

# ALAGAPPA UNIVERSITY

(Accredited with A+ Grade by NAAC (CGPA : 3.64) in the Third Cycle ,  
Graded as Category-I University and granted autonomy by MHRD-UGC)

## DIRECTORATE OF COLLABORATIVE PROGRAMMES



### **M.B.A (Hospitality Management)**

Regulations and Syllabus

[For those who join the Course in July 2023 and after]

CHOICE BASED CREDIT SYSTEM

## COLLABORATIVE PROGRAMMES

### M.B.A. (Hospitality Management)

#### REGULATION AND SYLLABUS

|                              |  |
|------------------------------|--|
| <b>Name of the Programme</b> | : MBA (Hospitality Management)   |
| <b>Pattern</b>               | : Semester System  |
| <b>Mode</b>                  | : Collaborative Programmes   |
| <b>Medium</b>                | : English  |
| <b>Duration</b>              | : Two years  |
| <b>Eligibility</b>           | : Candidate for admission to <b>MBA in Hospitality Management</b> shall be required to have passed in any bachelor degree with 55% marks from recognized University/Institution. |

#### Programme Content and Scheme of Examinations

The course of study shall comprise the following subjects according to the syllabus prescribed from time to time.

#### Standard of Passing and Award of Division:

- Students shall have a minimum of 50% of total marks of the University examinations in each subject. The overall passing minimum is 50% both in aggregate of Continuous Internal Assessment and external in each subject.
- The minimum marks for passing in each theory / Lab course shall be 50% of the marks prescribed for the paper / lab.
- A candidate who secures 50% or more marks but less than 60% of the aggregate marks, shall be awarded **SECOND CLASS**.
- A candidate who secures 60% or more of the aggregate marks, shall be awarded **FIRST CLASS**.
- The Practical / Project shall be assessed by the two examiners, by an internal examiner and an external examiner.
- 80% and above - I class with distinction (provided the student pass all the courses in one attempt)  
60% and above - I class  
50% to 59% - II class

**CONTINUOUS INTERNAL ASSESSMENT:** The respective course faculty will continuously assess the performance of students in each course. The continuous internal assessment marks shall be awarded by the concerned course faculty based on the performance of the students in case studies, paper presentations, quizzes, practical, tests and other assignments.

#### Attendance:

- Students must have earned 75% of attendance in each course for appearing for the examination.
- Students who have earned 74% to 70% of attendance to be applied for condonation in the prescribed form with the prescribed fee.
- Students who have earned 69% to 60% of attendance to be applied for condonation in the prescribed form with the prescribed fee along with the medical certificate.
- Students who have below 60% of attendance are not eligible to appear for the examination. They shall re-do the semester(s) after completion of the programme.

**UNIVERSITY EXAMINATIONS:** The University examinations will be held at the end of each semester for a duration of three hours for each subject.

**EVALUATION OF ANSWER PAPERS:** Answer papers of the University examinations shall be subjected to evaluation by a Board of Examiners constituted by Alagappa University.

**AWARD OF DEGREE:** Students who successfully complete the programme within the stipulated period will be awarded the degree of M.B.A.(Hotel Management & Catering Science).

**COURSE COMPLETION:** Students shall complete the programme within a period not exceeding 5 years from the year of completion of the period of study.

## M.B.A (Hospitality Management)

| Sem | Sub Code         | Courses            | Title of the Paper   | T/ P       | Credits   | Hours     | Maximum Marks |      |            |
|-----|------------------|--------------------|--|------------|-----------|-----------|---------------|------|------------|
|     |                  |                    |  |            |           |           | Int.          | Ext. | Total      |
| I   | 70511            | CC                 | Management Concepts  | T          | 4         | 4         | 25            | 75   | 100        |
|     | 70512            | CC                 | Food and Beverage Management   | T          | 4         | 4         | 25            | 75   | 100        |
|     | 70513            | CC                 | Food and Beverage Management   | P          | 2         | 5         | 25            | 75   | 100        |
|     | 70514            | CC                 | Financial & Management Accounting  | T          | 4         | 4         | 25            | 75   | 100        |
|     | 70515A           | DSE                | 1. MSCV – Oral Communication and Interpersonal Skills                                      | T          | 4         | 4         | 25            | 75   | 100        |
|     | 70515B           |                    | 2. Hotel Facility Management   |            |           |           |               |      |            |
|     | 70516A<br>70516B |                    | 1. Food Safety & Quality Control<br>2. Cruiseline Management                               | T          | 4         | 4         | 25            | 75   | 100        |
|     | 70517            |                    | 1. Event Management  | T          | 4         | 4         | 25            | 75   | 100        |
|     |                  |                    | <b>Library</b>   |            |           |           | 1             |      |            |
|     |                  | <b>Total</b>       |  |            | <b>26</b> | <b>30</b> |               |      | <b>700</b> |
| II  | 70521            | CC                 | Human Resource Management in Hospitality Industry  | T          | 4         | 6         | 25            | 75   | 100        |
|     | 70522            | CC                 | Advanced Food Production and Patisserie  | T          | 4         | 6         | 25            | 75   | 100        |
|     | 70523            | CC                 | Advanced Food Production and Patisserie  | P          | 2         | 6         | 25            | 75   | 100        |
|     | 70524A<br>70524B | DSE                | 1. Customer Relationship Management<br>2. Entrepreneurship                                 | T          | 4         | 5         | 25            | 75   | 100        |
|     | 70525A<br>70525B |                    | 1. Bar Management<br>2. Garde Manger   | T          | 4         | 5         | 25            | 75   | 100        |
|     | 70526A<br>70526B |                    | 1. Internship / Project  | I/<br>PR   | 10        | -         | 25            | 75   | 100        |
|     |                  |                    | Library / Yoga   |            |           |           | 2             |      |            |
|     |                  |                    | <b>Total</b>   |            |           | <b>28</b> | <b>30</b>     |      |            |
| III | 70531            | CC                 | Room Division Operations   | T          | 4         | 4         | 25            | 75   | 100        |
|     | 70532            | CC                 | Room Division Operations   | P          | 2         | 3         | 25            | 75   | 100        |
|     | 70533            | CC                 | Hotel Information Technology   | P          | 2         | 3         | 25            | 75   | 100        |
|     | 70534            | CC                 | Indian Hospitality Law   | T          | 4         | 4         | 25            | 75   | 100        |
|     | 70535            | CC                 | Research Methodology   | T          | 4         | 4         | 25            | 75   | 100        |
|     | 70536            | CC                 | Hospitality Marketing  | T          | 4         | 4         | 25            | 75   | 100        |
|     | 70537A<br>70537B | DSE                | 1. Disaster Management<br>2. Waste Management in Hospitality Industry                      | T          | 4         | 4         | 25            | 75   | 100        |
|     | 70538A<br>70538B |                    | 1. Wellness Tourism<br>2. Recent trends in health foods                                    | T          | 4         | 4         | 25            | 75   | 100        |
|     |                  |                    | <b>Total</b>   |            |           | <b>28</b> | <b>30</b>     |      |            |
| IV  | 70541            | CC                 | Revenue Management   | T          | 4         | 4         | 25            | 75   | 100        |
|     | 70542            | CC                 | Tourism in Hospitality Industry  | T          | 4         | 4         | 25            | 75   | 100        |
|     | 70543            | CC                 | Hospitality Training and Development   | T          | 4         | 4         | 25            | 75   | 100        |
|     | 70544A<br>70544B | DSE                | 1. International Tourism Management<br>2. Digital Marketing and Search Engine Optimisation | T          | 4         | 4         | 25            | 75   | 100        |
|     | 70545            | CC                 | Industrial Project   | PR         | 6         |           |               |      |            |
|     |                  |                    | <b>Total</b>   | -          | <b>22</b> | <b>16</b> |               |      | <b>200</b> |
|     |                  | <b>Grand Total</b> | -  | <b>104</b> |           |           |               |      |            |

| SUBJECT CODE   | TITLE OF THE PAPER  | T/P | CREDITS | HOURS |
|--|---|-----|---------|-------|
| 70511  | MANAGEMENT CONCEPTS   | T   | 4       | 4     |
| <b>Objectives</b>  | <ol style="list-style-type: none"> <li>1. On completion of this unit the student shall be able to understand the functions of management, Evolution of management thought and various managerial skills</li> <li>2. On completion of this unit the student should be able to understand the Planning functions, its process and premises. Also know about MBO and Decision Making</li> <li>3. On completion of this unit the student should be able to understand the Organizing function, its structure, principles and departmentation. Also know about Authority and responsibility, Centralization and Decentralisation</li> <li>4. On completion of this unit the student will be able to understand the functions of directing, motivation and its theories, communication and its types, Leadership</li> <li>5. On completion of this unit the student will be able to understand the functions of Controlling &amp; its techniques, New perspectives in management</li> </ol>   |     |         |       |
| <b>UNIT - I</b>  | Management: Definition – Nature – Scope and functions – Evolution of management thought – Mintzberg Managerial Roles – Managerial Skills  |     |         |       |
| <b>UNIT - II</b>   | Planning: Nature - importance – Limitations – Components – Planning process – Planning Premises – MBO: Meaning – Significance – Process – Benefits. Decision-making: Meaning – Importance – Types – Decision-making process - Rationality in decision making.   |     |         |       |
| <b>UNIT - III</b>  | Organising: Nature, purpose – Forms of organisation – Structure – Principles of organization- Departmentation – Significance – Authority and responsibility – Delegation of authority – Centralisation and decentralisation.  |     |         |       |
| <b>UNIT - IV</b>   | Directing: General principles, importance. Motivation: Meaning – Importance – Theories. Communication: Meaning – Types – Process – Barriers. Leadership: Meaning – Importance – Styles – Qualities.   |     |         |       |
| <b>UNIT - V</b>  | Controlling: Objectives – Essentials – Process of control – Control techniques – Coordination – Need - Techniques.  |     |         |       |
| <b>Outcomes</b>  | <ul style="list-style-type: none"> <li>• <b>The student would be able to understand the importance of Management, its evolution and managerial skills</b><br/><i>Questions: classify, compare, Explain, Express, Illustrate, Outline.</i></li> <li>• <b>The student would be able to understand the importance of Planning, MBO &amp; Decision Making</b><br/><i>Questions: classify, Explain, Express, Illustrate, Outline, Summaries..</i></li> <li>• <b>The student would be able to understand the importance of Organisation, Authority and Responsibility, Centralisation and Decentralisation</b><br/><i>Questions: classify, compare, Explain, Express, Illustrate, Outline.</i></li> <li>• <b>The student would be able to understand the importance of Directing, Motivation, Communication and Leadership</b><br/><i>Questions: classify, compare, convert, Explain, Express, Illustrate, Outline.</i></li> <li>• <b>The student would be able to understand the importance of Controlling and its various techniques</b><br/><i>Questions: classify, compare, convert, Explain, Express, Illustrate.</i></li> </ul> |     |         |       |
| <b>Reference Books</b>   |   |     |         |       |
| Stoner, et-al, Management, Prentice Hall.  |   |     |         |       |
| Koontz and O'Donnel, Management: A Systems Approach, Tata McGraw Hill.                     |   |     |         |       |
| Weihrich and Koontz, Management: A Global Perspective, McGraw Hill.                        |   |     |         |       |
| Gene Burton and Manab Thakur, Management Today: Principles and Practice, Tata McGraw Hill. |   |     |         |       |

| SUBJECT CODE      | TITLE OF THE PAPER   | T/P | CREDITS | HOURS |
|-------------------|--|-----|---------|-------|
| 70512             | <b>FOOD AND BEVERAGE MANAGEMENT</b>  | T   | 4       | 4     |
| <b>Objectives</b> | <ol style="list-style-type: none"> <li>1. By the end of this unit the students will be able to understand the Food &amp; beverage management concept and elaborate the purchasing procedures</li> <li>2. By the end of this unit the students will be able to understand the storage of food &amp; beverage materials and planning of menu</li> <li>3. By the end of this unit the students will be able to understand the food production &amp; beverage systems and financial management</li> <li>4. By the end of this unit the students will be able to explain the concept of budget, bar management and also the menu engineering techniques</li> <li>5. By the end of this unit the students will be able to know the labor standards, understand revenue management skills and also understand the recent concerns and trends</li> </ol> |     |         |       |
| <b>UNIT - I</b>   | <b>INTRODUCTION OF FOOD &amp; BEVERAGE MANAGEMENT AND PURCHASING</b> <ul style="list-style-type: none"> <li>• Introduction of food control</li> <li>• Objectives of Food &amp; beverage control</li> <li>• Process of food and beverage management</li> <li>• Factors affecting food &amp; beverage management</li> <li>• Food and Beverage Management in Institutional Catering</li> <li>• Principles of material management</li> <li>• Standard purchase specifications,</li> <li>• Purchasing procedure-Principles of purchasing, methods of purchasing, requisition, ordering, receiving</li> </ul>  |     |         |       |
| <b>UNIT - II</b>  | <b>STORAGE OF FOOD AND BEVERAGE MATERIAL, AND MENU PLANNING</b> <ul style="list-style-type: none"> <li>• Standard procedure for storing food</li> <li>• Standard procedure for storing beverage</li> <li>• Layout of storage areas</li> <li>• Method of issuing</li> <li>• Bin card</li> <li>• Par stock</li> <li>• Inter – departmental Transfer</li> <li>• Menu planning</li> </ul>  |     |         |       |
| <b>UNIT - III</b> | <b>FOOD PRODUCTION &amp; BEVERAGE SYSTEMS AND FINANCIAL MANAGEMENT</b> <ul style="list-style-type: none"> <li>• Rechauffe – effective use of leftovers.</li> <li>• Catering systems</li> <li>• Standard Recipe for Food</li> <li>• Standard Recipe for Beverage</li> <li>• Concepts of Beverage Costing</li> <li>• Food Cost- Formulas and calculation</li> <li>• Cost Control-Portion control</li> <li>• Forecasting – Types</li> <li>• Pricing</li> </ul>  |     |         |       |
| <b>UNIT - IV</b>  | <b>AN OVERVIEW OF BUDGET, BAR MANAGEMENT AND MENU ENGINEERING</b> <ul style="list-style-type: none"> <li>• Introduction to beverage management</li> <li>• The hospitality industry and its products</li> <li>• Compiling various wine and drink lists</li> <li>• Inventory, Storage, Bar stock taking and inventory, Determining stock levels</li> <li>• Bar frauds and best practices</li> <li>• Books and records in bar</li> <li>• Definition and objective of menu engineering</li> <li>• Analysis and action</li> </ul>   |     |         |       |

