for tourism planning at destinations; Case studies on ecotourism destination, community-based tourism and rural tourism.</p> <p>Role of Public Private Partnership (PPP) in planning. Objectives of public tourism policy. Institutional framework of public tourism policy.</p> <p><b>Policy formulation:</b> Role of government, public and private sector policy making body and process at the national level</p>	12
III.	<p><b>Tourism Policy and Committee</b> Outline of Sir John Sargent (1945), L.K. Jha's Committee 1963, National Tourism Policy 1982, 2002, 2015 (and latest), National Action Plan on Tourism 1992, State Tourism Policy 2007 (and latest). Introduction of NITI Ayog in India</p>	12
IV	<p><b>Outcome and Analysis</b> Analysis on the National Tourism Policy 2002 and latest Analysis on the latest state tourism policy. Problems and strategies; Opportunities for investment. Incentives and concessions for tourism projects; Sources of funding.</p>	12
<b>TOTAL</b>		48

**Text Books:**

1. Tourism Principles & Practices, Swain, S.K. & Mishra, J.M. (2012)., Oxford University Press, New Delhi.
2. The Business of Tourism, Holloway, J. C. (1994)., Pitman Publishing, London. “(L)”.
3. Principles of Management of Management, Neeru Vasishth & Vibhuti Vasishth (2014). Taxmann Publications, New Delhi

**Reference Books:**

1. Understanding Tourism, Medlik, S. (1997), Butterworth Hinemann, Oxford
2. Leisure and Tourism, Hayward, Peter (2000), Hiennemann GNVQ Intermediate, Hiennemann Educational Publishers
3. Tourism Principles & Practices, Swain, S.K. & Mishra, J.M.(2012)., Oxford University Press, New Delhi.

**Additional Reading:**

1. Tourism Studies – MID Sweden University (<https://www.miun.se/en/education/courses/business-law-social-sciences-and-tourism/tourism->)
2. Tourism Operations & Management, Roday, S., Biwal, A., & Joshi, V., (2017), *Oxford University Press*

**Semester – III****Subject Name: Fundamentals of Tourism Marketing****Type of Course: Minor (Open)****Subject Code: TTM202N301****Course Level: 200****Course Credit: 4****Scheme of Evaluation: Theory****L-T-P-C – 3-1-0-4****Course objectives:**

The objectives of the course are to introduce the students to basic concepts of marketing and tourism marketing, along with marketing mix.

**Course Outcomes:**

After completion of the course learners will be able –

CO 1	<b>To define</b> the concept of Marketing, its nature and scope for tourism marketing	BT 1
CO 2	<b>To classify</b> various segments of market and the issues related to it	BT 2
CO 3	<b>To identify</b> the concept of promotion and communication	BT 3

**Detailed Syllabus:**

Module	Content	Periods
I	<b>Marketing:</b> Introduction to tourism marketing: Definition; nature & scope of tourism marketing; process growth of tourism marketing. Understanding the needs, want, demands, value and satisfaction, evolution of marketing.	12
II	<b>Market targeting:</b> Concept of market segmentation; targeting and positioning. Types of segmentation; Marketing mix. <b>Product issues:</b> Types of products; product mix dimensions; product strategies, product life cycle.	12
III	<b>Pricing:</b> Concept of price, factor influencing tourism pricing, method of price fixation; pricing strategies. <b>Distribution channels:</b> Nature importance distribution system. Marketing intermediaries.	12
IV	<b>Promotion:</b> Concept of Promotion and Communication; objectives and components of promotion mix; factor affecting promotion mix, types of marketing promotion and communication tools. importance of marketing promotion and communication; promotion mix; Service Characteristics of Tourism. Green Marketing, Consumer Protection Act	12
<b>Total</b>		<b>48</b>

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
x	90 Hrs.	30 Hrs. 5. Projects and Assignments on various guest handling techniques. 6. Role play on different situation handlings

### Text Books:

4. Tourism Principles & Practices, Swain, S.K. & Mishra, J.M. (2012)., Oxford University Press, New Delhi.
5. The Business of Tourism, Holloway, J. C. (1994)., Pitman Publishing, London. “(L)”.
6. Principles of Management of Management, Neeru Vasishth & Vibhuti Vasishth (2014). Taxmann Publications, New Delhi

### Reference Books:

4. Medlik, S. (1997). Understanding Tourism, Butterworth Hinemann, Oxford
5. Hayward, Peter (2000). Leisure and Tourism, Hiennemann GNVQ Intermediate, Hiennemann Educational Publishers
6. Butler, R.W. (2006). Tourism Area Life Cycle: Applications and Modifications, Channel View Publications.

