

COMPETENCY BASED CURRICULUM

DIPLOMA IN HOTEL MANAGEMENT AND CATERING TECHNOLOGY

(Duration 03 Years)
NSQF Level – 5



Under
Haryana State Board of Technical Education



Developed By
Curriculum Development Center
National Institute of Technical Teachers Training & Research
(Ministry of Education, Government of India)
Sector - 26, Chandigarh, UT, India
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PREFACE

Learning and learning experience are the foundation of any education system. Appropriateness of education and its useful implications stand on the platform of knowledge and skill. But the knowledge and skill cannot be quantified qualitatively without ensuring learning experience. Curriculum is the pathway to select and organise learning experience. It helps the teachers to provide tangible resources, goals and objectives to learners. Curriculum acts as a catalyst to stimulate creativity, innovation, ethics, values, responsibility and many human factors. Curriculum embodies rigour and high standards and creates coherence to empower learner to meet the industrial and societal needs. Curriculum is a central guide for a teacher to plan a standard based sequence for the instructional delivery.

The industrial revolution 4.0 has forced the technical education system to reinvent the curriculum to meet the human resource requirement of the industry. The data driven systems relying on the subjects like machine-learning, Artificial Intelligence, Data Science etc are literally forcing the technical education system to offer different subjects differently to address the emerging challenges. The non-linear way of learning now facilitates students to choose path of knowledge to skill or vice-versa. The bi-directional process requires innovative curriculum design and revision. Diploma programme is now more challenging than ever. The level of skill and knowledge demanded by industry from diploma holders are highly interdisciplinary at the same time address special need. Hence, there is a need to align the curriculum to National Skill Qualification Framework (NSQF).

National Education Policy, NEP-2020 has now opened up diversities for the education system to explore and exploit to make the education relevant. The policy emphasises to inculcate value, ethics, respect to culture and society etc along with industry ready knowledge and skill among the students. The interdisciplinary nature of curriculum, academic bank of credits and integration of technology in teaching-learning envisaged in NEP-2020 make it more challenging for curriculum development. NITTTR, Chandigarh has developed the art of curriculum development over 54 years of its existence. The expertise and experience available in the institute follow time-tested and acclaimed scientific methods to design/revise curriculum. The experienced faculty members entrusted with the curriculum development or revision activities are well-versed with NSQF, NEP and Outcome based education. I am happy to note that **Haryana State Board of Technical Education, Panchkula, Haryana** reposed their confidence on this expertise to develop **AICTE/NSQF/NEP 2020** aligned curriculum for the state. This documented curriculum is an outcome of meticulous planning and discussions among renowned experts of the subject through series of workshops. The effective implementation of this curriculum supported with quality instructional resources will go a long way in infusing the learning experience among learners to make them industry ready.

Director
National Institute of Technical Teachers Training & Research, Chandigarh

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1. SALIENT FEATURES

1. Name : **Diploma in Hotel Management and Catering Technology**
2. Duration : **03 Years**
3. Hours per week : **35**
4. Entry Qualification : **10th Pass**
5. Student Intake : **As per sanctioned strength**
6. Pattern : **Semester**
7. Scheme : **Multipoint Entry and Exit**
8. NSQF Level : **5**
9. Theory Practical Ratio : **30 : 70**
10. Project Work : **Minor Project**
11. In-house/Industrial Internship : **Mandatory after First and Second Year**
11. Professional Training : **Six Month internship**

2. NSQF GUIDELINES

National Skill Qualification Framework has defined total Ten Levels. Each level of the NSQF is associated with a set of descriptors made up of five outcome statements, which describe in general terms, the minimum knowledge, skills and attributes that a learner needs to acquire in order to be certified for that level.



Fig.1: NSQF Domains

NSQF LEVEL - 3 COMPLIANCE

The NSQF level - 3 descriptor is as follows:

Process	<ul style="list-style-type: none"> Person may carry out a job which may require limited range of activities routine and predictable.
Professional Knowledge	<ul style="list-style-type: none"> Basic facts, process and principle applied in trade of employment.
Professional Skill	<ul style="list-style-type: none"> Recall and demonstrate practical skill, routine and repetitive in narrow range of application.
Core Skill	<ul style="list-style-type: none"> Communication written and oral, with minimum required clarity, skill of basic arithmetic and algebraic principles, personal banking, basic understanding of social and natural environment.
Responsibility	<ul style="list-style-type: none"> Under close supervision. Some responsibility for own work within defined limit.