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|---|--|
| <b>UNIT - V</b>   | <b>LABOUR STANDARDS, REVENUE MANAGEMENT, RECENT TRENDS</b> <ul style="list-style-type: none"> <li>• Establishing labor standards in F&amp;B</li> <li>• Preparing work schedules in F&amp; B</li> <li>• Restaurant Revenue management</li> <li>• Revenue Control</li> <li>• Revenue collection in F&amp;B</li> <li>• Cashier Banking System in F&amp;B</li> <li>• Technology in Food and Beverage industry</li> </ul>   |
| <b>Outcomes</b>   | <ul style="list-style-type: none"> <li>• <b>The student would be able to understand the concept of FBM and Purchasing</b><br/> <i>Questions: Explain, Express, Illustrate, Outline, Relate, Summaries.</i> <ul style="list-style-type: none"> <li>• <b>The student would be able to understand the importance of Storage of Food material, menu planning</b><br/> <i>Questions: Explain, Express, Illustrate, Outline.</i> <ul style="list-style-type: none"> <li>• <b>The student would be able to understand the importance of Food production &amp; beverage systems and financial management</b><br/> <i>Questions: Explain, Express, Summaries.</i> <ul style="list-style-type: none"> <li>• <b>The student would be able to understand the importance of Bar Management, Budget and Menu Engineering</b><br/> <i>Questions: Illustrate, Relate, Show, Summaries, Translate.</i> <ul style="list-style-type: none"> <li>• <b>The student would be able to understand the importance of labour standards, Recent trends and revenue management</b><br/> <i>Questions: compare, Outline, Summaries.</i> </li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul> |
| <b>Reference Books</b><br>Food and Beverage Service – Dennis Lillicrap<br>The Beverage Book – Andrew Durkan and John Cousins<br>Wine Appreciation – Richard P Vine<br>The complete guide to cocktails and drinks – Stuart Walton<br>The Hospitality Managers Guide to Wines Beers and Spirits – Albert W.A.Schmid<br>Managing service in Food & Beverage operations – Ronald F.lichy-Philip.hickey,Jr.<br>Food & Beverage Management – Partho Pratim Seal |  |

| SUBJECT CODE   | TITLE OF THE PAPER  | T/P | CREDITS | HOURS |
|--|---|-----|---------|-------|
| 70513  | FOOD AND BEVERAGE MANAGEMENT  | P   | 2       | 5     |
| <b>Objectives</b>  | By the end of all the Practical's, the students will be able to understand the basics and management concept in Food and Beverage department  |     |         |       |
| <ul style="list-style-type: none"> <li>• Identification and familiarization of F&amp;B equipment</li> <li>• Laying and relaying of table cloth</li> <li>• Holding a heavy trays and salvers for long time</li> <li>• Manipulation ( Holding a Service spoon and Service Fork)</li> <li>• Various types of napkin folding</li> <li>• Menu compiling with wine pairing</li> <li>• Menu planning in 7 course French</li> <li>• Menu planning in table d' hote – oriental cuisine</li> <li>• Menu planning in a la carte – Indian cuisine</li> <li>• How to set a continental break fast cover</li> <li>• How to set a English break fast cover</li> <li>• How to set a high- tea cover</li> <li>• Table and seating arrangements in banquet</li> <li>• Booking procedure with forms and formats in banquets</li> <li>• How to proceed the Function prospectus in Banquet</li> </ul> |   |     |         |       |
| <b>Outcomes</b>  | <p><b>The student would be able to understand the importance of basics of food and beverage service areas and how to compile a menu and endswith booking procedure formats</b></p> <p><i>Questions: classify, compare, Explain, Express, Illustrate, Outline, Relate, Show.</i></p> |     |         |       |



| SUBJECT CODE   | TITLE OF THE PAPER  | T/P | CREDITS | HOURS |
|--|---|-----|---------|-------|
| 70514  | FINANCIAL AND MANAGEMENT ACCOUNTING   | T   | 4       | 4     |
| <b>Objectives</b>  | <ol style="list-style-type: none"> <li>By the end of this unit the student will understand the basics of Financial and management accounting &amp; its scope, Accounting concepts and conventions, International Accounting Standards</li> <li>By the end of this unit the student will understand Double entry system of accounting, Preparation of Balance Sheet</li> <li>By the end of this unit the student will understand the basics of Financial Statement, its tools &amp; trends, various Ratio Analysis</li> <li>By the end of this unit the student will understand the basics of fund flow statements, changes in working capital, uses and limitations, Cash Flow statement, its uses and limitations</li> <li>By the end of this unit the student will understand the budget and its various types</li> </ol>   |     |         |       |
| <b>UNIT - I</b>  | Accounting – Definition – Accounting for historical function and managerial function – Scope of accounting – Financial accounting and Management accounting – Managerial uses – Differences. Financial Accounting: Accounting concepts – Conventions – Principles – Accounting standards – International Accounting standards.  |     |         |       |
| <b>UNIT - II</b>   | Double entry system of accounting – Accounting books – Preparation of journal and ledger, subsidiary books - Preparation of Trading, Profit & Loss Account and Balance Sheet from incomplete records.   |     |         |       |
| <b>UNIT - III</b>  | Financial Statement Analysis: Nature – Limitations. Tools of analysis – Trend analysis – Common size statements – Comparative statements. Ratio Analysis – Types – Profitability ratios – Turnover ratios – Liquidity ratios – Proprietary ratios – Market earnings ratios – Factors affecting efficiency of ratios – How to make effective use of ratio analysis – Uses and limitation of ratios.  |     |         |       |
| <b>UNIT - IV</b>   | Fund Flow Statements – Need and meaning – Preparation of schedule of changes in working capital and the fund flow statement – Managerial uses and limitation of fund flow statement. Cash Flow Statement – Need – Meaning – Preparation of cash flow statement – Managerial uses of cash flow statement – Limitations – Differences between fund flow and cash flow analysis.   |     |         |       |
| <b>UNIT - V</b>  | Budgeting and Budgetary Control: Preparation of various types of budgets – Classification of budgets – Budgetary control system – Mechanism – Master budget – Zero Based budgeting  |     |         |       |
| <b>Outcomes</b>  | <ul style="list-style-type: none"> <li><b>The student would be able to understand the importance of basic accounting and its concepts and conventions</b><br/><i>Questions: classify, compare, Explain, Summaries.</i></li> <li><b>The student would be able to understand the importance of Balance Sheet</b><br/><i>Questions: classify, compare, Explain.</i></li> <li><b>The student would be able to understand the importance of Financial Statements and Ratio Analysis</b><br/><i>Questions: classify, compare, Explain, Illustrate,</i></li> <li><b>The student would be able to understand the importance of Fund Flow Statements and Cash Flow Statements</b><br/><i>Questions: classify, compare, Explain, Express, Illustrate.</i></li> <li><b>The student would be able to understand the importance of Budgeting</b><br/><i>Questions: classify, compare, Explain, Summaries.</i></li> </ul> |     |         |       |
| <b>Reference Books</b>   |   |     |         |       |
| Arulanandam & K.S. Raman, <i>Advanced Accounting</i> .               |   |     |         |       |
| Shukla & T.S. Grewal, <i>Advanced Accounting</i> .                   |   |     |         |       |
| Jain & Narang, <i>Advanced Cost Accounting</i> .                     |   |     |         |       |
| Maheswari, <i>Management Accounting &amp; Financial Accounting</i> . |   |     |         |       |

| SUBJECT CODE      | TITLE OF THE PAPER   | T/P | CREDITS | HOURS |
|-------------------|--|-----|---------|-------|
| 70515A            | <b>MSCV - ORAL COMMUNICATION AND INTERPERSONAL SKILLS</b>  | T   | 4       | 4     |
| <b>Objectives</b> | <ol style="list-style-type: none"> <li>1. On completion of this unit the student shall be able to enhance verbal clarity, improve active listening,, and adapt communication to diverse contexts.</li> <li>2. Equip individuals with strategies to recognize, cope with, and mitigate stress, promoting mental and emotional wellbeing through relaxation, resilience building, and positive coping techniques</li> <li>3. On completion of this unit the student should be able to develop exceptional verbal communication skills tailored for hotel management contexts, provide excellent customer service, and engage with guests and staff effectively.</li> <li>4. On completion of this unit the student will be able to enhance accurate writing, sentence structure variety. Develop effective editing skills to refine writing for clarity, coherence, and grammatical correctness</li> <li>5. To enhance nonverbal communication by recognizing and interpreting cues such as body language, gestures, etc. Fostering effective interpersonal interactions and nuanced understanding in various contexts.</li> </ol> |     |         |       |
| <b>UNIT - I</b>   | <b>COMMUNICATION</b> <ul style="list-style-type: none"> <li>• Barriers of Communication</li> <li>• Listening barriers</li> <li>• Guidelines for effective listening</li> <li>• Types of barriers</li> <li>• Overcoming the barriers</li> </ul>   |     |         |       |
| <b>UNIT - II</b>  | <b>STRESS MANAGEMENT</b> <ul style="list-style-type: none"> <li>• Identify the source of stress.</li> <li>• Prioritize and set Boundaries.</li> <li>• Practice self-care</li> <li>• Relaxation Techniques</li> <li>• Seek support and connection</li> </ul>  |     |         |       |
| <b>UNIT - III</b> | <b>EFFECTIVE SPEAKING</b> <ul style="list-style-type: none"> <li>• Restaurant and Hotel English.</li> <li>• Addressing a Group.</li> <li>• Essential qualities of a good speaker.</li> <li>• Organizing the ideas and delivering the speech.</li> <li>• Discussing on contemporary management topics.</li> <li>• Handling meetings</li> <li>• Group Discussions.</li> <li>• Administration of discipline.</li> </ul>   |     |         |       |
| <b>UNIT - IV</b>  | <b>RECAP OF GRAMMAR</b> <ul style="list-style-type: none"> <li>• Verb forms</li> <li>• Sentence formation</li> <li>• Tenses</li> <li>• Active voice and Passive Voice</li> <li>• Speech</li> </ul>   |     |         |       |
| <b>UNIT - V</b>   | <b>NON-VERBAL COMMUNICATION</b> <ul style="list-style-type: none"> <li>• Personal appearance</li> <li>• Gesture</li> <li>• Posture</li> <li>• Body language</li> <li>• AV aids for communication</li> </ul>  |     |         |       |

|                 |  |
|-----------------|--|
| <b>Outcomes</b> | <ul style="list-style-type: none"> <li>• It fosters understanding, collaboration, and efficient problem solving skills.</li> <li>• Academic success by effectively addressing challenges and promoting mental well being</li> <li>• Empowering professionals to confidently articulate information, engage with diverse guests and teams, and ensure exceptional customer service, elevating overall guest experience.</li> <li>• Proficient command of grammar, Tense usage, and accurate sentence structure. Effective communication achieved through polished writing.</li> <li>• Improved interpersonal interactions leads to effective communications.</li> </ul> |
|-----------------|--|

**Reference Books**

Effective communication, John Adair, 4<sup>th</sup> Edition, Pan Mac Millan.2009.  
 Bringing out the best in people, Aubrey Daniels, 2<sup>nd</sup> Edition, Mc Graw Hill, 1999.  
 Raisher. Business Communication.  
 Developing Communication skills by Krishna Mohan.  
 Active English Grammar and composition. Ed.Board of Editors, Mac Millan.  
 Personal Management and Human Resources, by C.S. Venkata Ratnam and B.K

| SUBJECT CODE | TITLE OF THE PAPER  | T/P | CREDITS | HOURS |
|--------------|---|-----|---------|-------|
| 70515B       | Hotel Facility Management   | T   | 4       | 4     |
| Objectives   | <ol style="list-style-type: none"> <li>1. On completion of this unit the student shall be able to explain and , theyshall be able to relate the importance designing hotel and its facilities</li> <li>2. On completion of this unit the student shall be able to explain and ,knowthe importance of thumb rules in hotels, construction</li> <li>3. On completion of this unit the student should be able to distinguish different methods of kitchen safety and their maintenance, learn the importance of kitchen equipment and waste disposal, deal with differentaccidents and incidents.</li> <li>4. On completion of this unit the student will be able to layout of a foodstore, concept flow functional equipments.</li> <li>5. On completion of this unit the student will be able to know the energyconservation.</li> </ol> |     |         |       |
| UNIT - I     | <ul style="list-style-type: none"> <li>• Hotel classification and guidelines.</li> <li>• Introduction types of hotels.</li> <li>• Architectural features, facilities and services in star category hotels.</li> <li>• Services in apartment hotels guidelines for approval of hotel projects and for classification under 1,2,3,4,5 and 5 star deluxe category, guidelines for hotel classification (Heritage and Apartment hotels).</li> </ul>   |     |         |       |
| UNIT - II    | <ul style="list-style-type: none"> <li>• Hotel design introduction design considerations.</li> <li>• Systematic layout planning (SLP).</li> <li>• Thumb rules for allocation of space in a hotel.</li> <li>• Formulation of project report / feasibility report blue print.</li> <li>• Parking, walks and drives.</li> <li>• Key definition in building construction.</li> <li>• Role of vaastushastra on building Hotel design introduction design considerations.</li> </ul>  |     |         |       |
| UNIT - III   | <ul style="list-style-type: none"> <li>• Equipment and kitchen safety features of a good kitchen.</li> <li>• Care and maintenance of kitchen equipment.</li> <li>• Specifications.</li> <li>• Developing work place work place environment, concepts of motion economy, materials handling, designing safe work place, equipment requirements; methods, equipment check list, broilers, ovens, ranges, steam jacked kettles, steamers, ware washing equipment, waste disposal equipment selection.</li> </ul>   |     |         |       |
| UNIT - IV    | <ul style="list-style-type: none"> <li>• Storage facility-(introduction - definition &amp; types).</li> <li>• Layout of a good food store.</li> <li>• Role of a storekeeper.</li> <li>• Beverage storage facilities.</li> <li>• Cellar.</li> <li>• Kitchen stewarding.</li> <li>• Functional planning</li> <li>• Concept of flow functional requirements.</li> <li>• Receiving storage.</li> <li>• Preparation.</li> <li>• Cooking.</li> <li>• Baking.</li> <li>• Serving.</li> <li>• Dish washing.</li> <li>• Pot &amp; pan washing.</li> <li>• Waste disposal &amp; other requirements.</li> <li>• Planning the atmosphere.</li> </ul>  |     |         |       |

|                        |   |
|------------------------|---|
|                        | <ul style="list-style-type: none"> <li>• Atmosphere (Mood-color, lighting, acoustics, noise &amp; music, climate control, furnishings, exterior design, advertising &amp; public relations).</li> </ul>   |
| <b>UNIT - V</b>        | <ul style="list-style-type: none"> <li>• Energy conservation (Introduction).</li> <li>• Major resources of energy.</li> <li>• Energy conservation.</li> <li>• Success stories of Indian hotel facilities for physically challenged.</li> <li>• Introduction to guidelines for planning facilities.</li> <li>• Indian government rules for physically challenged guest.</li> <li>• American norms for special guests.</li> </ul>   |
| <b>Outcomes</b>        | <ul style="list-style-type: none"> <li>• <b>The student would be apt in understanding the importance of features architectural.</b><br/><i>Questions: classify, compare, convert, Explain, Express, Illustrate, Outline, Relate, Show, Summaries, Translate.</i></li> <li>• <b>The student would be able to pre prepare of formulation of projectreport.</b><br/><i>Question: Categories, Classify, Compare, Distinguish, Generate, Examine, Interpret, Operate, Simplify.</i></li> <li>• <b>Knowing different methods of equipment check list, broilers, ovens.</b><br/><i>Question: Categories, Classify, Compare, Distinguish, Generate, Examine, Interpret, Operate, Simplify.</i></li> <li>• <b>The students classify a pot &amp; pan washing, dishwashing, planning the atmosphere.</b><br/><i>Question: classify, compare, convert, Explain, Express, Illustrate, Outline, Relate, Show, Summaries, Translate / Categories, Classify, Compare, Distinguish, Generate, Examine, Interpret, Operate, Simplify.</i></li> <li>• <b>The students will get educated on different success stories of indianhotel facilities.</b><br/><i>Question: Assess, Choose, Compare, Determine, Evaluate, Explain, Interpret, Justify, Measure, Priorities, Prove, Select.</i></li> </ul> |
| <b>Reference Books</b> | <p>Edward A Kazarian: Food Service facilities planning: New York, VanNostrandReinhold Company.<br/> The Facility Management Handbook: David G Cotts.<br/> Hotel Facility Planning: Oxford Higher Education, Tarun Bansal.<br/> The Facility Management Handbook: Kathy Roper, Richard Payant.</p>   |