### Additional Reading:

3. E-Gyankosh – Tourism Marketing (<https://egyankosh.ac.in/handle/123456789/67267>)
4. Tourism Studies – MID Sweden University (<https://www.miun.se/en/education/courses/business-law-social-sciences-and-tourism/tourism-studies/>)

**Subject Name:** Behavioural Sciences -III  
**UG 3rd semester**  
**Course code:** BHS982A304  
**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. To enable the students to understand the process of problem solving and creative thinking.

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

CO1: Understand the process of problem solving and creative thinking.

CO2: Develop and enhance of skills required for decision-making.

**Detailed Syllabus:**

Modules	Course Contents	Periods
I	<b>Problem Solving Process</b> Defining problem, the process of problem solving, Barriers to problem solving (Perception, Expression, Emotions, Intellect, surrounding environment)	4
II	<b>Thinking as a tool for Problem Solving</b> What is thinking: The Mind/Brain/Behaviour Critical Thinking and Learning: -Making Predictions and Reasoning. -Memory and Critical Thinking. - Emotions and Critical Thinking.	4
III	<b>Creative Thinking</b> Definition and meaning of creativity, The nature of creative thinking: Convergent and Divergent thinking, Idea generation and evaluation (Brain Storming) Image generation and evaluation.  - The six-phase model of Creative Thinking: ICEDIP model	4
IV	<b>Building Emotional Competence</b> Emotional Intelligence – Meaning, components, Importance and Relevance Positive and Negative emotions Healthy and Unhealthy expression of emotions	4
<b>Total</b>		<b>16</b>

**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.

**Type of Course: AEC (w.e.f. 2023-24)**  
**UG programmes Semester: 3rd**  
**Course Code: CEN982A301**  
**Course Title: CEN III – Fundamentals of Business Communication**  
**Total credits: 1**  
**Course level: 200**  
**L-T-P-C: 1-0-0-1**  
**Scheme of Evaluation: Theory and Practical**

**Course Objective:** The aim of the course is to develop essential business communication skills, including effective writing, speaking, and interpersonal communication, to enhance professional interactions, collaboration, and successful communication strategies within diverse corporate environments.

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

SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Define and list business documents using appropriate formats and styles, demonstrating proficiency in written communication for various business contexts.	BT 1
CO 2	Demonstrate confident verbal communication skills through persuasive presentations, active listening, and clear articulation to	BT 2
CO 3	Define and identify different life skills and internet competencies required in personal and professional life.	BT 3

Detailed Syllabus		
Modules	Course Contents	Periods
I	<b>Presentation Skills</b> Importance of presentation skills, Essential characteristics of a good presentation, Stages of a presentation, Visual aids in presentation, Effective delivery of a presentation	5
II	<b>Business Writing</b> Report writing: Importance of reports, Types of reports, Format of reports, Structure of formal reports Proposal writing: Importance of proposal, Types of proposal, structure of formal proposals Technical articles: Types and structure	5
III	<b>Preparing for jobs</b> Employment Communication and its Importance, Knowing the four-step employment process, writing resumes, Guidelines for a good resume, Writing cover letters Interviews: Types of interviews, what does a job interview assess, strategies of success at interviews, participating in group discussions.	5

IV	<p><b>Digital Literacy and Life Skills</b></p> <p><b>Digital literacy:</b> Digital skills for the '21st century', College students and technology, information management using Webspaces, Dropbox, directory, and folder renaming conventions. Social Media Technology and Safety, Web 2.0.</p> <p><b>Life Skills:</b> Overview of Life Skills: Meaning and significance of life skills, Life skills identified by WHO: self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem-solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion.</p> <p>Application of life skills: opening and operating bank accounts, applying for pan, passport, online bill payments, ticket booking, gas booking</p>	5
<b>Total</b>		20

**Keywords:** Employability, business writing, presentation skills, life skills

**Textbooks:**

1. *Business Communication* by PD Chaturvedi and Mukesh Chaturvedi

### Semester – III

**Subject Name: Tour Packaging**

**Type of Course: SEC**

**Subject Code: TTM202S311**

**Course Level: 200**

**Course Credit: 3**

**Scheme of Evaluation: Practical**

**L-T-P-C – 0-1-2-3**

#### Course objectives:

To equip students with the knowledge and practical skills necessary for successful tour packaging, including planning, implementation, and evaluation, in order to meet the needs and preferences of diverse clientele and ensure memorable travel experiences.