Fig 2: NSQF Level – 3 Descriptor

Work requiring knowledge, skills and aptitudes at level 3 will be routine and predictable. Job holders will be responsible for carrying out a limited range of jobs under close supervision. Their work may require the completion of a number of related tasks. People carrying out these job roles may be described as “Semi skilled workers”. Individuals in jobs which require level 3 qualifications will normally be expected to be able to communicate clearly in speech and writing and may be required to use arithmetic and algebraic processes. They will be expected to have previous knowledge and skills in the occupation and should know the basic facts, processes and principles applied in the trade for which they are qualified and be able to apply the basic skills of the trade to a limited range of straightforward jobs in the occupation.

They will be expected to understand what constitutes quality in their job role and more widely in the sector or sub-sector and to distinguish between good and bad quality in the context of the jobs they are given. Job holders at this level will be expected to carry out the jobs they are given safely and securely. They will work hygienically and in ways which show an understanding of environmental issues. This means that they will be expected to take responsibility for their own health and safety and that of fellow workers and, where appropriate, customers and/or clients. In working with others, they will be expected to conduct themselves in ways which show a basic understanding of the social environment. They should be able to make a good contribution to team work.

NSQF LEVEL - 4 COMPLIANCE

The NSQF level-4 descriptor is given below:

Process	• Work in familiar, predictable, routine, situation of clear choice
Professional Knowledge	• Factual knowledge of field of knowledge or study.
Professional Skill	• Recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality concepts.
Core Skill	• Communication written and oral, with required clarity, skill of basic arithmetic and algebraic principles, personal banking, basic understanding of social and natural environment.
Responsibility	• Responsibility for own work and learning.

Fig 3: NSQF Level – 4 Descriptor

Work requiring knowledge, skills and aptitudes at level 4 will be carried out in familiar, predictable and routine situations. Job holders will be responsible for carrying out a range of jobs, some of which will require them to make choices about the approaches they adopt. They will be expected to learn and improve their practice on the job. People carrying out these jobs may be described as “skilled workers”. Individuals in jobs which require level 4 qualifications should be able to communicate clearly in speech and writing and may be required to use arithmetic and algebraic processes. They will be expected to have previous knowledge and skills in the occupation in which they are employed, to appreciate the nature of the occupation and to understand and apply the rules which govern good practice. They will be able to make choices about the best way to carry out routine jobs where the choices are clear.

They will be expected to understand what constitutes quality in the occupation and will distinguish between good and bad quality in the context of their job roles. Job holders at this level will be expected to carry out their work safely and securely and take full account of the health and safety on colleagues and customers. They will work hygienically and in ways which show an understanding of environmental issues. In working with others, they will be expected to conduct themselves in ways which show a basic understanding of the social and political environment. They should be able to guide or lead teams on work within their capability.

NSQF LEVEL - 5 COMPLIANCE

The NSQF level-5 description is given below:

Process	• Job that requires well developed skill, with clear choice of procedures in familiar context.
Professional Knowledge	• Knowledge of facts, principles, processes and general concepts, in a field of work or study.
Professional Skill	• A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.
Core Skill	• Desired mathematical skill; understanding of social, political; and some skill of collecting and organising information, communication.
Responsibility	• Responsibility for own work and learning and some responsibility for others' works and learning

Fig 4: NSQF Level – 5 Descriptor

Work requiring knowledge, skills and aptitudes at level 5 will also be carried out in familiar situations, but also ones where problems may arise. Job holders will be able to make choices about the best procedures to adopt to address problems where the choices are clear. Individuals in jobs which require level 5 qualifications will normally be responsible for the completion of their own work and expected to learn and improve their performance on the job. They will require well developed practical and cognitive skills to complete their work. They may also have some responsibility for others' work and learning. People carrying out these jobs may be described as “fully skilled workers” or “supervisors”.