| SUBJECT CODE | TITLE OF THE PAPER  | T/P | CREDITS | HOURS |
|--------------|---|-----|---------|-------|
| 70516A       | FOOD SAFETY & QUALITY CONTROL   | T   | 4       | 4     |
| Objectives   | <ol style="list-style-type: none"> <li>1. On the completion of this unit the students will be able to understand the basics of food safety</li> <li>2. On completion of this unit the student should be able to understand the food preservatives and additives</li> <li>3. On completion of this unit the student should be able to understand food spoilage and food borne diseases</li> <li>4. On completion of this unit the student will be able to know the food contaminants and adulterants.</li> <li>5. On completion of this unit the student will be able to know the International Food laws and Quality Assurance</li> </ol> |     |         |       |
| UNIT - I     | <b>BASICS IN FOOD SAFETY</b> <ul style="list-style-type: none"> <li>• Food Safety</li> <li>• Food hazards</li> <li>• Contaminants and food hygiene</li> <li>• Factors affecting their growth in food safety</li> <li>• Common food borne microorganisms</li> </ul>  |     |         |       |
| UNIT - II    | <b>FOOD PRESERVATIONS AND FOOD ADDITIVES:</b> <ul style="list-style-type: none"> <li>• Basic principles of food preservation.</li> <li>• Methods of food preservations</li> <li>• Types of food additives</li> <li>• Introduction to food standards</li> <li>• Principles of Food preservation</li> </ul>   |     |         |       |
| UNIT - III   | <b>FOOD SPOILAGE AND FOOD BORNE DISEASES</b> <ul style="list-style-type: none"> <li>• Types and causes of food spoilage</li> <li>• Source of contamination</li> <li>• Spoilage of different products</li> <li>• Infections and intoxications</li> <li>• Common diseases caused by food pathogens preventive measures</li> </ul>   |     |         |       |
| UNIT - IV    | <b>FOOD CONTAMINANTS AND ADULTERANTS</b> <ul style="list-style-type: none"> <li>• Introduction to food standards</li> <li>• Types of food contaminants</li> <li>• Common adulterants in food</li> <li>• How to prevent food contaminants</li> <li>• How to avoid food adulterants while misenplace</li> </ul>   |     |         |       |
| UNIT - V     | <b>INTERNATIONAL FOOD LAWS AND QUALITY ASSURANCE:</b> <ul style="list-style-type: none"> <li>• National PFA Essential Commodities Act</li> <li>• ISO, WTO, FSSAI and Consumer Protection.</li> <li>• Concept of TQM</li> <li>• Relevance of Microbiological standards for food safety</li> <li>• HACCP &amp; USPH</li> <li>• Principles of Food hygiene</li> </ul>  |     |         |       |
| Outcomes     | <ul style="list-style-type: none"> <li>• <b>The student would be able to understand the importance of basics of food safety</b></li> </ul> <p><i>Questions: classify, Explain, Express, Illustrate.</i></p> <ul style="list-style-type: none"> <li>• <b>The student would be able to know the food preservatives and food additives</b></li> </ul> <p><i>Question: Categories, Classify, Generate, Examine.</i></p>   |     |         |       |

- **The student would be able to have the clear knowledge about the spoilage in the kitchen and stewarding areas**

*Question: Categories, Classify, Generate, Examine, Simplify.*

- **The students will be able to know about the contamination of food while doing misenplace and during cooking.**

*Question: classify, compare, convert, Explain, Express, Illustrate.*

- **The students will get clear idea of Food Laws which are applicable world-wide in food industry.**

*Question: Determine, Evaluate, Explain..*

### **Reference Books**

Roday, S. - Food Hygiene and sanitation- Tata McGraw hill, New Delhi 2008  
Parmar, Madhulika Block, Food Safety and Preservation, Prints New Delhi 2014  
Bharatiya, C.R., Managing Food & Quality, Surendra Pub., Hyderabad, 2010  
Chakarborty, Amrita - Pesticides in food, Icfai Books, Hyderabad, 2010

| SUBJECT CODE | TITLE OF THE PAPER  | T/P | CREDITS | HOURS |
|--------------|---|-----|---------|-------|
| 70516B       | CRUISELINE MANAGEMENT   | T   | 4       | 4     |
| Objectives   | <ol style="list-style-type: none"> <li>1. On the completion of this unit the students will be able to define the cruise industry operations in a brief manner</li> <li>2. On completion of this unit the student should be able to understand the environmental compliance faced in cruise industry &amp; maintain own health &amp; sanitation</li> <li>3. On completion of this unit the student should be able to identify safety and security measures while on at sea</li> <li>4. On completion of this unit the student will be able to know the cruise geography according to their itineraries.</li> <li>5. On completion of this unit the student will be able to know the structures in f&amp;b department and in its operations in cruise ship</li> </ol> |     |         |       |
| UNIT - I     | <b>CONTEMPORARY CRUISE OPERATION</b> <ul style="list-style-type: none"> <li>• History of cruising</li> <li>• Cruise market</li> <li>• Cruise brands</li> <li>• Cruise operations</li> <li>• Travel agent in a cruise ship</li> </ul>  |     |         |       |
| UNIT - II    | <b>ENVIRONMENTAL COMPLIANCE, HEALTH AND SANITATION</b> <ul style="list-style-type: none"> <li>• Deliberate behavior or action causing an environmental incident</li> <li>• Deliberate failure to provide environmental compliance and safety training</li> <li>• Serious violations of the health and sanitation department manual</li> <li>• Sanitation and cleanliness.</li> <li>• Maritime organization.</li> <li>• Vessel sanitation and inspection program.</li> </ul>   |     |         |       |
| UNIT - III   | <b>SAFETY AND SECURITY OF LIFE AT SEA</b> <ul style="list-style-type: none"> <li>• Safety at sea ( first priority)</li> <li>• Designated person ashore &amp; basic ship orientation</li> <li>• Emergency signals, actions and personal emergency duty</li> <li>• Personal life saving equipment</li> <li>• Emergency organization at ship</li> <li>• Crew muster stations and passenger muster stations</li> </ul>  |     |         |       |
| UNIT - IV    | <b>CRUISE GEOGRAPHY AND PLANNING THE ITENARY</b> <ul style="list-style-type: none"> <li>• Define the world's major cruise regions and itinerary patterns</li> <li>• What is cruise destination</li> <li>• Shore excursions</li> <li>• Identifying the region seasonal patterns</li> <li>• Logistics positioning and planning.</li> </ul>  |     |         |       |
| UNIT - V     | <b>STRUCTURE AND MANAGING FOOD &amp; BEVERAGE OPERATIONS</b> <ul style="list-style-type: none"> <li>• F&amp;B organizational chart in the cruise ship</li> <li>• Job description of various key staff in the cruise ship.</li> <li>• Food production and service delivery systems</li> <li>• Customers demand and operational capabilities</li> <li>• Supplies and services on the sea of the day</li> </ul>  |     |         |       |
| Outcomes     | <ul style="list-style-type: none"> <li>• <b>The student would be able to understand the importance of major contemporary cruise operations</b></li> </ul> <p><i>Questions: classify, compare, convert, Explain, Express, Illustrate, Outline, Relate, Show, Summaries, Translate.</i></p> <ul style="list-style-type: none"> <li>• <b>The student would be able to know the environmental compliance in cruise industry while we are in a-board</b></li> </ul>  |     |         |       |



*Question: Categories, Classify, Generate, Examine, Interpret, Operate.*

- **The student would be able to have the clear knowledge about safety, security precautions taken in the ship, while it sails and as well as in a port.**

*Question: Categories, Classify, Generate, Examine, Interpret, Operate, Simplify.*

- **The students will be able to know the concept of geography, and to plan about cruise geog**

*Question: classify, compare, convert, Explain, Express, Illustrate, Outline, Relate, Show, Summaries, Translate / Categories, Classify, Compare, Distinguish, Generate, Examine, Interpret, Operate, Simplify.*

- **The students will get clear idea of vast systems in F&B and galley area and its supplies and services in the cruise ship.**

*Question: Compare, Determine, Evaluate, Explain, Interpret, Justify, Measure, Priorities, Prove, Select.*

| SUBJECT CODE   | TITLE OF THE PAPER   | T/P | CREDITS | HOURS |
|--|--|-----|---------|-------|
| 70517  | EVENT MANAGEMENT   | T   | 4       | 4     |
| <b>Objectives</b>  | <ol style="list-style-type: none"> <li>1. By the end of this unit the student will understand the basics of Event Management, needs and objectives, structure and functions</li> <li>2. By the end of this unit the student will understand the Event Planning, Chief guest and celebrities arranging and factors affecting EM</li> <li>3. By the end of this unit the student will understand the various Event Management, its importance and its control, Budget and leadership management.</li> <li>4. By the end of this unit the student will understand the qualities required for an event management person, and also the mannerism, stage decoration</li> <li>5. By the end of this unit the student will understand the various event activities and space planning</li> </ol>  |     |         |       |
| <b>UNIT - I</b>  | Introduction to Event Management – Categories and definitions – needs and objectives of Event Management – Creativity and implications of Events – Organization Structure of Event Management – Functions of a Multifaceted Event Management.  |     |         |       |
| <b>UNIT - II</b>   | Event Management Planning – Event Planning – Arranging Chief Guest / Celebrities – Arranging Sponsors – Blue Print of the Function Area – Factors affected in Event Management.  |     |         |       |
| <b>UNIT - III</b>  | Different Management in Event – Back Stage Management and its importance – Brand Management and its characteristics – Budget Management and its controlling Methods – Leadership Management and its authority – Feedback Management and its measuring tools.   |     |         |       |
| <b>UNIT - IV</b>   | Basic Qualities of Event Management Person – Social and Business Etiquette – Speaking Skills and Team Spirit – Stage Decoration – Time Management – Selecting a Location.  |     |         |       |
| <b>UNIT - V</b>  | Various Event Activities – Concept Exhibition – Space Planning – ITPO – Sports Planning – Tourism Events and Leisure Events  |     |         |       |
| <b>Outcomes</b>  | <ul style="list-style-type: none"> <li>• <b>The student would be able to understand the importance of Event Management and its Structure</b><br/><i>Questions: classify, compare, Explain, Express, Illustrate.</i></li> <li>• <b>The student would be able to understand the importance of Event Management Planning, Chief Guest and Celebrities arranging.</b><br/><i>Questions: classify, Explain, Express,</i></li> <li>• <b>The student would be able to understand the importance of Back Stage arrangement and brand management</b><br/><i>Questions: classify, compare, Explain, Express.</i></li> <li>• <b>The student would be able to understand the importance of qualities of event management person and their etiquettes</b><br/><i>Questions: classify, compare, explain.</i></li> <li>• <b>The student would be able to understand the importance of Concept exhibition and tourism events</b><br/><i>Questions: classify, compare, convert, Explain, Express, Summaries.</i></li> </ul> |     |         |       |
| <b>Reference Books</b>   |  |     |         |       |
| <p>Anton Shone, Successful Event Management, Cengage Learning Business Press, Edition 2, 2004.<br/>         Julia Tum, Management of Event Operations, Atlantic Publishing Company, Second Edition -2007<br/>         Julia Ruherford Silvers and Joe Goldblatt, Professional Event Coordination, Wiley, John &amp; Sons, Edition -2006.</p> |  |     |         |       |

| SUBJECT CODE   | TITLE OF THE PAPER   | T/P | CREDITS | HOURS |
|--|--|-----|---------|-------|
| 70521  | Human Resource Management in Hospitality Industry  | T   | 4       | 6     |
| <b>Objectives</b>  | <ol style="list-style-type: none"> <li>1. On completion of this unit the student shall be able to understand the basics of HRM</li> <li>2. On completion of this unit the student shall be able to know the Human Resource Planning and Job design</li> <li>3. On completion of this unit the student should be able to know the selection process and placement.</li> <li>4. On completion of this unit the student will be able to know the Compensation of employees and incentives.</li> <li>5. On completion of this unit the student will be able to know about industrial relations and Trade unions.</li> </ol>  |     |         |       |
| <b>UNIT - I</b>  | Introduction to HRM: Definition – Objectives – functions – Scope – Evolution of HRM – Role of HR Manager – Challenges faced by HRM – Strategic HRM.  |     |         |       |
| <b>UNIT - II</b>   | Human Resource Planning – Process – Factors affecting HRP – Job Analysis – Job Design – Job Description – Job Specification.   |     |         |       |
| <b>UNIT - III</b>  | The Selection Process – Placement and Induction – Training and development – Promotion – Demotions – Transfer – Separation.  |     |         |       |
| <b>UNIT - IV</b>   | Employee Compensation – Wage and salary administration – Bonus – Incentives – Fringe benefits – Job evaluation systems – Human resource information system.  |     |         |       |
| <b>UNIT - V</b>  | Industrial Relations – Collective bargaining – process, Trade Unions – Workers participation in Management – Grievance handling – Redressal committees – Ethics in HRM, Global HRM.  |     |         |       |
| <b>Outcomes</b>  | <ul style="list-style-type: none"> <li>• <b>The student would be able to understand the importance of HRM and contemporary challenges of HRM.</b><br/><i>Questions: classify, compare, Explain, Express.</i></li> <li>• <b>The student would be able to know the stages of Job Analysis and Human Resource Planning.</b><br/><i>Question: Categories, Classify, Distinguish, Generate, Examine.</i></li> <li>• <b>The student would be able to know the Selection process.</b><br/><i>Question: Classify, Compare, Examine.</i></li> <li>• <b>The students have a clear knowledge about employee compensation and incentives.</b><br/><i>Question: classify, compare, Explain, Express, Illustrate, Outline.</i></li> <li>• <b>The students will get educated on industrial relation and trade unions.</b><br/><i>Question: Assess, Determine, Evaluate and Explain, Measure.</i></li> </ul> |     |         |       |
| <b>Reference Books</b>   |  |     |         |       |
| <p>Ventraman C.S. Arid B.K. Srivastava, Personnel Management and Human Resources, Tata McGraw Hill, 1991.</p> <p>Arun Monappa, Industrial Relation, Tata McGraw Hill, 1987.</p> <p>Dale Yodder &amp; Paul D. Standohar, Personnel Management &amp; Industrial Relation, Sterling publishers, 1990.</p> <p>David A. Decenzo &amp; Stephen P. Robbins, Personnel / Human Resource Management, Prentice Hall, 1955.</p> |  |     |         |       |

| SUBJECT CODE      | TITLE OF THE PAPER   | T/P | CREDITS | HOURS |
|-------------------|--|-----|---------|-------|
| 70522             | <b>Advanced Food Production &amp; Patisserie</b>   | T   | 4       | 6     |
| <b>Objectives</b> | <ol style="list-style-type: none"> <li>By the end of this unit the students will be able to practice personal hygiene, explain the importance of kitchen sanitation, elaborate the HACCP standards and understand the values of ethics in kitchen</li> <li>By the end of this unit the students will be able to explain the basic features and types of stocks, sauces, soups, Egg Cookery and Quality points of Ingredients.</li> <li>By the end of this unit the students will be able to explain about INDIAN COOKERY.</li> <li>By the end of this unit the students will be able to explain about International cuisine preparation methods and its Recipes</li> <li>By the end of this unit the students will be able to elaborate on the aspects of baking, breads and list out the bakery terms.</li> </ol> |     |         |       |
| <b>UNIT - I</b>   | <b>PROFESSIONAL STANDARDS, ETHICS FOR FOOD HANDLERS AND KITCHEN LAYOUT</b> <ul style="list-style-type: none"> <li>Personal hygiene, General kitchen hygiene and sanitation &amp; Ethics</li> <li>HACCP (Hazard Analysis and Critical Control Points)</li> <li>Classification of Ingredients</li> <li>Classification of Kitchen Equipment &amp; Care and maintenance</li> <li>Hierarchy and Staff Organization &amp; Kitchen Layout and its Functions</li> <li>Cooking Techniques &amp; Methods of cooking</li> </ul>   |     |         |       |
| <b>UNIT - II</b>  | <ul style="list-style-type: none"> <li>Quality points &amp; cuts of fruit, vegetables, fish, lamb, beef, pork, poultry and game.</li> <li>Egg Cookery - Introduction to egg cookery, structure of an egg, selection of egg, uses of egg in cookery.</li> <li>Stocks - Definition of stock, types of stock, preparation of stock, recipes, storage of stocks, uses of stocks, care and precautions</li> <li>Sauces - Classification of sauces, recipes for mother sauces, storage and precautions</li> <li>Soups - Classification, principles, garnishing and accompaniments</li> </ul>   |     |         |       |
| <b>UNIT - III</b> | <b>INDIAN COOKERY</b> <ul style="list-style-type: none"> <li>Introduction to Indian Regional Cuisine</li> <li>INDIAN CUISINES - (History &amp; Heritage of Indian Regional Cuisine) <ol style="list-style-type: none"> <li>NORTH REGION - Kashmir, Mugalai, Punjab &amp; Rajasthan</li> <li>INDIAN CUISINES EAST - Gujarat Maharashtra &amp; Goan</li> <li>INDIAN CUISINES WEST - Bengal</li> <li>INDIAN CUISINES SOUTH - Tamil Nadu Kerala Andhra Pradesh</li> </ol> </li> <li>Indian Breads, gravies, Sweets and Snacks, Chats &amp; Chutneys</li> </ul>   |     |         |       |
| <b>UNIT - IV</b>  | <b>International cuisine</b> (Methods of preparation and Ingredients, Recipes) <ul style="list-style-type: none"> <li>France</li> <li>Italy</li> <li>Spain &amp; Portugal</li> <li>Oriental</li> <li>Mexican</li> <li>Chinese</li> </ul>   |     |         |       |
| <b>UNIT - V</b>   | <b>BAKERY AND CONFECTIONERY</b> <ul style="list-style-type: none"> <li>Role of ingredients in baking</li> <li>Types of Dough - Bread</li> <li>Types of batters - pancakes</li> <li>Types of Breads - Names and description of Breakfast, Lunch, Snack and International breads</li> <li>Glossary of Bakery Terms</li> </ul>  |     |         |       |