#### Course Outcomes:

After completion of the course learners will be able –

CO 1	To <b>analyze</b> market trends and consumer preferences to develop compelling tour packages.	BT 1
CO 2	To <b>demonstrate</b> an understanding of the principles of pricing, costing, and legal considerations relevant to tour packaging.	BT 2
CO 3	To <b>negotiate</b> contracts with suppliers and effectively manage logistics for tour package implementation.	BT 3
CO 4	To <b>evaluate</b> client feedback and satisfaction levels to identify areas for improvement in tour packaging strategies.	BT 4

#### Detailed Syllabus:

Module	Content	Periods
<b>I</b>	<b>Introduction to Tour Packaging</b>  Understanding Tour Packaging <ul style="list-style-type: none"><li>- Definition and objectives of tour packaging</li><li>- Importance of market research and target audience analysis</li><li>- Overview of components included in a tour package (transportation, accommodation, activities, meals, etc.)</li><li>- Types of tour packages (e.g., cultural, adventure, luxury, eco-tourism)</li></ul> Market Analysis and Product Development <ul style="list-style-type: none"><li>- Conducting market research to identify trends and demands</li><li>- Analyzing competitor offerings and pricing</li></ul>	<b>24</b>



	<p>strategies</p> <ul style="list-style-type: none"> <li>- Developing unique selling propositions (USPs) for tour packages</li> <li>- Creating appealing tour themes and itineraries based on market preferences</li> </ul>	
<b>II</b>	<p><b>Tour Package Planning and Management</b></p> <p>Pricing and Costing Strategies</p> <ul style="list-style-type: none"> <li>- Factors influencing tour package pricing (e.g., seasonality, destination, duration)</li> <li>- Cost estimation for various components of the tour package</li> <li>- Determining profit margins and pricing structures</li> <li>- Strategies for pricing competitiveness while maintaining profitability</li> </ul> <p>Legal and Regulatory Considerations</p> <ul style="list-style-type: none"> <li>- Understanding legal requirements and regulations related to tour packaging</li> <li>- Contracting with suppliers (hotels, transportation companies, activity providers)</li> <li>- Ensuring compliance with industry standards and consumer protection laws</li> <li>- Managing liability and risk through insurance and waivers</li> </ul>	<b>24</b>
<b>III</b>	<p><b>Tour Package Implementation</b></p> <p>Supplier Negotiation and Contracting</p> <ul style="list-style-type: none"> <li>- Contacting and negotiating with suppliers for accommodations, transportation, and activities</li> <li>- Drafting and finalizing contracts, including terms and conditions</li> <li>- Ensuring quality standards and service levels meet the requirements of the tour package</li> </ul> <p>Itinerary Execution and Logistics Management</p> <ul style="list-style-type: none"> <li>- Coordination of transportation, accommodation, and activity bookings</li> <li>- Managing changes and adjustments to the itinerary as needed</li> <li>- Providing clear instructions and information to clients regarding the tour package</li> <li>- Handling unexpected challenges or disruptions during the tour</li> </ul>	<b>24</b>
<b>IV</b>	<p><b>Client Feedback and Satisfaction Analysis</b></p> <ul style="list-style-type: none"> <li>- Collecting feedback from clients regarding their tour experience</li> <li>- Analyzing feedback to identify areas of strength and areas for improvement</li> </ul>	<b>24</b>

	<ul style="list-style-type: none"> <li>- Implementing changes and enhancements based on client suggestions</li> <li>- Monitoring customer satisfaction levels over time</li> </ul> <p>Continuous Improvement Strategies</p> <ul style="list-style-type: none"> <li>- Conducting post-tour evaluations with suppliers to assess performance</li> <li>- Identifying opportunities for cost savings or efficiency improvements</li> <li>- Staying updated on market trends and customer preferences</li> <li>- Innovating and developing new tour packages to meet evolving demands</li> </ul>	
	<b>Total</b>	<b>96</b>

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
x	90 Hrs.	30 Hrs. 1. Projects and Assignments on tour packaging. 2. Real-life assignment on client feedback and satisfaction analysis

**Textbooks:**

1. Goeldner, C. R., & Ritchie, J. R. B. (2019). *Tourism: Principles, Practices, Philosophies* (13th ed.). Wiley.
2. Beirman, D. (2018). *Restoring Tourism Destinations in Crisis: A Strategic Marketing Approach*. CABI.
3. Weaver, D. B., & Lawton, L. J. (2014). *Tourism Management* (5th ed.). Wiley.

**Reference Books:**

1. Prideaux, B., & Cooper, M. (Eds.). (2017). *Destination Marketing: An Integrated Marketing Communication Approach*. CABI.
2. Page, S. J. (2019). *Tourism Management: An Introduction* (6th ed.). Routledge.
3. Boniface, B. G., & Cooper, C. P. (2012). *Worldwide Destinations: The Geography of Travel and Tourism* (6th ed.). Routledge.