Individuals employed to carry out these jobs will be expected to be able to communicate clearly in speech and writing and may be required to apply mathematical processes. They should also be able to collect and organise information to communicate about the work. They will solve problems by selecting and applying methods, tools, materials and information. They will be expected to have previous knowledge and skills in the occupation, and to know and apply facts, principles, processes and general concepts in the occupation. They will be expected to understand what constitutes quality in the occupation and will distinguish between good and bad quality in the context of their work. They will be expected to operate hygienically and in ways which show an understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out or supervise.

In working with others, they will be expected to conduct themselves in ways which show an understanding of the social and political environment.

3. NATIONAL EDUCATION POLICY (NEP) - 2020

NEP 2020 aims at a comprehensive holistic education to develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, and moral - in an integrated manner. A holistic arts education will help develop well-rounded individuals that possess: critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines.

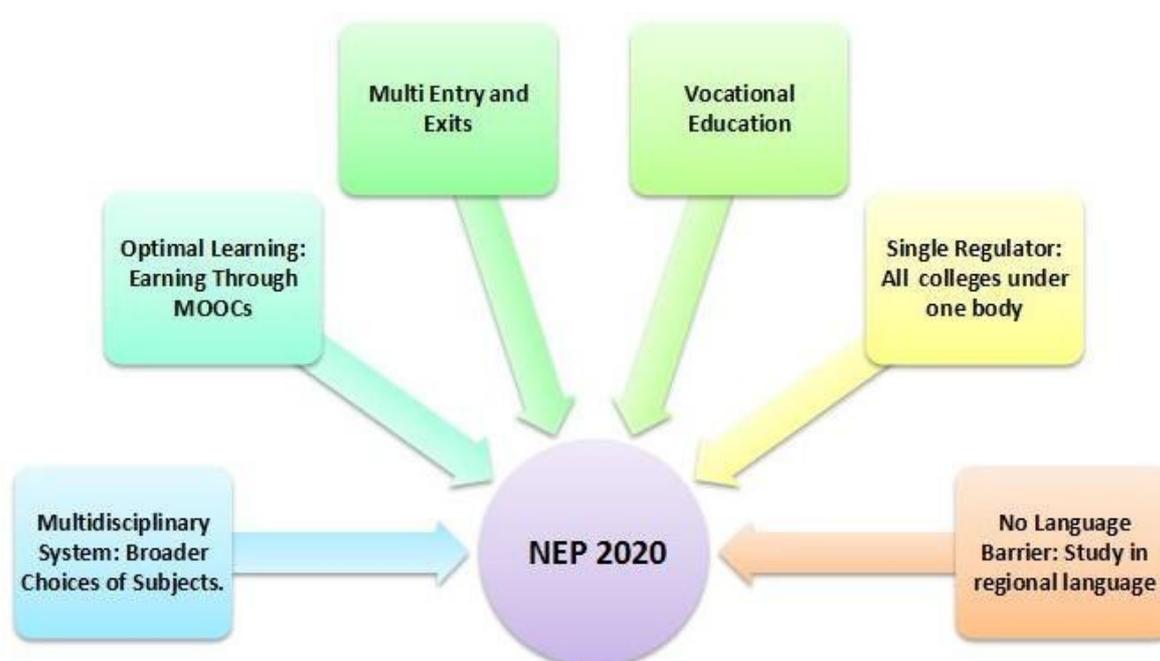


Fig 5: NEP 2020

Flexibility in curriculum and novel and engaging course options will be on offer to students, in addition to rigorous specialisation in a subject or subjects. Pedagogy for courses will strive for significantly less rote learning and an increased emphasis on communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking. The flexible and innovative curriculum shall emphasize on offering credit-based courses and projects in the areas of community engagement and service, environmental education and value-based education. as part of a holistic education, students will be provided with opportunities for internships with local industry, businesses, artists, crafts persons, villages and local communities, etc., as well as

research internships with faculty and researchers at their own or other HEIs or research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.

Effective learning requires relevant curriculum, engaging pedagogy, continuous formative assessment and adequate student support. The curriculum must be updated regularly aligning with the latest knowledge requirements and shall meet specified learning outcomes. High-quality pedagogy is then necessary to successfully impart the curricular material to students; pedagogical practices determine the learning experiences that are provided to students - thus directly influencing learning outcomes. The assessment methods have to be scientific and test the application of knowledge. Higher Education Institutes should move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme, making the system fairer and outcomes more comparable. HEIs should also move away from high-stakes examinations towards more continuous and comprehensive evaluation.