|                 |   |
|-----------------|---|
| <b>Outcomes</b> | <ul style="list-style-type: none"><li>• The student would be apt in understand the concepts of professional standards, ethics for food handlers and kitchen layout.</li><li>• The student would be apt in understand the Basic sauces, stocks and soups Classifications, definition and principles.</li><li>• The student would be apt in understand the concepts of Indian Cooking and the recipes of its region.</li><li>• The student would be apt in understand the concepts of International cuisine preparation methods and its Recipes.</li><li>• The student would be apt in understand the concepts of professional standards in Baking Breads</li></ul> |
|-----------------|---|

**Reference Books**

Modern Cookery – Thangam E. Philip

Practical Cookery – Kinton & Ceserani

Cookery Year Book – Readers Digest

Theory of Catering – Mrs. K Arora

A Taste of India – Madhur Jeffrey

Eat Better Live Better – Readers Digest

World wide Cook Book – Marshall Cavendish The World Encyclopedia of Food – I –Partick Loyal J.M.

| SUBJECT CODE   | TITLE OF THE PAPER  | T/P | CREDITS | HOURS |
|--|---|-----|---------|-------|
| 70523  | ADVANCED FOOD PRODUCTION & PÂTISSERIE   | P   | 2       | 6     |
| <b>Objectives</b>  | <ol style="list-style-type: none"> <li>1. To make them understand the pre-requisites for working in the kitchen.</li> <li>2. To train the students in preparation of Basic Indian, Continental &amp; Bakery Dishes</li> <li>3. Demonstration by instructor and applications by students.</li> <li>4. Demonstration &amp; Preparation of Simple and enriched bread recipes.</li> </ol>   |     |         |       |
| <b>Part A</b>  | <ul style="list-style-type: none"> <li>• Introduction To Cookery, Knife Skills Demonstration</li> <li>• Demonstration &amp; Preparation of Stocks, Sauces &amp; Soups</li> <li>• Basic Cooking methods and pre-preparations.</li> </ul>   |     |         |       |
| <b>Part B</b>  | <ul style="list-style-type: none"> <li>• Indian cookery – International Cookery</li> <li>• Rice dishes, Breads, Main course, Basic Vegetables, Paneer Preparations</li> <li>• Chicken, Mutton and Fish Preparations</li> <li>• Egg cookery - Preparation of variety of egg dishes</li> </ul>  |     |         |       |
| <b>Part C</b>  | <b>Bakery &amp; PASTRY</b> <ul style="list-style-type: none"> <li>• Bread making</li> <li>• Simple cakes</li> <li>• Simple cookies</li> <li>• Hot / cold desserts</li> <li>• Pastry</li> </ul>  |     |         |       |
| <b>Outcomes</b>  | <ul style="list-style-type: none"> <li>• To fulfill the pre-requisites for working in the kitchen</li> <li>• To prepare a Four course menu indent for Indian menus</li> <li>• To prepare &amp; present 4 course Indian &amp; Continental menus</li> <li>• To know about food texture and consistency of Indian, Continental &amp; Bakery menus</li> <li>• Accompaniments and garnishes and their uses in food preparation.</li> </ul> |     |         |       |
| <b>Reference Books</b>   |   |     |         |       |
| Food Production Theory by k. Damodharan<br>Modern Cookery Volume - I by Thangam E. Phillp<br>Modern Cookery Volume - II by Thangam E Phillp<br>Practical Cookery by Kinton & Ceserani<br>Textbook of Bakery and Confectionery- Yogambal Ashokkumar |   |     |         |       |

| SUBJECT CODE   | TITLE OF THE PAPER  | T/P | CREDITS | HOURS |
|--|---|-----|---------|-------|
| 70524A   | CUSTOMER RELATIONSHIP MANAGEMENT  | T   | 4       | 5     |
| <b>Objectives</b>  | <ol style="list-style-type: none"> <li>1. On the completion of this unit the students will be able to understanding CRM basics, Customer Touch Points</li> <li>2. On completion of this unit the student should be able to understand the process of CRM &amp; the elements of CRM</li> <li>3. On completion of this unit the student should be able to find the strategy used in CRM and Service Quality</li> <li>4. On completion of this unit the student will understand the procedures of CRM Implementation.</li> <li>5. On completion of this unit the student will be able to know about Sales force and its activity</li> </ol>  |     |         |       |
| <b>UNIT - I</b>  | Introduction to CRM: Definition and concepts of CRM, Components of CRM, Understanding the goal of CRM and Customer Touch Points.  |     |         |       |
| <b>UNIT - II</b>   | CRM PROCESS: Introduction and Objectives of a CRM Process; an Insight into CRM and eCRTA/online CRM, The CRM cycle i.e. Assessment Phase; Planning Phase; The Executive Phase; Modules in CRM, 4C's (Elements) of CRM Process, CRM Process for Marketing Organization, CRM Affiliation in Retailing Sector.   |     |         |       |
| <b>UNIT - III</b>  | Developing CRM Strategy: Role of CRM in business strategy, Understanding Service Quality: Technical, Functional, and dimensions of service quality, Managing Customer communications.   |     |         |       |
| <b>UNIT - IV</b>   | CRM IMPLEMENTATION: Choosing the right CRM Solution; Framework for Implementing CRM: a Step-by-Step Process: Five Phases of CRM Projects: Development Customizations; Beta Test and Data Import; Train and Retain; Roll out and System Hand-off.  |     |         |       |
| <b>UNIT - V</b>  | SALES FORCE AUTOMATION - Sales Process, Activity, Contact, Lead and Knowledge Management - Field Force Automation.  |     |         |       |
| <b>Outcomes</b>  | <ul style="list-style-type: none"> <li>• <b>The student would be able to understand the importance of CRM &amp; Components of CRM</b><br/><i>Questions: classify, compare, Explain, Express.</i></li> <li>• <b>The student would be able to know the process and elements of CRM &amp; its importance</b><br/><i>Question: Categories, Classify, Compare, Examine, Interpret, Simplify.</i></li> <li>• <b>The student would be able to get clear knowledge about CRM Strategy and its function</b><br/><i>Question: Categories, Classify, Compare, Examine, Interpret, Operate, Simplify.</i></li> <li>• <b>The students will be able to know Phase of Implementation in CRM</b><br/><i>Question: classify, compare, convert, Explain, Classify, Compare, Examine, Interpret, Operate, Simplify.</i></li> <li>• <b>The students will get clear idea of sales force automation and knowledge management</b><br/><i>Question: Assess, Choose, Compare, Determine, Evaluate, Explain, Measure, Priorities, Prove, Select.</i></li> </ul> |     |         |       |
| <b>Online Resources:</b>   |   |     |         |       |
| Customer Relationship Management – A Step by Step Approach – H. Peeru Mohammed, A. Sagadevan |   |     |         |       |
| Customer Relationship Management – R. K. Sugandhi – New Age Publishers                       |   |     |         |       |
| Customer Relationship Management – Emerging Concepts – Jagdish N Sheth & Atul Parvatiyar     |   |     |         |       |

| SUBJECT CODE   | TITLE OF THE PAPER   | T/P | CREDITS | HOURS |
|--|--|-----|---------|-------|
| 70524B   | ENTREPRENEURSHIP   | T   | 4       | 5     |
| <b>Objectives</b>  | <ol style="list-style-type: none"> <li>1. On the completion of this unit the students will be able to know about Entrepreneur and Intreprenuer</li> <li>2. On completion of this unit the student should be able to understand the importance of entrepreneurship development</li> <li>3. On completion of this unit the student should be able to know about SSI &amp; its forms</li> <li>4. On completion of this unit the student will understand the Institutional support.</li> <li>5. On completion of this unit the student will be able to know about Project Identification &amp; Appraisal</li> </ol>  |     |         |       |
| <b>UNIT - I</b>  | Entrepreneur- Meaning, Characteristics Functions, and Types. Entrepreneur VS Manager. Entrepreneur VS Intrapreneur. Entrepreneurship- Meaning- Positive Aspects - Obstacles- Factors stimulating Entrepreneurship - Role of Entrepreneurship in Economic Development.  |     |         |       |
| <b>UNIT - II</b>   | Entrepreneurship Development Programmes - Meanings, objectives, Courses contents and Curriculum - Phases, Institutions for EDP: NIESBUD, NAYE & TCOs Problems in EDP, Women Entrepreneurs - Types - Their Problems and Remedies.   |     |         |       |
| <b>UNIT - III</b>  | SSIs - Meaning - Importance and Problems of starting an SSI-steps. Forms of ownership: Sole Proprietorship, Partnership. Joint Stock Company and Co-operatives - Features, Merits and Demerits.  |     |         |       |
| <b>UNIT - IV</b>   | Institutional support: SIDO, SISI, NSIC, SIDCO, DIC-Their Functions-SIDBI'S Schemes. Incentives: subsidy, Tax concessions, Marketing and Export Assistance. Sickness Definition, Symptoms, Causes. Measures to prevent sickness in small units.  |     |         |       |
| <b>UNIT - V</b>  | Project Identification - Meaning and Steps, Project Classification- Project Life Cycle. Project Report - Contents, Project Appraisal- Meaning- Feasibility Analysis: Market, Technical, Financial, Economic, Managerial and social.  |     |         |       |
| <b>Outcomes</b>  | <ul style="list-style-type: none"> <li>• <b>The student would be able to understand the role of Intrapreneur and Entrepreneur</b><br/><i>Questions: classify, compare, Explain, Express.</i></li> <li>• <b>The student would be able to know the various institutions for Entrepreneurship Development Programme</b><br/><i>Question: Categories, Classify, Compare, Examine, Interpret, Simplify.</i></li> <li>• <b>The student would be able to get clear knowledge about SSI and its function</b><br/><i>Question: Categories, Classify, Compare, Examine, Interpret, Operate, Simplify.</i></li> <li>• <b>The students will be able to know various institutional support.</b><br/><i>Question: classify, compare, convert, Explain, Classify, Compare, Simplify.</i></li> <li>• <b>The students will get clear idea of Project Appraisal and Identification.</b><br/><i>Question: Assess, Choose, Compare, Determine, Evaluate, Explain, Measure, Priorities, Prove, Select.</i></li> </ul> |     |         |       |
| <b>Online Resources:</b>   |  |     |         |       |
| Gordon, E & Natarajan, K, 2013, Entrepreneurship Development , Himalaya publishing house<br>Small Scale Industries and Economics Development, C.S.V. Moorthy, HPH.<br>Entrepreneurial Development, Gupta, C.B. and Srinivasan, N.P. Sultan and Son.<br>Entrepreneurial Development, S.S. Khanka, S. Chand & co, New Delhi. |  |     |         |       |



| SUBJECT CODE  | TITLE OF THE PAPER  | T/P | CREDITS | HOURS |
|---|---|-----|---------|-------|
| 70525A  | BAR MANAGEMENT  | T   | 4       | 5     |
| <b>Objectives</b>   | <ol style="list-style-type: none"> <li>To make the students to gain the basic knowledge about different of bar and bar operations</li> <li>To make the students to gain the basic knowledge about different of bar and Service equipment</li> <li>To make the students to gain the basic knowledge about Service of alcoholic and non-alcoholic beverages</li> <li>To make the students to gain the basic knowledge about concepts of bar management</li> <li>To make the students to gain the basic knowledge about the beverage control systems</li> </ol>  |     |         |       |
| <b>UNIT - I</b>   | Bar and Bar operation:<br>Introduction – definition - Brief history of bars and alcoholic beverages - development of bars – design layout and location – ownership types – pubs and bars– legal aspects affecting beverage business – roles of the bar tender – job description   |     |         |       |
| <b>UNIT - II</b>  | Bar and Service equipment<br>Bar area – large equipment – small equipment – Glass ware – food service equipment – techniques of mixology garnish – preparation of classic and contemporary cocktails  |     |         |       |
| <b>UNIT - III</b>   | Service of alcoholic and non-alcoholic beverages<br>Beverage service procedure – responsible service of alcohol – beverage service and the law – principles and practices of bar and beverage management – management responsibilities in beverage staff training – preventing guest intoxication and identifying over consumption – alcoholic bar provisions – beer, whisky , brandy, wines– various types of wines – non alcoholic bar provisions – types of water – squashes – syrups – cordials.  |     |         |       |
| <b>UNIT - IV</b>  | Concepts of bar management<br>Bar inventory – daily consumption of soft beverage & liquors – auditing in bar – determining the stock level – concept of FL3&5 License in Indian law – upselling - how to overcome malpractice in bar  |     |         |       |
| <b>UNIT - V</b>   | <b>Beverage control systems</b><br>Introduction – managing cost and revenue to make profit – policies for pricing – stock control – receiving – checking and storing – issuing control – systems of bar books – cellar management – control of possible losses in the bar – controls for beverage production – POS for stock and beverage control   |     |         |       |
| <b>Outcomes</b>   | <ul style="list-style-type: none"> <li><b>The student would be apt in understanding the bar and bar operations</b><br/><i>Questions: classify, compare, convert, Explain, Express.</i></li> <li><b>The student would be able to know the bar and service equipment</b><br/><i>Question: Categories, Classify, Compare, Distinguish, Generate, Examine</i></li> <li><b>Knowing different types of alcoholic and non – alcoholic beverages</b><br/><i>Question: Classify, Compare, Examine.</i></li> <li><b>The students have a clear knowledge about the bar management systems</b><br/><i>Question: classify, compare, Explain, Express, Illustrate, Outline.</i></li> <li><b>The students will get educated on beverage control systems</b><br/><i>Question: Assess, Determine, Evaluate, Explain, Measure.</i></li> </ul> |     |         |       |
| <b>Reference Books</b>  |   |     |         |       |
| Bar management and control – By – Dr.chakravarti<br>Managing bar operations – By – lental Henry Kotschevar and Mary L.Tanke<br>Food and beverage management – By – Partho Pratim Seal |   |     |         |       |