**Additional Reading:**

1. Hamdan, H., & Yuliantini, T. (2021). Purchase behavior: online tour package. *Dinasti International Journal of Management Science*, 2(3), 420-434.
2. Rahman, S. A., Benjamin, A. M., & Bakar, E. M. N. E. A. (2014, July). Economic tour package model using heuristic. In *AIP Conference Proceedings* (Vol. 1605, No. 1, pp. 1160-1165). American Institute of Physics.

### Semester – IV

**Subject Name: Entrepreneurship Management**

**Type of Course: Major**

**Subject Code: TTM202M401**

**Course Level: 200**

**Course Credit: 4**

**Scheme of Evaluation: Theory**

**L-T-P-C – 3-1-0-4**

#### Course Objective:

The objectives of the course are to introduce students to the basic concepts of Entrepreneurship and Management.

#### Course Outcomes:

Having successfully completed this module, a student will be able to –

CO 1	To <b>define</b> the concept of entrepreneurship	BT 1
CO 2	To <b>explain</b> the concept of management and various level of the same.	BT 2
CO 3	To <b>identify</b> the concept of proprietorship	BT 3
CO 4	To <b>identify</b> the characteristics of an entrepreneur	BT 3

#### Detailed Syllabus:

Modules	Topics / Course content	Periods
<b>I</b>	Meaning and definition, concept of entrepreneurship, the history of entrepreneurship development, role of small & medium enterprise (SME) in economic development, functions of an entrepreneurship: primary, secondary & other functions, types of an entrepreneur: aggressive/innovative, imitative/adoptive, Fabián, drone, empirical, rational, cognitive	12
<b>II</b>	Management concept, understanding management, management levels and skills, managers: roles, tasks & responsibilities, management functions, characteristics of an efficient manager	12
<b>III</b>	<b>Sole proprietorship:</b> meaning, salient features, advantages & disadvantages <b>Partnership:</b> meaning, salient features, advantages & disadvantages <b>Company:</b> meaning, salient features, types of companies, Franchise	12

<b>IV</b>	<p><b>Characteristics of an entrepreneur:</b> vision, knowledge, desire to succeed, independence, optimism, value addition, initiative, goal setting, problem solver, good human relations &amp; communication skills</p> <p>Process of entrepreneurship: identifying an opportunity, establishing a vision, persuading others, gathering resources, create new venture, changing/adapting with time.</p> <p>Barriers to entrepreneurship: environmental, financial, personal, societal &amp; political</p>	12
<b>Total</b>		48

#### **Text Books:**

1. Management and Entrepreneurship, T. Krishna Rao N.V.R. Naidu, Dreamtech Press (1 January 2019)
2. Entrepreneurship Development & Management, R.K. Singal, S K Kataria and Sons; Reprint 2013 edition
3. Principles of Management of Management, Neeru Vasishth & Vibhuti Vasishth (2014). Taxmann Publications, New Delhi

#### **Reference Books:**

1. Entrepreneurship | 11th Edition, Robert D. Hisrich, Michael P. Peters, Dean A. Shepherd, Sabyasachi Sinha, McGraw Hill; Eleventh edition (6 August 2020)
2. Leisure and Tourism, Hayward, Peter (2000), Hiennemann GNVQ Intermediate, Hiennemann Educational Publishers

#### **Additional Reading:**

1. Current Research on Entrepreneurship and SME Management ([https://ecsb.org/wp-content/uploads/2014/06/inter-rent\\_2010.pdf](https://ecsb.org/wp-content/uploads/2014/06/inter-rent_2010.pdf))
2. Entrepreneurship, Research And Business Management. Remedies For Unemployment And Poverty Reduction In Botswana (<https://www.grin.com/document/453320>)

**Semester – IV****Subject Name: Human Resource Management in Tourism****Type of Course: Major****Paper Code: TTM202M402****Course Level: 200****Course Credit: 4****L-T-P-C – 3-1-0-4****Scheme of Evaluation: Theory****Course Objective:**

This course is designed to understand the concepts of human resource management and refer the same in managing, planning and controlling human resource. The objective of this course is to acquaint the participants with concepts and techniques used in HRM

**Course Outcomes**

Having successfully completed this module, a student will be able –

CO 1	<b>To define</b> tourist transportation and the basics of it	BT 1
CO 2	<b>To explain</b> various types of transportation services	BT 2
CO 3	<b>To identify</b> various transport systems, their history and their operation procedures	BT 3