4. DIPLOMA PROGRAMME OUTCOMES

The program outcomes are derived from five domains of NSQF Level namely Process, Professional Knowledge, Professional Skill, Core Skill, Responsibility. After completing this programme, the student will be able to:

- PO1: Perform tasks in limited range of activities, familiar situation with clear choice of procedures.
- PO2: Acquire knowledge of principles and processes in the field of Hotel Management and Catering Technology
- PO3: Develop skills to accomplish quality tasks and solve problems using methods, tools, materials and information.
- PO4: Demonstrate skill of communication, basic mathematics, collecting and organizing information along with knowledge of social, political and natural environment.
- PO5: Take the responsibility of own works and supervises others work.
- PO6: Select multidisciplinary and open subjects of own interest and perform self learning through Massive Open Online Courses.

5. DERIVING CURRICULUM SUBJECT AREAS FROM DIPLOMA PROGRAMME OUTCOMES

The following curriculum areas have been derived from Diploma Programme Outcomes:

Sr. No.	Programme Outcomes	Curriculum Subjects / Areas
1.	Perform tasks in limited range of activities, familiar situation with clear choice of procedures.	<ul style="list-style-type: none"> • Food Production -I • Food & Beverage Service -I • Housekeeping Operations -I • Food Production -III • Food & Beverage Service -III • Front Office Operations –III • Housekeeping Operations –III • Food Science & Nutritionont Office Operations –I • Food Production -IV • Food & Beverage Service -IV • Front Office Operations –IV • Housekeeping Operations –IV • Food Production -V • Food & Beverage Service -V • Front Office Management • Housekeeping Management • Hospitality Service Marketing
2.	Acquire knowledge of principles and processes in Hotel Management and Catering Technology related field.	<ul style="list-style-type: none"> • Food Production -II • Food & Beverage Service -II • Housekeeping Operations -II • Front Office Operations –II • Food Production -III • Food & Beverage Service -III • Front Office Operations –III • Housekeeping Operations –III • Food Science & Nutrition • Food Production -IV • Food & Beverage Service -IV

		<ul style="list-style-type: none"> • Front Office Operations –IV • Housekeeping Operations –IV • Food Production -V • Food & Beverage Service -V • Front Office Management • Housekeeping Management • Hospitality Service Marketing
3.	Develop skills to accomplish quality tasks and solve problems using methods, tools, materials and information.	<ul style="list-style-type: none"> • Housekeeping Operations -I • Front Office Operations –I • Housekeeping Operations -II • Front Office Operations –II • Food Production -III • Food & Beverage Service -III • Front Office Operations –III • Housekeeping Operations –III • Food Science & Nutrition • Food Production -IV • Food & Beverage Service -IV • Front Office Operations –IV • Housekeeping Operations –IV • Food Production -V • Food & Beverage Service -V • Front Office Management • Housekeeping Management • Hospitality Service Marketing
4.	Demonstrate skill of communication, basic mathematics, collecting and organizing information along with knowledge of social, political and natural environment.	<ul style="list-style-type: none"> • English & Communication Skills – I • Fundamentals of IT • Environmental Studies and Disaster Management • Hotel Business Communication • English and Communication Skills-II • Entrepreneurship Development and Management • Minor Project

5.	Take the responsibility of own works and supervises others work.	<ul style="list-style-type: none">• Industrial /In-house Training-I• Industrial Training-II• Minor Project• Project Oriented Professional Training
6.	Select multidisciplinary and open subjects of own interest and perform self learning through Massive Open Online Courses.	<ul style="list-style-type: none">• Multidisciplinary Elective• Open Elective