| SUBJECT CODE      | TITLE OF THE PAPER  | T/P | CREDITS | HOURS |
|-------------------|---|-----|---------|-------|
| 70525B            | <b>GARDE MANGER</b>   | T   | 4       | 5     |
| <b>Objectives</b> | <ol style="list-style-type: none"> <li>1. After completing this unit the student will learn and understand the Following operations and techniques used in Garde-manger.</li> <li>2. After completing this unit the student will learn and understand the preparation and uses of edible and non-edible displays.</li> <li>3. After completing this unit the student will learn and understand the various parts and the preparation of sandwiches and canapés.</li> <li>4. After completing this unit the student will learn and understand the concepts and preparation of charcuterie.</li> <li>5. After completing this unit the student will learn and understand the concepts of appetizers and garnishes.</li> </ol> |     |         |       |
| <b>UNIT - I</b>   | <ol style="list-style-type: none"> <li>1. Introduction to Food Styling and Presentation</li> <li>2. Types of decorations, Appealing to the senses, Equipment's used in food styling and presentation, Food presentation by Menu</li> <li>3. Carvings</li> <li>4. Charcuterie Tasting Buffet</li> <li>5. Presentation and Display Techniques</li> <li>6. Reception Appetizers and Canapés; Hors d'Oeuvres</li> <li>7. Cures, Brines, Marinades and Dry Rubs</li> <li>8. Introduction to Smoking, Charcuterie</li> </ol> <p><b>CARVING</b></p> <ul style="list-style-type: none"> <li>• Vegetable Carving &amp; Fruit carving</li> </ul>  |     |         |       |
| <b>UNIT - II</b>  | <p><b>DISPLAYS</b></p> <ul style="list-style-type: none"> <li>• Non-edible displays</li> <li>• Ice carving</li> <li>• Butter sculptures</li> <li>• Aspic logo</li> <li>• Chaud-Froid designs</li> <li>• Tallow sculptures</li> <li>• Thermo coal &amp; Wax</li> </ul>   |     |         |       |
| <b>UNIT - III</b> | <p><b>SANDWICHES AND CANAPIES</b></p> <ul style="list-style-type: none"> <li>• Parts</li> <li>• Filling</li> <li>• Spreads and Garnishes</li> <li>• Types</li> <li>• Making and Storing</li> </ul>  |     |         |       |
| <b>UNIT - IV</b>  | <p><b>CHARCUTIERE</b></p> <ul style="list-style-type: none"> <li>• Sausages</li> <li>• Forcemeats</li> <li>• Marinades, Cures, Brines</li> <li>• Bacon, Ham, Gammon</li> <li>• Galantines</li> <li>• Pates And Terrines</li> <li>• Mousses And Mousselines</li> <li>• Chaud Froid</li> <li>• Aspic Jelly</li> </ul>   |     |         |       |

|  |   |
|--|---|
| <b>UNIT - V</b>  | <p><b>APPETIZERS AND GARNISHES</b></p> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Examples</li> <li>• Different Garnishes</li> </ul>  |
| <b>Outcomes</b>  | <ul style="list-style-type: none"> <li>• <b>The student would be apt in understanding the operations and techniques used inGarde-manger Department.</b><br/><i>Questions: classify, compare, convert, Explain, and Express, Illustrate, Outline,Relate, Show, Summaries, and Translate.</i></li> <li>• <b>The student would be apt in understand the preparation and uses of edible andnon-edible displays.</b><br/><i>Questions: classify, compare, convert, Explain, and Express, Illustrate, Outline,Relate, Show, Summaries, and Translate.</i></li> <li>• <b>The student would be apt in understand the various parts and the preparation ofsandwiches and canapés.</b></li> <li>• <b>The student would be apt in understand the various parts and the preparation ofsandwiches and canapés.</b></li> <li>• <b>The student would be apt in understand the concepts of appetizers and garnishes.</b></li> </ul> |
| <p><b>Reference Books</b></p> <p>CIA USA: GardeManger, The Art and Craft of the Cold Kitchen.</p> <p>MICHAEL, RUHULMAN, BRIAN POLCYN THOMAS KELLER: Charcuterie: The Craft Of Salting, And Charcuterie.</p> <p>FREDERIC H .SONNENSCHMIDT, JOHN F .NICOLAS: The Professional Chef’s Art ofGarde Manger.</p> <p>CHRISTOPHER STYLER: The Art of Food Presentation.ANDREW DORNENBURG: Culinary Artistry.</p> <p>JOHNSON, ANNE(Ed) (1987), “The Illustrated Escoffier: Recipes from the French Classic Tradition”, Mitchell Beazley, Toronto.</p> |   |

## **DSE – 70526A INTERNSHIP / 70526B PROJECT**

**Credits: 10**

**Hours: --**

### **OBJECTIVES:**

The objective of this industrial practicum is to help the students understand The Working of a hotel and be able to analyze its strengths weakness opportunities and the threats.

### **TYPE OF REPORT:**

The report should be based on the compulsory 30 days of training to be completed during May-June in a hotel of repute (preferable of a 3 star, 4 star or a 5 star property). A student log book should be maintained by every student during the training period. The student should note down on the daily basis the task performed/ observed, methodology involved and points to note and assessed daily by the supervisor / manager. Using the Information contained in the log book and under the guidance of faculty member of college in which the student is studying, the student should cover the entire operation of the hotel and and inter - organizational SWOT(STRENGTH, WEAKNESS, OPPORTUNITIES, AND THREATS) analysis.

### **FORMULATION:**

The length of the report may be about 150 to 160 double spaced typed, printed (black and white) A-4 Size pages (excluding appendices and exhibits).10% variation on the either side is permissible.

### **LIST OF CONTENT OF THE REPORT:**

- A Copy Of The Training Certificate Attested By Principal Of The College
- Acknowledgement
- Project Preface
- Chapter -1 Introduction
- Chapter -2 Scope, Objective, Methodology & Limitations
- Chapter -3 Profile Of The Place And Hotel
- Chapter -4 Departmental Classification Of Hotel
- Chapter -5 Detailed Operations Of Each Department Of Hotel
- Chapter -6 Swot Analysis Of Hotel
- Chapter -7 ConclusionBibliography
- List Of Annexure/Exhibits

### **Submission of Report:**

One typed (duly signed by faculty guide and principle of the college) copy of the report is to be submitted in person, by the student, to the examiner at the time of viva voce. Project submitted later than that will not be accepted. Project submitted later than that will not be accepted.

1. Original training certificate
2. University copy & student 's copy of project report ( duly signed by the faculty guide and principle of the college)
3. Students log book ( duly signed by Training Manager/HRManager OR equivalent)
4. Examination
5. Hall ticket.
6. College identity card
7. Dress code : College uniform

**STUDENTS WHO DO NOT CONFORM TO THE ABOVE WILL NOT BE EXAMINED**

**PROJECT EVALUATION:**

Project report will be valued by the Examiner appointed by the University.

**MODE OF EVALUATION:**

Log book 25 marks

Viva 25 marks

Project report 50 marks

**TOTAL MARKS 100 MARKS**

**NOTE**

- Marks for the log book should be awarded by the project guide appointed by the college.
- Panel of evaluation will consist of two members. One will evaluate the project and other will evaluate the presentation. The project viva voce will be conducted by both members of panel. Total time allotted for the above should not exceed 10 minutes.
- The presentation could be done on OHP sheets or as a powerpoint presentation using a computer or a laptop connected to LCD depending upon the available resources of the examiner. The students could show it in their personal laptop also.

| SUBJECT CODE      | TITLE OF THE PAPER   | T/P | CREDITS | HOURS |
|-------------------|--|-----|---------|-------|
| 70531             | ROOMS DIVISIONS OPERATIONS   | T   | 4       | 4     |
| <b>Objectives</b> | <ol style="list-style-type: none"> <li>1. On completion of this unit the student shall be able to explain and ,they shall be able to relate the importance of job descriptions, dutychart.</li> <li>2. On completion of this unit the student shall be able to know FO andHK.</li> <li>3. On completion of this unit the student should be able to knowinventories.</li> <li>4. On completion of this unit the student will be able to calculateoperational statistics.</li> <li>5. On completion of this unit the student will be able to know theconcept of revenue management.</li> </ol> |     |         |       |
| <b>UNIT - I</b>   | <b>MANAGING HUMAN RESOURCE, TRAINING:</b> <ul style="list-style-type: none"> <li>• Preparing job lists and job descriptions for front office and housekeeping staff.</li> <li>• Source of internal and external recruiting.</li> <li>• Role of executive housekeeper and front office manager in selecting staff orientation process.</li> <li>• Developing job breakdowns for the housekeeping and front office job positions, skills, and training – the four step training.</li> </ul>  |     |         |       |
| <b>UNIT - II</b>  | <b>PLANNING FOR FRONT OFFICE OPERATIONS:</b> <ul style="list-style-type: none"> <li>• Identify and describe the functions of management with relation to front officeand housekeeping department.</li> <li>• Establishing room rates through market condition approach rule of thumb approach and the hubbart formula.</li> <li>• Forecasting room availability, forecasting data, percentage of walk ins,percentage of overstays, forecasting room revenue.</li> </ul>  |     |         |       |
| <b>UNIT - III</b> | <b>HOUSEKEEPING CONTRACTS:</b> <ul style="list-style-type: none"> <li>• Par levels and inventories control of linens and uniform.</li> <li>• Guest loan items</li> <li>• Equipments.</li> <li>• Cleaning supplies.</li> <li>• Guest supplies.</li> <li>• The role of housekeeping in planning and operating budgets.</li> </ul>  |     |         |       |
| <b>UNIT - IV</b>  | <b>MEASURING PERFORMANCE IN THE ROOMS DIVISION:</b> <ul style="list-style-type: none"> <li>• Importance and calculation of operational statistics.</li> <li>• Percentage of single occupancy.</li> <li>• Multiple occupancy.</li> <li>• ARR and ADR.</li> <li>• Average rate per guest.</li> <li>• Average length of stay.</li> <li>• Rev Par.</li> <li>• Daily operations report and its importance sales mix.</li> </ul>   |     |         |       |
| <b>UNIT - V</b>   | <b>REVENUE MANAGEMENT:</b> <ul style="list-style-type: none"> <li>• Concept of revenue management.</li> <li>• Hotel industry applications.</li> <li>• Capacity management.</li> <li>• Discount allocation.</li> <li>• Duration control.</li> <li>• Measuring yield.</li> <li>• Potential average single rate.</li> <li>• Rate spread.</li> <li>• Multiple occupancy.</li> <li>• Elements of revenue management, group room sales, transient room sales.</li> </ul>   |     |         |       |

|  |   |
|--|---|
| <p><b>Outcomes</b></p>   | <ul style="list-style-type: none"> <li>• <b>The student would be apt in understanding the importance of job positions, skills, and training.</b><br/> <i>Questions: classify, compare, convert, Explain, Express, Illustrate, Outline, Relate, Show, Summaries, and Translate.</i></li> <li>• <b>The student would be knowing hubbart formula and forecasting room availabilities.</b><br/> <i>Question: Categories, Classify, Compare, Distinguish, Generate, Examine, Interpret, Operate, Simplify.</i></li> <li>• <b>Knowing different methods of equipment check list and cleaningsupplies.</b><br/> <i>Question: Categories, Classify, Compare, Distinguish, Generate, Examine, Interpret, Operate, Simplify.</i></li> <li>• <b>The students classify ARR &amp; ADR.</b><br/> <i>Question: classify, compare, convert, Explain, Express, Illustrate, Outline, Relate, Show, Summaries, Translate / Categories, Classify, Compare, Distinguish, Generate, Examine, Interpret, Operate, Simplify.</i></li> <li>• <b>The students will be able to manage hotel industry applications.</b><br/> <i>Question: Assess, Choose, Compare, Determine, Evaluate, Explain, Interpret, Justify, Measure, Priorities, Prove, Select.</i></li> </ul> |
| <p><b>Reference Books</b></p> <p>Front Office Operations and Management, Ahmed Ismail, Thomson Delmar.<br/> Housekeeping Management, Margaret M Kappa.<br/> Hotel Hostel &amp; Hospital Housekeeping, Joan C Branson, Margaret Lennox, Hodder.</p> |   |

| <b>SUBJECT CODE</b> | <b>TITLE OF THE PAPER</b>  | <b>T/P</b> | <b>CREDITS</b> | <b>HOURS</b> |
|---------------------|--|------------|----------------|--------------|
| <b>70532</b>        | <b>ROOMS DIVISION OPERATIONS</b>   | <b>P</b>   | <b>2</b>       | <b>3</b>     |
| <b>Objectives</b>   | On completion of this practical the student shall be able to know systems operating, stain removal   |            |                |              |
|                     | <p>Selection of the Front office management system</p> <ul style="list-style-type: none"> <li>• Software – Shawmans property management system- Amadeus, Fidelio</li> <li>• Room management software, room inventory, room status availability</li> <li>• Registration – Reservation/ guest data (profile) GHC, Reports / self check-in</li> <li>• POSTING- Paid Out / Miscellaneous voucher, Telephone , display folio (bill), Reports</li> <li>• CHECKOUT- Folio / Adjustment/ cashier/back office guest history</li> <li>• STAIN REMOVAL – Ink, oil, grease, tea, coffee. Chewing gum, curry, blood</li> <li>• FLOWER ARRANGEMENT – Ikebana/ western / free style/demo</li> </ul> <p>INDIVIDUAL – Ironing / various stitches, running stich, button, hook</p> |            |                |              |
| <b>Outcomes</b>     | <b>The student would be apt in understanding the importance of flower arrangement, check-in &amp; check -out procedure</b>   |            |                |              |



| SUBJECT CODE   | TITLE OF THE PAPER  | T/P | CREDITS | HOURS |
|--|---|-----|---------|-------|
| 70533  | HOTEL INFORMATION TECHNOLOGY  | P   | 2       | 3     |
| <b>Objectives</b>  | <p>On completion of this practical the student shall be able to</p> <ol style="list-style-type: none"> <li>1. gain knowledge on office package</li> <li>2. be well-versed with word processor</li> <li>3. acquire knowledge on spreadsheet</li> <li>4. have an exposure to presentation</li> <li>5. be familiar with database.</li> </ol> |     |         |       |
| <b>LIST OF PRACTICALS</b>  |   |     |         |       |
| <b>Programs using MS-Word</b>  |   |     |         |       |
| <ol style="list-style-type: none"> <li>1. Formatting and aligning the text</li> <li>2. Table</li> <li>3. Hyperlink</li> <li>4. Header and footer</li> <li>5. Macros</li> <li>6. Mail merge</li> </ol>  |   |     |         |       |
| <b>MS-Excel</b>  |   |     |         |       |
| <ol style="list-style-type: none"> <li>7. Operators</li> <li>8. Formulas</li> <li>9. Chart</li> </ol>  |   |     |         |       |
| <b>MS-PowerPoint</b>   |   |     |         |       |
| <ol style="list-style-type: none"> <li>10. Insert options</li> <li>11. Design options</li> <li>12. Animations and slide show options</li> </ol>  |   |     |         |       |
| <b>MS-Access</b>   |   |     |         |       |
| <ol style="list-style-type: none"> <li>13. Database table creation</li> <li>14. Form design</li> <li>15. Report design</li> </ol>  |   |     |         |       |
| <b>Outcomes</b>  | <b>The student would be able to</b>   |     |         |       |
|  | <ol style="list-style-type: none"> <li>1. Show the applications of the office package</li> <li>2. Apply the menu bar and toolbar options</li> <li>3. examine the charts in the office package</li> <li>4. evaluate the various shortcut keys in the office package</li> <li>5. design the commercial applications.</li> </ol>             |     |         |       |
| <b>REFERENCE BOOKS</b>   |   |     |         |       |
| <p>Beth Melton, Mark Dodge, Echo Swinford, Andrew Couch., "Microsoft Office Professional 2013: Step by Step", First Edition, Wiley India Pvt. Ltd., New Delhi, India, 2013.</p> <p>David W. Beskeen, Carol Cram, Jennifer Duffy, Lisa Friedrichsen and Lynn Hogan., "Microsoft Office 2013: Illustrated Introductory, First Course", First Edition, Cengage Learning India, New Delhi, 2013.</p> <p>Joe Habraken., "Microsoft Office 2013 in Depth", First Edition, Pearson Education India, New Delhi, India, 2013.</p> |   |     |         |       |

Katherine Murray., “Microsoft Office 2013 Plain & Simple”, First Edition, Microsoft Press, Washington, USA, 2013.