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (if applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Human resource management</b> – Scope – functions and objectives – personnel management and HRM evolution – HRM – requirement of HRM in tourism	<b>15</b>
<b>II</b>	<b>Human resource planning</b> – meaning and definition – information of HRP – process of HRP – requisites for successful HRP – barriers to HRP – job analysis – job design	<b>15</b>
<b>III</b>	<b>Recruitment</b> – Recruitment process – selection – selection process – methods selection – induction – placement <b>Training and Development</b> – Nature and importance of training and development – HRD in tourism – techniques of training	<b>15</b>
<b>IV</b>	<b>Performance Appraisal</b> – appraisal process – job evaluation – job evaluation process – compensation influencing factors – components of remuneration – Absenteeism and Labour turn over – labour welfare – wage and salary Administration	<b>15</b>
<b>TOTAL</b>		<b>60</b>

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hrs.	x	30 Hrs. 2. Projects and Assignments on various eco and sustainable practices in tourism around the world.

**Text Books:**

1. K. Aswathappa (1999); Human Resources and Personnel management – text and cases; Tata McGraw-Hill, New Delhi
2. Aswathappa K (2008), Organisational behaviour, Himalaya Publishing. New Delhi
3. Management of Human Resources - text and cases; Rakesh. K. Chopra

**Reference Books:**

1. Human Resources Management; C.B. Gupta 5. Human Resources Development; Dr. P. C. Tripathi.
2. Railey M (2014), Human Resource Management, Butterworth Heinemann.London.
3. M Boella, S Goss-Turner, Human Resource Management in the Hospitality Industry: An introductory guide, Butterworth-Heinem

**Additional Readings:**

1. A Research Paper on Human Resources Planning, Process and Developing (<https://www.ijrte.org/wp-content/uploads/papers/v8i6/F7550038620.pdf>)
2. A Study on Contribution of Digital Human Resource Management towards Organizational Performance (<https://researchleap.com/a-study-on-contribution-of-digital-human-resource-management-towards-organizational-performance/>)

**Semester – IV****Subject Name: Art and Culinary Heritage of India****Type of Course: Major (IKS)****Paper Code: TTM202K401****Course Level: 200****Course Credit: 4****Scheme of Evaluation: Theory****L-T-P-C: 3-1-0-4****Course Objective:**

This course aims to provide a comprehensive understanding of the rich and diverse art heritage of India, spanning various historical periods and regions. Students will explore the evolution of Indian art, its cultural significance, and the key organizations contributing to the preservation and promotion of this heritage.

**Course Outcomes:**

Having successfully completed this module, a student will be able –

CO 1	<b>Recall</b> the evolution of Indian art and culinary heritage through different historical periods.	BT 1
CO 2	<b>Synthesize</b> knowledge of modern and contemporary Indian art movements and culinary traditions.	BT 2
CO 3	<b>Develop</b> historical perspectives to understand the development of Indian culinary traditions.	BT 3
CO 4	<b>Discover</b> diverse regional cuisines of India and their cultural significance.	BT 4

**Detailed Syllabus:**

Modules	Topics / Course content	Periods
<b>I</b>	<p><b>Introduction to Indian Art:</b></p> <ul style="list-style-type: none"> <li>- Overview of the cultural and historical context.</li> <li>- Evolution of art from ancient to medieval India.</li> </ul> <p>Indus Valley Civilization:</p> <ul style="list-style-type: none"> <li>- Artistic achievements and artifacts.</li> <li>- Cultural influences and trade connections.</li> </ul> <p>Gupta and Post-Gupta Period:</p> <ul style="list-style-type: none"> <li>- Golden age of Indian art.</li> <li>- Ajanta and Ellora caves: significance and artistic styles.</li> </ul>	12
<b>II</b>	<p><b>Modern and Contemporary Art</b></p> <p>Bengal Renaissance and Modern Indian Art:</p> <ul style="list-style-type: none"> <li>- Significance of the Bengal School.</li> <li>- Influential modern Indian artists.</li> </ul>	12