FIRST YEAR

NSQF LEVEL - 3

FIRST YEAR
6. STUDY AND EVALUATION SCHEME

FIRST SEMESTER

Sr. No.	SUBJECTS	STUDY SCHEME		Credits (C) L+P = C	MARKS IN EVALUATION SCHEME						Total Marks of Internal & External
		Periods/Week			INTERNAL ASSESSMENT			EXTERNAL ASSESSMENT			
		L	P		Th	Pr	Tot	Th	Pr	Tot	
1.1	* English & Communication Skills-I	2	2	2+1=3	40	40	80	60	60	120	200
1.2	Food Production -I	2	4	2+2=4	40	40	80	60	60	120	200
1.3	Food & Beverage Service -I	2	4	2+2=4	40	40	80	60	60	120	200
1.4	Housekeeping Operations -I	2	4	2+2=4	40	40	80	60	60	120	200
1.5	Front Office Operations –I	2	4	2+2=4	40	40	80	60	60	120	200
1.6	*Fundamentals of IT	2	4	2+2=4	40	40	80	60	60	120	200
#Student Centred Activities (SCA)		-	1	-	-	-	-	-	-	-	-
Total		12	23	23	240	240	480	360	360	720	1200

* Common with other diploma programmes

Student Centred Activities will comprise of co-curricular activities like extension lectures on Constitution of India, etc, Games, Yoga, Human Values & Ethics, Knowledge of Indian System, Hobby Clubs e.g. Photography etc., Seminars, Declamation Contests, Educational Field Visits, NCC, NSS, Cultural Activities and Self-study etc.

SECOND SEMESTER:

Sr. No.	SUBJECTS	STUDY SCHEME		Credits (C) L+P = C	MARKS IN EVALUATION SCHEME						Total Marks of Internal & External
		Periods/Week			INTERNAL ASSESSMENT			EXTERNAL ASSESSMENT			
		L	P		Th	Pr	Tot	Th	Pr	Tot	
2.1	Food Production -II	2	8	2+4=6	40	40	80	60	60	120	200
2.2	Food & Beverage Service -II	2	4	2+2=4	40	40	80	60	60	120	200
2.3	Housekeeping Operations –II	2	4	2+2=4	40	40	80	60	60	120	200
2.4	Front Office Operations –II	2	4	2+2=4	40	40	80	60	60	120	200
2.5	Hotel Business Communication-I	3	-	3+0=3	40	-	40	60	-	60	100
2.6	*Environmental Studies and Disaster Management	2	-	2+0=2	40	-	40	60	-	60	100
#Student Centred Activities (SCA)		-	2	-	-	-	-	-	-	-	-
Total		13	22	23	240	160	400	360	240	600	1000

* Common with other diploma programmes

Student Centred Activities will comprise of co-curricular activities like extension lectures on Constitution of India, etc, Games, Yoga, Human Values & Ethics, Knowledge of Indian System, Hobby Clubs e.g. Photography etc., Seminars, Declamation Contests, Educational Field Visits, NCC, NSS, Cultural Activities and Self-study etc.

Summer Industrial/In-house Training: After 2nd semester, students shall undergo Summer Training of **4 Weeks**.

7. HORIZONTAL AND VERTICAL SUBJECTS ORGANISATION

Sr. No.	Subjects/Areas	Hours Per Week	
		First Semester	Second Semester
1.	English & Communication Skills-I	4	-
2.	Food Production -I	6	-
3.	Food & Beverage Service -I	6	-
4.	Housekeeping Operations -I	6	-
5.	Front Office Operations –I	6	-
6.	Fundamentals of IT	6	
7.	Food Production -II	-	10
8.	Food & Beverage Service -II	-	6
9.	Housekeeping Operations –II	-	6
10.	Front Office Operations –II	-	6
11.	Hotel Business Communication	-	3
12.	Environmental Studies and Disaster Management	-	2
13.	Student Centred Activities (SCA)	1	2
Total		35	35

8. COMPETENCY PROFILE & EMPLOYMENT OPPORTUNITIES

In government and private sectors related to Hotel Management and Catering Technology “Semi Skilled workers” are required to carry out a limited range of predictable tasks under close supervision. They are normally expected to communicate clearly in speech. They should know the basic facts, processes and principles applied in limited area of Hotel Management and Catering Technology

Hotel Management and Catering Technology NSQF Level – 3 pass out students are expected to recall and demonstrate practical routine and repetitive skills, in narrow range of related applications. They should have the basic knowledge of principles of Hotel Management and Catering Technology. They should demonstrate general testing skills along with awareness of dignity of labour, safety at work place, team working and right attitude. They should have good knowledge of physical principles and analysis in various technical fields. They are expected to handle wide variety of gadgets instruments while testing, trouble shooting, calibration etc. along with the knowledge of working principles and operation of different equipment used in Hotel Management and Catering Technology