Lisa A. Bucki, John Walkenbach, Michael Alexander, Dick Kusleika and Faithe Wempen., “Microsoft Office 2013 Bible”, First Edition, Wiley India Pvt. Ltd., New Delhi, India.

Marjorie S. Hunt and Barbara M. Waxer., “Microsoft Office 2013: Illustrated Fundamentals”, First Edition, Cengage Learning, Boston, Massachusetts, USA, 2013.

Misty E. Vermaat, Steven M.Freund, Raymond E. Enger and Mary Z.Last., “Microsoft Office 2013: Introductory”, First Edition, Cengage Learning, Boston, Massachusetts, USA, 2013.

Randy Nordell, “Microsoft Office 2013: In Practice”, First Edition, McGraw-HillEducation, New York, USA, 2013.

Triad Interactive., “Microsoft Office 2013: A Skills Approach”, First Edition, CengageLearning India Pvt. Ltd., New Delhi, India, 2013.

Wallace Wang, “Microsoft Office 2013 for Dummies”, First Edition, Wiley India Pvt.Ltd., New Delhi, India, 2013.

| SUBJECT CODE      | TITLE OF THE PAPER  | T/P | CREDITS | HOURS |
|-------------------|---|-----|---------|-------|
| 70534             | Indian Hospitality Law  | T   | 4       | 4     |
| <b>Objectives</b> | <ol style="list-style-type: none"> <li>1. After completion of this unit the student will be able to know the basic laws governing hotelkeeper and the different contract procedures</li> <li>2. After completion of this unit the student will be able to know the basic laws governing hotelkeeper and the different contract procedures</li> <li>3. After completion of this unit the student will be to know the acts of guest and third parties.</li> <li>4. After completion of this unit the student will be able to acquire knowledge on hotels liability on guest.</li> <li>5. After completion of this unit the student will be able to know the food laws followed for the hospitality industry.</li> </ol>   |     |         |       |
| <b>UNIT - I</b>   | Introduction - Laws governing the hotelkeeper - Common Law - State Court Decisions - Federal Court Decisions: Hotels, Motels and Inns: Management in practice: The Hotel keeper and the Law of Contract – Contracts - Definition - Importance - Types of Contracts. Law of Torts and Negligence - Torts - Contributory and comparative - Negligence.  |     |         |       |
| <b>UNIT - II</b>  | Hotel-Guest Relationship: Duty to receive and rights to refuse guests or persons - Guest reservation -Form and effect of Agreement - Guest Law suits for damages – Overbooking - Guest's right to privacy.  |     |         |       |
| <b>UNIT - III</b> | Right to evict a guest – Tenant – Restaurant – Patron - Duty to Protect Guests: Reasonable care - Rule- Acts of guests - Patrons - Employees and third parties - Assault by third parties in restrooms and hotelparking area.   |     |         |       |
| <b>UNIT - IV</b>  | Hotel's Liability: Regarding guest property - Unclaimed property -Handling mail for guests - Automobiles or assets of guests and others - Loss of property - Nature of liability - Bailment for non- guests - Liability for restaurant - Patrons property - Hotel defences to liability claims - Statutory limits on hotel's liability.   |     |         |       |
| <b>UNIT - V</b>   | Food Legislation: State and Local food laws - General liability for unwholesome food - Warranties - Privity of contacts - Uniform commercial code - Strict liability. Truth-in-menu and Labelling Laws – Adulteration- Misbranded goods - Functions - Central food lab – Powers and duties of a food inspector - Ratecontrol.   |     |         |       |
| <b>Outcomes</b>   | <ul style="list-style-type: none"> <li>• <b>The student would be apt in understanding the basic laws governing hotelkeeper and the different contract procedures.</b><br/><i>Questions: classify, compare, convert, Explain, and Express, Illustrate, Outline, Relate, Show, Summaries, and Translate.</i></li> <li>• <b>The student would be apt in understanding the basic laws governing hotelkeeper and the different contract procedures.</b><br/><i>Questions: classify, compare, convert, Explain, and Express, Illustrate, Outline, Relate, Show, Summaries, and Translate.</i></li> <li>• <b>The student would be apt in understanding the acts of guest and third parties.</b><br/><i>Questions: classify, compare, convert, Explain, and Express, Illustrate, Outline, Relate, Show, Summaries, and Translate.</i></li> <li>• <b>The student would be apt in understanding the acquire knowledge on hotels liability on guest.</b><br/><i>Questions: classify, compare, convert, Explain, and Express, Illustrate, Outline, Relate, Show, Summaries, and Translate.</i></li> <li>• <b>The student would be apt in understanding the food laws followed for the hospitality industry.</b><br/><i>Questions: classify, compare, convert, Explain, and Express, Illustrate, Outline, Relate, Show, Summaries, and Translate.</i></li> </ul> |     |         |       |

**References:**

Hospitality Law -Jac.1c.P. Jefferies

Commercial Law -N.D. Kapoor

Mercantile Law -N.D. Kapoor

Relevant Bare Acts.

| SUBJECT CODE   | TITLE OF THE PAPER  | T/P | CREDITS | HOURS |
|--|---|-----|---------|-------|
| 70535  | Research Methodology  | T   | 4       | 4     |
| <b>Objectives</b>  | 1. On completion of this unit the student shall be able to understand the basics of Research and hypothesis<br>2. On completion of this unit the student shall be able to know the Data Collection and Sampling<br>3. On completion of this unit the student should be able to know the Scaling.<br>4. On completion of this unit the student will be able to know about Statistics and Hypothesis testing.<br>5. On completion of this unit the student will be able to know about Data Analysis and Research Reports.   |     |         |       |
| <b>UNIT - I</b>  | Research Introduction – Qualities of search – Components of research problems – various steps in scientific research – Types of research - Hypothesis: Types, sources, characteristics of unable hypothesis – Research design.  |     |         |       |
| <b>UNIT - II</b>   | Data collection: Source of data – Primary and secondary sources – Survey method- Procedure – Questionnaire - Sampling merits and demerits - Experiments: Kinds – Procedure, Control – Observation – Demerits - Kinds – Procedure.   |     |         |       |
| <b>UNIT - III</b>  | Qualities data: Nature – Scales Methods and scale construction technologies.  |     |         |       |
| <b>UNIT - IV</b>   | Introduction to Statistics – Hypothesis testing of means and proportions – The T test– Two sample tests – Chi-Square test as of independence- Chi-square as a test of goodness of fit.  |     |         |       |
| <b>UNIT - V</b>  | Data analysis : Simple correlation and regression analysis – The F test – analysis of variance – Cross tabulation – Multivariate techniques and their applications – Discriminate analysis – cluster analysis – Factor analysis and co-Joint analysis.<br>Research reports : Steps – Format – Language – Tables – Types – Bibliography.   |     |         |       |
| <b>Outcomes</b>  | <ul style="list-style-type: none"> <li>• <b>The student would be able to understand the importance of Research and hypothesis.</b><br/><i>Questions: classify, compare, Explain, Express.</i></li> <li>• <b>The student would be able to know the stages of Data Collection and Sampling techniques.</b><br/><i>Question: Categories, Classify, Distinguish, Generate, Examine.</i></li> <li>• <b>The student would be able to know the Scaling techniques.</b><br/><i>Question: Classify, Compare, Examine.</i></li> <li>• <b>The students have a clear knowledge about Statistics and Hypothesis Testing.</b><br/><i>Question: classify, compare, Explain, Express, Illustrate, Outline.</i></li> <li>• <b>The students will get educated on Research Reports and Data Analysis</b><br/><i>Question: Assess, Determine, Evaluate and Explain, Measure.</i></li> </ul> |     |         |       |
| <b>Reference Books</b>   |   |     |         |       |
| Research Methodology – C. R. Kothari, New Age International Publishers<br>Richard Levin, Statistic for management. Prentice Hall.<br>Paul Maston, Applied Business Statistics. Holt and Reinhart.<br>Good and Hatt, Research Methods in Social Sciences. |   |     |         |       |

| SUBJECT CODE | TITLE OF THE PAPER  | T/P | CREDITS | HOURS |
|--------------|---|-----|---------|-------|
| 70536        | Hospitality Marketing   | T   | 4       | 4     |
| Objectives   | <ol style="list-style-type: none"> <li>1. On completion of this unit the student shall be able to understand the basics of Hospitality Marketing</li> <li>2. On completion of this unit the student shall be able to know the Marketing Strategies which are in Hospitality Industry</li> <li>3. On completion of this unit the student should be able to know the guest behaviour.</li> <li>4. On completion of this unit the student will be able to know the Information Systems which are in need of hospitality industry.</li> <li>5. On completion of this unit the student will be able to know about Marketing Mix.</li> </ol>  |     |         |       |
| UNIT - I     | MARKETING'S ROLE IN HOSPITALITY MANAGEMENT: The Development of Hospitality Marketing: The Provider Orientation Phase - The Sales Orientation Phase - The Promotional Orientation Phase - The Marketing Orientation Phase: The Marketing Philosophy versus Traditional Approaches - The Marketing Philosophy in Operation.   |     |         |       |
| UNIT - II    | HOSPITALITY MARKETING STRATEGIES: Planning for Strategic Decisions in Hospitality Marketing - A Framework for Marketing Strategies and Decisions - Hospitality Marketing: Two Strategic Views - Strategic Hospitality Marketing Planning: Turning Strategies into Plans and Budgets - Planning Levels and Tasks: Two Basic Questions: Sales Forecasts and Marketing Plans:- Monitoring Plans - Marketing Planning in Practice: Attitude Toward Planning -Planning Approaches.   |     |         |       |
| UNIT - III   | INDIVIDUAL GUEST BEHAVIOR: Models of Guest Behavior - Purchase Stimuli:-Guest Drives and Motives - Motivation: Behavior Primacy - Need Primacy - Motives of Non-Guests - The Guest Search Process - Preference Models - Perceptions and Images - Self-Image - Guest Attitudes - Purchase Outputs: Guest Behaviour and Learning - Cognitive Dissonance - External Forces: Cultures and subcultures- Reference Groups - Social Class - Applying Guest Behaviour Models -Business Guest Behaviour: A case History - Size and Composition of the Corporate Market: Derived Demand - How Corporate Purchasing Decisions are made - The Meetings Market.  |     |         |       |
| UNIT - IV    | MARKETING DATA.AND INFORMATION SYSTEMS: The Need for Marketing Information: Experience as Information - Obtaining Marketing Information Through Research: Customers and Competitors -Marketing Intelligence - The Hospitality Marketing Research Process: Problem Definition - Formation of Hypotheses - Research Design and Analysis - Using Marketing Research Approaches: Questionnaires, Surveys and Interviews -Sampling - Focus Groups - Validity and Reliability - Marketing Information and Problem-solving: Problems of Fact - Problem and Value - Sales Forecasting.  |     |         |       |
| UNIT - V     | THE MARKETING MIX: Product/Service mix - The offer: Distribution mix: Hospitality networks - Pricing mix, strategies and tactics - Communication mix: Advertising and public relations.<br>HOSPITALITY MARKETING: Future Perspectives: Developing a future orientation: Keeping the future in mind - A changing mind-set - Changing hospitality marketing emphasis - Serving future guests: Changing the leadership Paradigm - Future marketing management orientations - Decision making and problem solving - Future hospitality marketing developments: Global hospitality marketing - Future developments in the lodging sector: In-room technology - Communication – Changing guest needs. |     |         |       |
| Outcomes     | <ul style="list-style-type: none"> <li>• <b>The student would be able to understand the different phases in hospitality marketing.</b><br/><i>Questions: classify, compare, Explain, Express.</i></li> <li>• <b>The student would be able to know the strategies using in hospitality industry</b><br/><i>Question: Categories, Classify, Distinguish, Generate, Examine.</i></li> <li>• <b>The student would be able to know the behaviour of individual guest.</b></li> </ul>   |     |         |       |

*Question: Classify, Compare, Examine.*

- **The students have a clear knowledge about Marketing Information Systems.**

*Question: classify, compare, Explain, Express, Illustrate, Outline.*

- **The students will get educated on Marketing Mix and Changes in the leadership paradigm**

*Question: Assess, Determine, Evaluate and Explain, Measure.*

**Reference Books**

Marketing of Hospitality Services – William Lazer, Roger Layton.

Hospitality Sales and Marketing – James R. Abbey.

Marketing in the Hospitality Industry – Ronald A. Nykiel.

Marketing Management – Philip Kotler, Pearson Publications

| SUBJECT CODE | TITLE OF THE PAPER  | T/P | CREDITS | HOURS |
|--------------|---|-----|---------|-------|
| 70537A       | Disaster Management   | T   | 4       | 4     |
| Objectives   | <ol style="list-style-type: none"> <li>1. On completion of this unit the student shall be able to understand the basics of disaster and its various forms</li> <li>2. On completion of this unit the student shall be able to know the importance of disaster</li> <li>3. On completion of this unit the student should be able to know the relationship between disasters and its development.</li> <li>4. On completion of this unit the student will be able to know the mitigation and various techniques to manage the disasters.</li> <li>5. On completion of this unit the student will be able to get the awareness and training methodology in disaster management.</li> </ol>   |     |         |       |
| UNIT - I     | <b>Definition and types of disaster:</b><br>Hazards and Disasters, Risk and Vulnerability in disasters, natural and man-made disasters, earthquakes, floods, drought, landslide, land subsidence, cyclones, volcanoes, tsunami, avalanches, global climate extremes. Man-made disasters: Terrorism, gas and radiations leaks, toxic waste disposal, oil spills, forest fires.   |     |         |       |
| UNIT - II    | <b>Study of Important disasters:</b><br>Earthquakes and its types, magnitude and intensity, seismic zones of India, major fault systems of India plate, flood types and its management, drought types and its management, landslide and its management – Social economics and environmental impact of disasters.  |     |         |       |
| UNIT - III   | <b>Inter-relationship between Disasters and Development:</b><br>Factors affecting vulnerabilities, differential impacts, impact of development projects such as dams, embankments, changes in land-use etc. Climate Change Adaptation.<br>Relevance of indigenous knowledge, appropriate technology and local resources   |     |         |       |
| UNIT - IV    | <b>Mitigation and Management techniques of Disaster:</b><br>Basic principles of disasters management – Disaster Management Cycle – Disaster Management Policy – National and State Bodies for Disaster Management – Early Warning Systems – Building design and construction in highly seismic zones – retrofitting of buildings – Structural and non-structural measures – Panchayat Raj Institutions – Urban Local Bodies   |     |         |       |
| UNIT - V     | <b>Training and Awareness Program on Disaster Management:</b><br>Training and drills for disaster preparedness - Awareness Generation Program - Usages of Remote sensing techniques in disaster management – Components of Disaster Relief: Water, Food, Sanitation, Shelter, Health, Waste Management Institutional Arrangements (Response and Preparedness, DM Act and Policy, Other related policies, plans, programmes and legislation).  |     |         |       |
| Outcomes     | <ul style="list-style-type: none"> <li>• <b>The student would be able to understand the importance of disaster management and its various vulnerability.</b><br/> <i>Questions: classify, compare, Explain, Express.</i></li> <li>• <b>The student would be able to know the importance of disasters and how to manage it.</b><br/> <i>Question: Categories, Classify, Distinguish, Generate, Examine.</i></li> <li>• <b>Knowing the inter-relationship between disaster and its development</b><br/> <i>Question: Classify, Compare, Examine.</i></li> <li>• <b>The students have a clear knowledge about various techniques of Disaster.</b><br/> <i>Question: classify, compare, Explain, Express, Illustrate, Outline.</i></li> <li>• <b>The students will get educated on awareness program of disaster management.</b><br/> <i>Question: Assess, Determine, Evaluate and Explain, Measure.</i></li> </ul> |     |         |       |