	<p>Overview of major art institutions:</p> <ul style="list-style-type: none"> <li>- Role of organizations in the promotion and preservation of Indian art.</li> </ul>	
<b>III</b>	<p><b>History of Culinary Heritage in India</b></p> <p>Prehistoric and Ancient Period:</p> <ul style="list-style-type: none"> <li>- Introduction to the earliest food practices in the Indian subcontinent.</li> <li>- Significance of agriculture and domestication of animals in ancient Indian society.</li> </ul> <p>Vedic Period and Early Civilizations:</p> <ul style="list-style-type: none"> <li>- Role of food in Vedic rituals and ceremonies.</li> <li>- Influence of Vedic texts on dietary practices.</li> <li>- Cooking techniques such as boiling, roasting, and frying.</li> </ul> <p>Classical Period:</p> <ul style="list-style-type: none"> <li>- Impact of foreign invasions and trade on Indian cuisine.</li> <li>- Culinary contributions of the Mauryan and Gupta empires.</li> <li>- Various spices and exotic ingredients in Indian cooking.</li> </ul> <p>Medieval Period:</p> <ul style="list-style-type: none"> <li>- Rise of Islamic rule and the fusion of Persian and Indian culinary traditions.</li> <li>- Influence of Mughal emperors on royal cuisine.</li> <li>- Development of complex and aromatic dishes like biryanis and kebabs.</li> </ul>	12
<b>IV</b>	<p><b>Indian Cuisine</b></p> <ul style="list-style-type: none"> <li>- Overview of the diversity and uniqueness of Indian food.</li> <li>- Historical influences and culinary traditions.</li> </ul> <p>South Indian Cuisine:</p> <ul style="list-style-type: none"> <li>- Key ingredients and Flavors of South Indian dishes.</li> <li>- Exploration of dosas, idlis, sambar, and other specialties.</li> </ul> <p>North Indian Cuisine:</p> <ul style="list-style-type: none"> <li>- Staple dishes, spices, and cooking techniques of North India.</li> <li>- Regional variations and cultural influences.</li> </ul> <p>East Indian Cuisine:</p> <ul style="list-style-type: none"> <li>- Unique flavours and ingredients of East Indian cooking.</li> <li>- Emphasis on fish and rice-based dishes.</li> </ul>	12



West Indian Cuisine:	
- Culinary traditions of Gujarat, Maharashtra, and Rajasthan. - Influence of desert, coastal, and tribal cuisines.	
Northeast Indian Cuisine:	
- Introduction to the diverse and lesser-known cuisines of the Northeast. - Focus on tribal food traditions and exotic ingredients.	
<b>Total</b>	60

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60	x	30 Hrs. - Weekly quizzes and readings - Research paper on a selected topic

**Text Books:**

1. Indian Art by Partha Mitter, Oxford University Press
2. Indian Art and Culture by Nitin Singhanian, McGraw Hills
3. The Story of Art in India by Ratan Parimoo
4. Indian Food: A Historical Companion by KT Acharya, Oxford University Press, 1994
5. The Bloomsbury Handbook of Indian Cuisine by Colleen Taylor Sen, Sourish Bhattacharyya, Helen Saberi, Bloomsbury

**Reference Books:**

1. Elements of Indian Art: Including Temple Architecture, Iconography and Iconometry by SP Gupta and SP Asthana, DK Printwood
2. 5000 Years of Indian Art by Sushma Bahl, Roli Books

**Additional Readings:**

1. Lorenzetti, T., & Scialpi, F. (Eds.). (2013). Glimpses of Indian History and Art: Reflections on the past, perspectives for the future. Sapienza Università editrice.
2. Mosteller, J. F. (1990). The problem of proportion and style in Indian art history: or why all Buddhas in fact do not look alike. Art Journal, 49(4), 388-394.
3. Antani, V., & Mahapatra, S. (2022). Evolution of Indian cuisine: a socio-historical review. Journal of Ethnic Foods, 9(1), 15.
4. Jain, A., & Bagler, G. (2015). Spices form the basis of food pairing in Indian cuisine. arXiv preprint arXiv:1502.03815.

**Semester – IV**

**Subject Name: Quality Management in Tourism**  
**Type of Course: Minor (Open)**  
**Subject Code: TTM202N401**  
**Course Level: 200**  
**Credit Units: 3**  
**Scheme of Evaluation: Theory**  
**L-T-P-C – 2-1-0-3**

**Course Objective:**

After the completion of the course, the students are expected to be familiar and learn about importance and role of quality management in tourism.

**Course Outcomes:**

Having successfully completed this module, a student will be able to –

CO 1	To <b>define</b> the concept of quality management	BT 1
CO 2	To <b>explain</b> the application of service quality in managing tourist destinations	BT 2
CO 3	To <b>identify</b> various types of services, in future societies and impact of service in daily life	BT 3

**Detailed Syllabus:**

Modules	Topics / Course content	Periods
I	<b>Quality Management:</b> Concept, need & importance Quality Management in Tourism, seasonality in tourism:Problems & Measurement, improving the tourist experience.	12
II	Application of service quality in managing tourist destination. Tourist destination life cycle and quality management.Total Quality Management & Tourism	12
III	Concept of Guest service: Definitions & MeaningTypes of service, Classifications of services Growing importance of services in Future Societies & impact of service in daily life	12
IV	Deterioration of quality, Productivity & quality improvement, Management's challenges in service sector, Key elements of Managerial skill in Tourism & hospitality Industry, Tourism and crises Management	12
<b>Total</b>		48