Following job opportunities are available for the students of Hotel Management and Catering Technology:

- Hotel Industry
- Corporate/Institutional Catering
- Tourism Corporation
- Adventurous/ Nature/ Health Tourism
- Armed forces catering
- IRCTC catering
- Travel Agencies
- Hospitals
- Cruise Lines
- Airlines
- Retail industry
- Hostels (Youth)
- Restaurants/ Coffee shops

- Own Catering Services
- Private Hospitalities Services
- Educational Institutions

9. PROGRAMME OUTCOMES

The program outcomes are derived from five domains of NSQF Level – 3 namely Process, Professional Knowledge, Professional Skill, Core Skill, Responsibility. After completing this level, the student will be able to:

PO1: Carry out a task which may require limited range of predictable activities.

PO2: Acquire knowledge of Basic facts, process and principles related to Hotel Management and Catering Technology for employment.

PO3: Demonstrate practical skill in narrow range of Hotel Management and Catering Technology applications.

PO4: Demonstrate skill of communication, basic mathematics, collecting and organizing information along with knowledge of social, political and natural environment.

PO5: Perform task under close supervision with some responsibility for own work within defined limit.

10. ASSESSMENT OF PROGRAMME AND COURSE OUTCOMES

Programme Outcomes to be assessed	Assessment criteria for the Course Outcomes
<p>PO1: Carry out a task which may require limited range of predictable activities.</p>	<ul style="list-style-type: none"> • State the concept of cooking and its objectives. • Explain different types and layout of professional kitchen. • Identify and use different types of equipment in the kitchen and their safety, operating procedures. • Use various cooking methods with regard to taste and texture. • Comprehend various types of stocks, and sauces; and their preparation, storage criteria and uses in the kitchen. • Identify types of vegetables & fruit, their selection, storage criteria, pigments and their effects on heat. • List out the cuts of vegetables and their uses in cookery • Describe the role of tourism in hospitality and hotel industry. • Recognize different sections in front office and their roles and responsibilities. • Explain front office coordination with other departments
<p>PO2: Acquire knowledge of Basic facts, process and principles related to Hotel Management and Catering Technology for employment.</p>	<ul style="list-style-type: none"> • Describe the concept of catering industry, its origin and growth & development. • Explain different levels of staffing with duties and responsibilities. • Identify different types of equipment used in food and beverage outlets. • Identify with different types of food and beverage outlets and ancillary areas.

	<ul style="list-style-type: none"> • List out the importance of inter & intra department relationship of F&B service. • Apply the sequence and service procedure of French Classical menu. • Describe the overall structure and operation of hospitality industry. • Explain role and responsibility of housekeeping department. • Discuss relationship of housekeeping with other departments. • Demonstrate an understanding of housekeeping basic planning activity and its organization.
<p>PO3: Demonstrate practical skill in narrow range of Hotel Management and Catering Technology applications.</p>	<ul style="list-style-type: none"> • Use different stages of guest cycle in front office department. • Classify different types of hotels on the basis of their size, location, star and clientele. • Identify the flavouring agents (herbs and spices), and cereal grains and their culinary uses. • Identify the features of Indian cuisine and role of spices in Indian cookery. • Prepare and serve different types of Non-Alcoholic Beverages. • Explain different types of meals served in a hotel. • Identify different types of food service methods and preparation for service. • Use with different types of sales control system used in Food and Beverage outlets

PO4: Demonstrate skill of communication, basic mathematics, collecting and organizing information along with knowledge of social, political and natural environment.

- Identify the nuances of Communication, both Oral and Written.
- Acquire knowledge of the meaning of communication, communication process and speaking skills.
- Acquire enhanced vocabulary and in-depth understanding of Grammatical Structures and their usage in the communication.
- Communicate effectively with an increased confidence to read, write and speak in English language fluently.
- Explain the basic components of Computers, Internet and issues of abuses/ attacks on information and computers.
- Handle the Computer / Laptop / Mobiles / Internet Utilities and Install/Configure OS.
- Assemble a PC and connect it to external devices.
- Manage and Use Office practiced Automation Tools.
- Develop worksheets and Prepare presentations.
- Comprehend the importance of sustainable ecosystem
- Demonstrate interdisciplinary nature of environmental issues
- Implement corrective measures for the abatement of pollution.
- Identify the role of non-conventional energy resources in environmental protection.
- Manage various types of disasters
- Communicate confidently in formal and informal communication in hotel industry.
- Apply the concept of verbal and non-verbal communication.