#### Reference Books

Disaster Management - R Subramanian – Vikas Publishing House  
Disaster Management and Mitigation – R. B Singh  
Introduction to Disaster Management – Satish Modh – Macmillan Publishers India



| SUBJECTCODE       | TITLE OF THE PAPER   | T/P | CREDITS | HOURS |
|-------------------|--|-----|---------|-------|
| 70537B            | WASTE MANAGEMENT in Hospitality Industry   | T   | 4       | 4     |
| <b>Objectives</b> | <ol style="list-style-type: none"> <li>1. On completion of this unit the student shall be able to explain Categories of waste solid</li> <li>2. On completion of this unit the student shall be able to explain and, know the importance of reduction</li> <li>3. On completion of this unit the student should be able to distinguish waste audit and check list</li> <li>4. On completion of this unit the student will be able to polluter ,assimilative</li> <li>5. On completion of this unit the student will be able reduction towards zero waste</li> </ol>  |     |         |       |
| <b>UNIT - I</b>   | INTRODUCTION TO WASTE PROBLEM OF WASTE <ul style="list-style-type: none"> <li>• Types of solid waste</li> <li>• Categories of solid waste</li> <li>• Effects of excess waste generation</li> <li>• Waste characterization</li> </ul>   |     |         |       |
| <b>UNIT - II</b>  | <ul style="list-style-type: none"> <li>• Source reduction</li> <li>• Solid waste reduction</li> <li>• Waste reduction strategies</li> <li>• Start a waste reduction program guideline</li> <li>• Economic benefits of waste reduction</li> <li>• Operation on a daily basis</li> </ul>   |     |         |       |
| <b>UNIT - III</b> | <ul style="list-style-type: none"> <li>• Waste analysis and waste audit</li> <li>• Introduction of terminology of waste analysis</li> <li>• Introduction to waste audit, checklist for performance</li> <li>• Audit in waste collection, segregation, transport</li> <li>• Treatment in waste management</li> </ul>  |     |         |       |
| <b>UNIT - IV</b>  | <ul style="list-style-type: none"> <li>• Peoples responsibility of waste management</li> <li>• Polluter pays</li> <li>• Principle , assimilative capacity and the precautionary principle, world scenario in scrap trade</li> <li>• Extended producer responsibility carrying capacity</li> <li>• Precautionary principle</li> </ul>   |     |         |       |
| <b>UNIT - V</b>   | <ul style="list-style-type: none"> <li>• Waste reduction towards zero waste</li> <li>• Sustainable living, waste reduction at business level</li> <li>• Waste reduction at individual level</li> <li>• Zero waste living</li> <li>• Waste reduction at community level</li> </ul>  |     |         |       |
| <b>Outcomes</b>   | <ul style="list-style-type: none"> <li>• <b>The student would be apt in understanding the importance of waste management</b><br/><i>Questions: classify, compare, convert, Explain, Express, Illustrate, Outline, Relate, Show, Summaries, Translate.</i></li> <li>• <b>The student would be able to pre prepare waste reduction program</b><br/><i>Question: Categories, Classify, Compare, Distinguish, Generate, Examine, Interpret, Operate, Simplify.</i></li> <li>• <b>Knowing different methods of terminology of waste management</b><br/><i>Question: Categories, Classify, Compare, Distinguish, Generate, Examine, Interpret, Operate, Simplify.</i></li> </ul> |     |         |       |

- **The students classify principle of carrying capacity**

*Question: classify, compare, convert, Explain, Express, Illustrate, Outline, Relate, Show, Summaries, Translate / Categories, Classify, Compare, Distinguish, Generate, Examine, Interpret, Operate, Simplify.*

- **The students will get educated on waste reduction community level**

*Question: Assess, Choose, Compare, Determine, Evaluate, Explain, Interpret, Justify, Measure, Priorities, Prove, Select.*

### **Reference Books**

Edward A Kazarian: Food Service facilities planning: New York, VanNostrand Reinhold Company.  
The Facility Management Handbook: David G Cotts.  
Hotel Facility Planning: Oxford Higher Education, Tarun Bansal. 4.The Facility Management Handbook: Kathy Roper, Richard Payant.

| SUBJECT CODE  | TITLE OF THE PAPER  | T/P | CREDITS | HOURS |
|---|---|-----|---------|-------|
| 70538A  | Wellness Tourism  | T   | 4       | 4     |
| <b>Objectives</b>   | <ol style="list-style-type: none"> <li>To gain an insight into the Wellness tourism industry and management of health tourism services</li> <li>Innovative integration of wellness sciences and management principles from an applied perspective</li> <li>To demonstrate the knowledge of the Wellness tourism sectors so they can choose Wellness facilitator as a career option</li> <li>To explain the Wellness Tourism market, their requirements, and Govt policies to promote Wellness Tourism.</li> </ol> |     |         |       |
| <b>UNIT - I</b>   | <b>Introduction:</b><br>Definitions and Concepts of tourism. Tourist destinations. Services and industry- Types of tourism, Introduction to wellness; wellness travelers and its type, the difference between wellness tourism and Medical tourism.   |     |         |       |
| <b>UNIT - II</b>  | Yoga, Medication and other forms of traditional and indigenous method of treatment. Events and Concepts of MICE; Evolution of MICE industry, Components: Economic and social significance of MICE, Planning and Sustainable Planning for MICE. Professional meeting - planning- definition types, and roles, associate, corporate & independent meeting planner. Trade fairs and exhibitions.   |     |         |       |
| <b>UNIT - III</b>   | Concept of Wellness Tourism, Nature and Scope of Wellness Tourism, Marketing and packaging of Wellness Tourism. Regulatory laws & Ethical issues of Wellness Tourism. Common fields of care in Wellness Tourism. Merging with pleasure tourism, Issues of Safety and Security, Prevention of Malpractices, Wellness Tourism - Issues and challenges, Wellness Tourism. The Futures of Health Services.  |     |         |       |
| <b>UNIT - IV</b>  | <b>Wellness tourism in India.</b><br>Types of treatment in Wellness Tourism: Outbound-Inbound, Intrabound health Tourism services. Factors affecting Wellness Tourism, International patient services. Key operators. India's competitive environment-Government support to Indian health tourism Industry. Profiles of hospitals offering health tourism services.   |     |         |       |
| <b>UNIT - V</b>   | Global Health tourism Market, destination guidelines, Planning, Safety, quality and accreditation issues: Case management Considerations, travel and transportation; Health insurance and financing Wellness treatment, cost containment, Legal rights affecting Wellness Tourists. Medical malpractice issues.   |     |         |       |
| <b>Outcomes</b>   | <b>The student would be apt in understanding the Wellness tourism industry. Questions: classify, compare, convert, Explain, and Express, Illustrate, Outline, Relate, Show, Summaries, and Translate.</b>   |     |         |       |
| <b>Suggested Readings:</b><br>Todd, M. K. (2018). Wellness Tourism Facilitator's Handbook Productivity Press.<br>Breese, J. (2018). The definitive Guide to Wellness Tourism Prong Media<br>Sharma, A., & Arora, S. (2018). Event Management and Marketing, Theory Practical & Approaches, Bharti Publications.<br>Singh, M. C. (2010) Wellness Tourism, Centrum Press. |   |     |         |       |

| SUBJECTCODE       | TITLE OF THE PAPER  | T/P | CREDITS | HOURS |
|-------------------|---|-----|---------|-------|
| 70538B            | RECENT TRENDS IN HEALTHFOODS  | T   | 4       | 4     |
| <b>Objective</b>  | <b>By the end of this unit the students will be able to elaborate on the aspects of, several food health trends were gaining momentum that the landscape of food and nutrition trends is constantly evolving, so it's important to consult the latest sources and experts</b> |     |         |       |
| <b>UNIT - I</b>   | <ul style="list-style-type: none"> <li>• Plant-based eating - functional foods</li> <li>• Critical evaluation of fast food - sustainable and local sourcing</li> <li>• Junk food</li> </ul>   |     |         |       |
| <b>UNIT - II</b>  | <ul style="list-style-type: none"> <li>• Plant-based &amp; vegan options</li> <li>• Nutritional evaluation of newly launched products</li> </ul>  |     |         |       |
| <b>UNIT - III</b> | <ul style="list-style-type: none"> <li>• Healthy snacks that are sugar-free, gluten-free, protein-packed, millet-based, vegan etc.</li> <li>• Natural sweeteners</li> </ul>   |     |         |       |
| <b>UNIT - IV</b>  | <ul style="list-style-type: none"> <li>• Cultured meat</li> <li>• Clarity and Confusion for Food Packages</li> </ul>  |     |         |       |
| <b>UNIT - V</b>   | <ul style="list-style-type: none"> <li>• Restaurant Digitization</li> <li>• Digital Food Management - 3D Food Printers</li> <li>• Food Waste Reduction</li> </ul>   |     |         |       |
| <b>Outcome</b>    | <b>The student would be apt in understand the concepts of recent trends in food and awareness of consumers toward the health benefits of foods and their nutritional benefits for potential disease prevention.</b>   |     |         |       |

**REFERENCE BOOKS:**

- Shiomi & Savitskaya - IntechOpen - 2022 Current Topics in Functional Food  
Riley et al. - L. Erlbaum Associates – 1983 Aging in society: selected reviews of recent research  
Verma et al. - Apple Academic Press – 2020 Nanotechnology and nanomaterial applications in food, health, and biomedical sciences  
M. Karel tasks of food technology in the 21st century Jun 2000 food Technol-Chicago J M  
McNab June 1975 Proceedings of The Nutrition Society J M McNab  
Yoshinori Mine Fereidoon Shahidi Dec 2009 Nutraceutical Proteins and Peptides in Health and Disease

| SUBJECTCODE  | TITLE OF THE PAPER  | T/P | CREDITS | HOURS |
|--|---|-----|---------|-------|
| 70541  | Revenue Management  | T   | 4       | 4     |
| <b>Objectives</b>  | <ol style="list-style-type: none"> <li>1. On completion of this unit the student shall be able to understand the basics of revenue management &amp; how to measure the yield</li> <li>2. On completion of this unit the student shall be able to know the various elements in revenue management</li> <li>3. On completion of this unit the student should be able to know the variety of software which are using for revenue management.</li> <li>4. On completion of this unit the student will be able to know the list of pricing which are using for various market segments.</li> <li>5. On completion of this unit the student will be able to know the role of Revenue Manager.</li> </ol>   |     |         |       |
| <b>UNIT - I</b>  | <b>Concept of Revenue Management &amp; Measuring Yield:</b><br>Hotel Industry Applications: Benefits, where and how the concept is applied – Yield statistic – determination of potential revenue – potential average: single rate, double rate, multiple rate – rate spread – room rate achievement factor – identical yields – equivalent occupancy – required non-room revenue per guest.  |     |         |       |
| <b>UNIT - II</b>   | <b>Elements of Revenue Management:</b><br>Group room sales – transient room sales – food & beverage activity – local and area- wide activities – special events – demand and supply forecasting – inventory availability – market share – market segmentation overbooking control – performance measurement – revenue mix controls  |     |         |       |
| <b>UNIT - III</b>  | <b>Revenue Management Computer Software:</b><br>CRM – Business Intelligence Solution – Contract Management System – Treasury Software – Order Management Software – Billing Software – General Ledger Software – Room booking software - Subscription Management Software<br>Advantages of Computerized revenue management - Reports generated  |     |         |       |
| <b>UNIT - IV</b>   | <b>Market Segmentation with differential pricing:</b><br>Market segmentation – strategy – types – importance - advantages. Differential pricing: Discriminatory pricing – flexible pricing – multiple pricing – variable pricing – predatory pricing – seasonal pricing – competitive pricing – upselling – cross selling – penetration pricing – costing and pricing   |     |         |       |
| <b>UNIT - V</b>  | <b>The Revenue Manager's Role:</b><br>The Revenue Manager in the Hospitality Industry – Job description - Legal Aspects of Revenue Management – Ethical Aspects of Revenue Management – Revenue Manager Position – Challenges faced by Revenue Manager.   |     |         |       |
| <b>Outcomes</b>  | <ul style="list-style-type: none"> <li>• <b>The student would be apt in understanding the importance of revenue and yield.</b><br/><i>Questions: classify, compare, convert, Explain, Express.</i></li> <li>• <b>The student would be able to know the elements in revenue management and identify the demand and supply forecasting.</b><br/><i>Question: Categories, Classify, Compare, Distinguish, Generate, Examine.</i></li> <li>• <b>Knowing different types of computer software using in Revenue Management.</b><br/><i>Question: Classify, Compare, Examine.</i></li> <li>• <b>The students have a clear knowledge about various segments and suitable pricing for those segments.</b><br/><i>Question: classify, compare, Explain, Express, Illustrate, Outline.</i></li> <li>• <b>The students will get educated on roles of Revenue Manager and challenges faced by them.</b><br/><i>Question: Assess, Determine, Evaluate, Explain, Measure.</i></li> </ul> |     |         |       |
| <b>Reference Books</b>   |   |     |         |       |
| Revenue Management and Pricing Analytics, Springer Publication, Gulliermo Gallego & Huseyin Topaloglu.<br>Revenue Management, Robert R Cross |   |     |         |       |

| SUBJECTCODE   | TITLE OF THE PAPER   | T/P | CREDITS | HOURS |
|---|--|-----|---------|-------|
| 70542   | Tourism in Hospitality Industry  | T   | 4       | 4     |
| <b>Objectives</b>   | <ol style="list-style-type: none"> <li>1. By the end of this unit the student will understand the definition of hospitality Industry and its concepts.</li> <li>2. By the end of this unit the student will understand the definition of Hotel Industry Departments / Functional units in Hotel and organizational Structure.</li> <li>3. By the end of this unit the student will understand the Tourism Concepts Definitions and historical development.</li> <li>4. By the end of this unit the student will understand the Domestic and International Tourism Concepts Definitions.</li> <li>5. By the end of this unit the student will understand the Tourism Impacts.</li> </ol>  |     |         |       |
| <b>UNIT - I</b>   | <b>Introduction to hospitality Industry :</b><br>Hotel – Definition, classification and star categorization of hotel Meal Plan, Types of Room.   |     |         |       |
| <b>UNIT - II</b>  | <b>Departments / Functional units in Hotel and organizational Structure:</b><br>Front Office – Organization structure and its function Housekeeping- Organization structure and its function Food and Beverage Production- Organization structure and its function Food and Beverage service– Organization structure and its function  |     |         |       |
| <b>UNIT - III</b>   | <b>Tourism:</b><br>Concepts Definitions and historical development of tourism Types of tourist-Visitor-Excursionist Types and Forms of Tourism<br>Tourism system: Nature, characteristic Tourism: Components and Characteristics   |     |         |       |
| <b>UNIT - IV</b>  | <b>Domestic and International Tourism:</b><br>Domestic Tourism: features, pattern of growth and profile International tourism: Tourist generating and destination regions Tourism motivation and tourism demand.   |     |         |       |
| <b>UNIT - V</b>   | <b>Tourism Impacts :</b><br>Positive and Negative Impacts of Tourism; Economic, Socio-Cultural, and Environmental Impact   |     |         |       |
| <b>Outcomes</b>   | <ul style="list-style-type: none"> <li>• <b>The student would be apt in understanding the hospitality Industry.</b><br/><i>Questions: classify, compare, convert, Explain, and Express, Illustrate, Outline, Relate, Show, Summaries, and Translate.</i></li> <li>• <b>The student would be apt in understanding the Departments / Functional units in Hotel.</b><br/><i>Questions: classify, compare, convert, Explain, and Express, Illustrate, Outline, Relate, Show, Summaries, and Translate.</i></li> <li>• <b>The student would be apt in understanding the Departments / Functional units in Tourism.</b><br/><i>Questions: classify, compare, convert, Explain, and Express, Illustrate, Outline, Relate, Show, Summaries, and Translate.</i></li> <li>• <b>The student would be apt in understanding the Domestic and International Tourism.</b><br/><i>Questions: classify, compare, convert, Explain, and Express, Illustrate, Outline, Relate, Show, Summaries, and Translate.</i></li> <li>• <b>The student would be apt in understanding the Tourism Impacts.</b><br/><i>Questions: classify, compare, convert, Explain, and Express, Illustrate, Outline, Relate, Show, Summaries, and Translate.</i></li> </ul> |     |         |       |
| <b>Suggested Readings:</b>  |  |     |         |       |
| <ol style="list-style-type: none"> <li>1. The Wonder that was India: A.L. Basham</li> <li>2. A Cultural History of India: A.L. Basham</li> <li>3. India - Lonely Planet:</li> <li>4. India - Plan your own holiday: S. Jagannathan</li> </ol> |  |     |         |       |