**Text Book:**

1. Beverley Sparks, Connie Mok, Jay Kadampully (2001), *Service Quality Management in Hospitality, Tourism, and Leisure*, Routledge Member of the Taylor and Francis Group; 1st edition
2. O.N. Pandey, Bhupesh Aneja (2013), *Quality Management*, S.K. Kataria & Sons; Reprint 2013 edition
3. Sneha Tripathi, Aditya Tripathi (2016), *A Textbook on Quality Management in Libraries (Quality Assurance in Libraries)*, Ess Ess Pubns (5 October 2016)

**Reference Books:**

1. *Cases on Quality Initiatives for Organizational Longevity (Advances in Logistics, Operations, and Management Science)*, Archana Krishnan (Editor), IGI Global (20 June 2018)
2. Mukesh Sud, Priyank Narayan (2022), *Leapfrog: Six Practices to Thrive at Work: Leapfrog Book | A Self Help Book to help you find success at the workplace*, Penguin Viking (18 November 2022); Penguin Random House India

**Additional Readings:**

1. Goetsch, D. L., & Davis, S. B. (2000). Quality management. *Introduction to Total Quality Management for Production, Processing, and Services*.
2. Saraph, J. V., Benson, P. G., & Schroeder, R. G. (1989). An instrument for measuring the critical factors of quality management. *Decision sciences*, 20(4), 810-829.
3. Claver, E., Tari, J. J., & Molina, J. F. (2003). Critical factors and results of quality management: an empirical study. *Total quality management & business excellence*, 14(1), 91-118.

**Semester – IV**

**Subject Name: E-Tourism**  
**Type of Course: Minor (Open)**  
**Paper Code: TTM202N402**  
**Course Level: 200**  
**Course Credit: 3**  
**Scheme of Evaluation: Theory**  
**L-T-P-C: 2-1-0-3**

**Course Objective:**

The purpose of this course is to acquaint the learner with the basics of e-tourism in general and its significance.

**Course Outcomes:**

Having successfully completed this module, a student will be able –

CO 1	<b>To define</b> the concept and meaning of e-tourism and its significance	BT 1
CO 2	<b>To explain</b> the typology of e-tourism of e-tourism and its functioning	BT 2
CO 3	<b>To identify</b> e-tourism business processes	BT 3

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (if applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Introduction to E-Tourism</b> , History of e-tourism, Scope of e-Tourism, ecommerce versus e-tourism, Basics of ICT and Challenges in the Tourism Industry induced by ICTs	<b>15</b>
<b>II</b>	<b>Typology of E-Tourism</b> - B2B e-tourism: Intermediary centric, Supplier centric, Buyer centric; B2C e-tourism; C2B e-Tourism; C2C e-Tourism; B2E e-Tourism Case studies on Online Travel Portal - Orbitz, Expedia, Priceline, Travelocity, MakeMyTrip, TripAdvisor, Booking.com, Airbnb, GDS etc	<b>15</b>
<b>III</b>	<b>Introduction to Application Program Interfaces (API)</b> , Role of Application Program Interfaces (API) in Hospitality and Tourism industry Payment system in E-tourism - mode of online payment - payment cards, electronic cash, software wallets and smart cards, Payment gateway API; Block of E-providers for billing and settlement. Issues in Online Payments, Case studies on PayPal, UPI and other leading online payment	<b>15</b>

	companies Security for e-Tourism, Security Certificates Marketing	
<b>IV</b>	<b>Social Media Marketing in Tourism</b> – Social Media Marketing in Tourism (Case Studies), Basics of Management Information Systems (MIS) in Tourism, Basics of Consumer Relationship Management (CRM) Software in tourism & hospitality, Impacts of online travel business on established marketing channels, Future of Etourism	<b>15</b>
	<b>Total</b>	<b>60</b>

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hrs.	x	30 Hrs. 1. Group Project on E-Tourism 2. Individual Assignments on E-Tourism

#### **Text Books:**

1. Tourism Principles & Practices, Swain, S.K. & Mishra, J.M. (2012)., Oxford University Press, New Delhi.
2. The Business of Tourism, Holloway, J. C. (1994)., Pitman Publishing, London. “(L)”.
3. Principles of Management of Management, Neeru Vasishth & Vibhuti Vasishth (2014). Taxmann Publications, New Delhi

#### **Reference Books:**

1. Understanding Tourism, Medlik, S. (1997), Butterworth Hinemann, Oxford
2. Leisure and Tourism, Hayward, Peter (2000), Hiennemann GNVQ Intermediate, Hiennemann Educational Publishers

#### **Additional Reading:**

1. Tourism Operations & Management, Roday, S., Biwal, A., & Joshi, V., (2017), Oxford University Press
2. Hand Book on E-tourism  
(<https://books.google.co.in/books?id=8PGGEAAAQBAJ&printsec=frontcover#v=onepage&q&f=false>)

**Subject Name:** Behavioural Sciences -IV  
**UG 4th semester**  
**Course code:** BHS982A404  
**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 the importance of individual differences

CO2: Develop a better understanding of self in relation to society and nation

CO3: Facilitation for a meaningful existence and adjustment in society

**Detailed Syllabus:**

Modules	Course Contents	Periods
I	<b>Managing Personal Effectiveness</b> Setting goals to maintain focus, Dimensions of personal effectiveness (self-disclosure, openness to feedback and perceptiveness), Integration of personal and organizational vision for effectiveness, A healthy balance of work and play, Defining Criticism: Types of Criticism, Destructive vs Constructive Criticism, Handling criticism and interruptions.	4
II	<b>Positive Personal Growth</b> Understanding & developing positive emotions, Positive approach towards future, Impact of positive thinking, Importance of discipline and hard work, Integrity and accountability, Importance of ethics in achieving personal growth.	4
III	<b>Handling Diversity</b> Defining Diversity, Affirmation Action and Managing Diversity, Increasing Diversity in Work Force, Barriers and Challenges in Managing Diversity.	4
IV	<b>Developing Negotiation Skills</b> Meaning and Negotiation approaches (Traditional and Contemporary) Process and strategies of negotiations. Negotiation and interpersonal communication. Rapport Building – NLP.	4
<b>Total</b>		<b>16</b>

**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.

**Type of Course: AEC (w.e.f. 2023-24)**  
**UG programmes Semester: 4th**  
**Course Code: CEN982A401**  
**Course Title: CEN IV – Employability and Communication**  
**Total credits: 1**  
**Course level: 200**  
**L-T-P-C: 1-0-0-1**  
**Scheme of Evaluation: Theory and Practical**

**Course Objectives:** This course is designed to enhance employability and maximize the students' potential by introducing them to the principles that determine personal and professional success, thereby helping them acquire the skills needed to apply these principles in their lives and careers.

**Course Outcomes:** After the successful completion of the course, the students will be able to -

SI No	Course Outcome	Blooms Taxonomy Level
CO 1	<b>Demonstrate</b> understanding the importance of verbal and non-verbal skills while delivering an effective presentation.	BT 2
CO 2	<b>Develop</b> professional documents to meet the objectives of the workplace	BT 3
CO 3	<b>Define and identify different life skills and internet competencies required in personal and professional life.</b>	BT 3

Detailed Syllabus		
Units	Course Contents	Periods
I	<b>Presentation Skills</b> Importance of presentation skills, Essential characteristics of a good presentation, Stages of a presentation, Visual aids in presentation, Effective delivery of a presentation	5
II	<b>Business Writing</b> Report writing: Importance of reports, Types of reports, Format of reports, Structure of formal reports Proposal writing: Importance of proposal, Types of proposal, structure of formal proposals Technical articles: Types and structure	5
III	<b>Preparing for jobs</b> Employment Communication and its Importance, Knowing the four-step employment process, writing resumes, Guidelines for a good resume, Writing cover letters Interviews: Types of interviews, what does a job interview assess, strategies of success at interviews, participating in group discussions.	5
IV	<b>Digital Literacy and Life Skills</b> <b>Digital literacy:</b> Digital skills for the '21st century', College students and technology, information management using Webspaces, Dropbox, directory, and folder renaming conventions. Social Media Technology and Safety, Web 2.0. <b>Life Skills:</b> Overview of Life Skills: Meaning and significance of life skills, Life skills identified by WHO: self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem-solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion.	5

	Application of life skills: opening and operating bank accounts, applying for pan, passport, online bill payments, ticket booking, gas booking	
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**Keywords:** Employability, business writing, presentation skills, life skills

**Textbook:**

1. *Business Communication* by PD Chaturvedi and Mukesh Chaturvedi

**References:**

1. *Business Communication* by Shalini Verma
2. *Technical Communication* by Meenakshi Raman and Sangeeta Sharma

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
15 hours		10 hours Movie/ Documentary screening Field visits Peer teaching Seminars Library visits