| SUBJECTCODE  | TITLE OF THE PAPER   | T/P | CREDITS | HOURS |
|--|--|-----|---------|-------|
| 70543  | HOSPITALITY TRAINING AND DEVELOPMENT   | T   | 4       | 4     |
| <b>Objectives</b>  | <ol style="list-style-type: none"> <li>1. On completion of this unit the student shall be able to know training process and training needs</li> <li>2. On completion of this unit the student shall be able to analysis the training needs</li> <li>3. On completion of this unit the student should be able to designing training program</li> <li>4. On completion of this unit the student will be able to show there skills in training section.</li> <li>5. On completion of this unit the student will be able to know the methods of training and development</li> </ol>  |     |         |       |
| <b>UNIT - I</b>  | Introduction to Training – Rationale for Training, Culture, Training Process, Training Needs Assessment Components Training Needs Analysis   |     |         |       |
| <b>UNIT - II</b>   | Sources of Data for Training Needs Analysis<br>Needs Assessment Process, Scope of Needs Assessment. Learning Theories – Principles of Learning, Learning Theories, Learning Process  |     |         |       |
| <b>UNIT - III</b>  | Outcomes, Considerations for Designing Effective Training Programs, Conditions for Effective Learning, Learning Cycle, Design of Training Program –Principles of Training Design, Training Design Process  |     |         |       |
| <b>UNIT - IV</b>   | Approaches to Programmed Design. Implementation of Training Program – Training Delivery Competencies, Trainers and Training Styles, Trainers Role, Trainers Skills, Post training  |     |         |       |
| <b>UNIT - V</b>  | Training Methods, Training Aids. Training Evaluation – Stages of Evaluation, Different Evaluation Models, Measuring Human Capital and Training Activity; The Future of Training and Development Use of Training Partnerships and Outsourcing Training.   |     |         |       |
| <b>Outcomes</b>  | <ul style="list-style-type: none"> <li>• <b>The student would be apt in understanding the importance of training needs</b><br/><i>Questions: classify, compare, convert, Explain, Express, Illustrate, Outline, Relate, Show, Summaries, Translate.</i></li> <li>• <b>The student would be able to pre prepare of formulation of learning theories</b><br/><i>Question: Categories, Classify, Compare, Distinguish, Generate, Examine, Interpret, Operate, Simplify.</i></li> <li>• <b>Knowing different methods of training.</b><br/><i>Question: Categories, Classify, Compare, Distinguish, Generate, Examine, Interpret, Operate, Simplify.</i></li> <li>• <b>The students classify a role of trainers.</b><br/><i>Question: classify, compare, convert, Explain, Express, Illustrate, Outline, Relate, Show, Summaries, Translate / Categories, Classify, Compare, Distinguish, Generate, Examine, Interpret, Operate, Simplify.</i></li> <li>• <b>The students will get educated on different success of trainers</b><br/><i>Question: Assess, Choose, Compare, Determine, Evaluate, Explain, Interpret, Justify, Measure, Priorities, Prove, Select.</i></li> </ul> |     |         |       |
| <b>REFERENCE BOOKS</b>   |  |     |         |       |
| <p>Lynton P. Rolf &amp; Pareek, Udai, “Training for Development”, Vistaar Publications.</p> <p>Rao. P. L., “Enriching Human Capital through Training and Development”, Excel Books.</p> <p>Naik, G. P., “Training and Development: Text, Research and Cases”, Excel Books.</p> <p>Sahu R. K., “Training for Development”, Excel Books, New Delhi.</p> <p>Taylor B. &amp; Lippitt G., “Management Development and Training Hand Book”, McGraw-Hill, London.</p> <p>Deb, Tapomoy, “Training &amp; Development:</p> |  |     |         |       |

| SUBJECTCODE       | TITLE OF THE PAPER   | T/P | CREDITS | HOURS |
|-------------------|--|-----|---------|-------|
| 70544A            | International Tourism Management   | T   | 4       | 4     |
| <b>Objectives</b> | <ol style="list-style-type: none"> <li>1. By the end of this unit the student will understand the definition of World Tourism and its Geography with climatic conditions.</li> <li>2. By the end of this unit the student will understand the definition of Indian Tourism and its Geography with climatic conditions.</li> <li>3. By the end of this unit the student will understand the definition of Asia Pacific Regions Tourism.</li> <li>4. By the end of this unit the student will understand the definition of Africa &amp; Middle East.</li> <li>5. By the end of this unit the student will understand the definition of Europe &amp; America tourism.</li> </ol>  |     |         |       |
| <b>UNIT - I</b>   | <b>World Geography:</b><br>Physiography, Drainage, Climate & Vegetation of North, South and Central America - Europe – Africa - Asia & Australasia.  |     |         |       |
| <b>UNIT - II</b>  | <b>Physical Geography of India:</b><br>Physiography: Climate and Vegetation of Indian subcontinent, Distribution of Rivers, Mountains, Plateaus & Plains of India  |     |         |       |
| <b>UNIT - III</b> | <b>Asia Pacific Regions Tourism:</b><br>Physical geography of Asia Pacific Regions, tourist destinations, attractions and accessibilities of major countries such as India, China, Singapore, Sri Lanka, Indonesia, Thailand, Maldives, Malaysia, Australia, New Zealand, Japan, Nepal.  |     |         |       |
| <b>UNIT - IV</b>  | <b>Africa &amp; Middle East:</b><br>Tourist destinations attractions and accessibilities of major countries such as South Africa, Egypt, Nigeria, Mauritius, UAE, Israel, Saudi Arabia, Seychelles.  |     |         |       |
| <b>UNIT - V</b>   | <b>Europe &amp; America tourism :</b><br>Europe & America tourism destinations attractions and accessibility of major countries such as France, Germany, UK, Italy, Portugal, Switzerland, USA, Spain, Brazil, Argentina, Mexico, Caribbean Islands  |     |         |       |
| <b>Outcomes</b>   | <ul style="list-style-type: none"> <li>• <b>The student would be apt in understanding the World Tourism and its concepts.</b><br/> <i>Questions: classify, compare, convert, Explain, and Express, Illustrate, Outline, Relate, Show, Summaries, and Translate.</i></li> <li>• <b>The student would be apt in understanding the Indian Tourism and its concepts.</b><br/> <i>Questions: classify, compare, convert, Explain, and Express, Illustrate, Outline, Relate, Show, Summaries, and Translate.</i></li> <li>• <b>The student would be apt in understanding the Asia Pacific Regions Tourism and its concepts.</b><br/> <i>Questions: classify, compare, convert, Explain, and Express, Illustrate, Outline, Relate, Show, Summaries, and Translate.</i></li> <li>• <b>The student would be apt in understanding the Africa &amp; Middle East and its concepts.</b><br/> <i>Questions: classify, compare, convert, Explain, and Express, Illustrate, Outline, Relate, Show, Summaries, and Translate.</i></li> <li>• <b>The student would be apt in understanding the Europe &amp; America tourism and its concepts.</b><br/> <i>Questions: classify, compare, convert, Explain, and Express, Illustrate, Outline, Relate, Show, Summaries, and Translate.</i></li> </ul> |     |         |       |
| <b>Books:</b>     | Michael hall (1999), Geography of Travel and Tourism, Routledge, London.<br>C. Michael Hall & Stephen J. Page (2006), The Geography of Tourism and Recreation-Environment, Place and Space, Third Edition, Routledge, London.  |     |         |       |



**Reference Books:**

Robinson H.A. (1976), Geography of Tourism, Mac Donald & Evans, ltd. India, Lonely Planet Publications.

Philip G Davidoff (1995); Geography of Tourism, Prentice Hall, New York

Jacob, Robinet (2009): Indian Tourism Products; Abhijeet Publications, New Delhi

| SUBJECT CODE      | TITLE OF THE PAPER  | T/P | CREDITS | HOURS |
|-------------------|---|-----|---------|-------|
| 70544B            | <b>DIGITAL MARKETING AND SEARCH ENGINE OPTIMISATION</b>   | T   | 4       | 4     |
| <b>Objectives</b> | <ol style="list-style-type: none"> <li>1. On completion of this unit the student will be able to have an exposure to mobile marketing</li> <li>2. On completion of this unit the student will be aware of search engine optimization.</li> <li>3. On completion of this unit the student shall be able to understand the concepts of marketing and cyber marketing</li> <li>4. On completion of this unit the student should be able to acquire knowledge on online advertising.</li> <li>5. On completion of this unit the student should be conversant with social media marketing</li> </ol> |     |         |       |
| <b>UNIT - I</b>   | <b>BASICS OF DIGITAL MARKETING</b><br>Marketing: Meaning - definition – importance – classification of marketing – features - types. Digital Marketing: Meaning- objectives - concepts - technology – features - benefits – traditional marketing vs. digital marketing – applications – environments. Digital Marketing Strategy: Consumer Decision Journey – framework – segmenting and customizing messages – digital landscape. Steps to Web Marketing Plan: Meaning - situation analysis - formulating objectives –implementation - budgeting - evaluation.                                |     |         |       |
| <b>UNIT - II</b>  | <b>DIGITAL ADVERTISING</b><br>Digital Advertising: Meaning – concept – importance – types. Search Engine Advertising: Meaning – need for payment of search advertisements – placement – AdRanks –creating an advertisement campaign - Performance reports. Enhancement of Advertisement Campaign: Keyword targeting – creating advanced advertisement formats – monitoring performance of advertisements. Display Advertising: Display advertising media – digital metrics – types of display advertisement – buying models – display plan - analytics tools for display advertising.           |     |         |       |
| <b>UNIT - III</b> | <b>SOCIAL MEDIA MARKETING</b><br>Social Media Marketing: Meaning – concepts – advantages. Social Media Strategy: Listen – goal setting – parts – implementation – measurement – improvement. YouTube Advertising. Facebook Marketing: Concepts – applications – anatomy – adverts targeting – insights. Facebook Marketing Tools: Hashtags – mobile apps – live status.   |     |         |       |
| <b>UNIT - IV</b>  | <b>MOBILE MARKETING</b><br>Mobile Marketing: Meaning – concepts - importance – usage – mobile marketing Vs e-marketing – merits. Mobile Advertising: Models – advantages. Mobile Marketing Toolkits: Paid marketing – own marketing. Mobile Marketing Features: Location based service – augmented reality – gamification – QR codes – addressing the diversity in India through mobile – campaign development process.   |     |         |       |
| <b>UNIT - V</b>   | <b>SEARCH ENGINE OPTIMIZATION</b><br>Extending Word Press: Getting acquainted with Word Press – installing Word Press – examining the Dashboard – exploring world of plugins – widgets. Word Press and SEO tools: Essential SEO technologies - tools - Plug-ins for Word Press sites - Word Press On-Page architecture - SEO execution - analytics for Word Press - social media connectivity.  |     |         |       |
| <b>Outcomes</b>   | <ul style="list-style-type: none"> <li>• <b>The student would be able to summarize the concepts of electronic marketing</b><br/><i>Questions: Explain, Interpret, Summarize, Infer, Classify, Select, find.</i></li> <li>• <b>The student would be able to identify the role of various digital advertising</b><br/><i>Questions: Compare, Contrast, Demonstrate, Make use of, Extend, Outline.</i></li> <li>• <b>The student would be able to examine the functions of social media marketing</b><br/><i>Questions: Categorize, Discover, Divide, Analyze, Inference, Examine.</i></li> </ul>  |     |         |       |

- **The student would be able to evaluate the features and role of mobile marketing**

*Questions: Appraise, Assess, Defend, Determine, Evaluate, Decide.*

- **The student would be able to discuss the tool of search engine optimization.**

*Questions: Adapt, Compile, Compose, Discuss, Elaborate, Build, Formulate.*

#### **REFERENCE BOOKS**

Arnold, J., Becker, M. and Dickinson, M., “Web Marketing All-In-One for Dummies”, First Edition, Wiley Publication, New Delhi, 2016.

Bhatia, P., “Fundamentals of Digital Marketing”, First Edition, Pearson Education, New Delhi, 2017.

Das, A., “Applications of Digital Marketing for Success in Business”, First Edition, BPB Publications, New Delhi, 2018.

Dodson, I., “The Art of Digital Marketing”, First Edition, Wiley Publication, New Delhi, 2016.

Gupta, S., “Digital Marketing”, First Edition, McGrawHill Education, New Delhi, 2017.

Jacob, A., “Word Press SEO Success: Search Engine Optimization for Your Word Press Website or Blog”, First Edition, Que Publishing, Inc., Indiana, 2014.

Judy Strauss and Raymond Frost, “E-Marketing”, Sixth Edition, PHL Learning Private Limited., New Delhi, 2012.

Pillai, R.S.N., and Bagavathi, “Marketing”, S.Chand & Sons, New Delhi, 2013.

Sanjay Mohapatra and Suman Kanth, “E-Marketing”, First Edition, Wiley India Private Limited., New Delhi, 2013, .

Swaminathan, T. N. and Kumar, K., “Digital Marketing: From Fundamentals to Future”, First Edition, Cengage Learning India Pvt. Ltd., New Delhi, 2019.

## **70545 - INDUSTRIAL PROJECT**

**Credits:6**

### **OBJECTIVES:**

The objective of research is to seek answers to problems through application of scientific methodology which guarantees that information collected is reliable and unbiased. This information is utilised to make conclusions and recommend solutions. The elements that are to be kept in mind while undertaking research is deciding a relevant topic, feasibility, coverage, accuracy and research, objectivity and ethics.

Students will work closely with their supervisor and develop mutually working relationship to initiate the research which would involve preparing an outline and preliminary collection of data. The supervisor will guide the student in framing and planning the research project and the methodology to be adopted in collection of data, through interviews, telephones, mailers etc. while the student on their part will expose themselves to research of the topic through meetings, interviews, internet search, library etc. The student should generally produce all material in word processed or typed format so that the presentation is neat and legible. Student must inform their supervisor or other people with whom their work is being discussed. The research should be planned to minimise time wastage and a clear timescale should be put in place. The research should really spell out the objective, its findings, the methodology adopted, its conclusions and recommendations. The student and supervisor will work together to prepare synopsis of the research.

One hour per week has been allocated for the purpose and students alongwith the supervisor must regularly interact during this period. The final preparation and presentation would be done before a panel of internal and external examiners through a report and vivavoce.

### **MODE OF EVALUATION**

Pre-preparation of the project / Attendance 25 marks

Viva 25 marks

Project report 50 marks

**TOTAL MARKS 100 MARKS**