	<ul style="list-style-type: none"> • Comprehend the given contexts in hotel industry and respond appropriately. • Write a report, resume, make presentations and participate in group discussions. • Create professional and technical documents that are clear and adhering to all the necessary conventions
<p>PO5: Perform task under close supervision with some responsibility for own work within defined limit.</p>	<ul style="list-style-type: none"> • Explain how area inventory lists, frequency schedules, performance standards and productivity standards are used to plan and organize the housekeeping department. • Manage inventories of recycled and non-recycled items, as part of environmental and sustainable management. • Describe expenses and cost control in the housekeeping department (including operating budgets, tracking expenses, and efficient purchasing practices). • Explain the role of tariff structure & room selling techniques. • Recognize different stages of reservations and procedure. • Describe front office fundamental accounting system. • State different activities during the stay and arrival departure. • State about lobby area and sections of front office.

11. SUBJECTS & CONTENTS (FIRST YEAR)

FIRST SEMESTER

1.1	English & Communication Skills-I	22-25
1.2	Food Production -I	26-30
1.3	Food & Beverage Service -I	31-34
1.4	Housekeeping Operations -I	35-38
1.5	Front Office Operations –I	39-42
1.6	Fundamentals of IT	43-46

1.1 ENGLISH & COMMUNICATION SKILLS – I

L	P
2	2

RATIONALE

Language as the most commonly used medium of self-expression remains indispensable in all spheres of human life –personal, social and professional. This course is intended to break fresh ground in teaching of Communicative English as per the requirements of National Skill Quality Framework. This course is designed to help students to acquire the concept of communication and develop an ability or skills to use them effectively to communicate with the individuals and community.

COURSE OUTCOMES

After undergoing this subject, the students will be able to:

- CO1: Identify the nuances of Communication, both Oral and Written.
- CO2: Acquire knowledge of the meaning of communication, communication process and speaking skills.
- CO3: Acquire enhanced vocabulary and in-depth understanding of Grammatical Structures and their usage in the communication.
- CO4: Communicate effectively with an increased confidence to read, write and speak in English language fluently.

DETAILED CONTENTS

UNIT I

Reading

- 1.1 Techniques of reading: Skimming and Scanning
- 1.2 Extensive and Intensive Reading: Textual Study
- 1.3 Homecoming – R.N. Tagore
- 1.4 Life Sketch of Sir Mokshagundam Visvesvarayya
- 1.5 Life Sketch of Dr. Abdul Kalam
- 1.6 Narayan Murthy’s speech at LBSNA, Dehradun

UNIT II**Fundamentals of Communication**

- 2.1 Concept and Process of Communication,
- 2.2 Types of Communication (Verbal Communication)
- 2.3 Barriers to Communication
- 2.4 Speaking Skill: Significance and essentials of Spoken Communication
- 2.5 Listening Skill: Significance and essentials of Listening

UNIT III**Grammar and Usage**

- 3.1 Nouns
- 3.2 Pronouns
- 3.3 Articles
- 3.4 Verbs(Main and Auxiliary)
- 3.5 Tenses

UNIT IV**Writing Skills**

- 4.1 Significance, essentials and effectiveness of Written Communication
- 4.2 Notice Writing
- 4.3 Official Letters and E-mails.
- 4.4 Frequently-used Abbreviations used in Letter-Writing
- 4.5 Paragraph Writing
- 4.6 Netiquettes

PRACTICAL EXERCISES**1. Reading**

Reading Practice of lessons in the Lab Activity classes.

- i. Comprehension exercises of unseen passages along with the lessons prescribed.
- ii. Vocabulary enrichment and grammar exercises based on the selected readings.
- iii. Reading aloud Newspaper headlines and important articles.

2. Fundamentals of Communication

- i. Introducing oneself, others and leave- taking(talking about yourself)
- ii. Just a minute (JAM) sessions: Speaking extempore for one minute on given topics

- iii. Situational Conversation: Offering-Responding to offers; Congratulating; Apologizing and Forgiving; Complaining; Talking about likes and dislikes, Self-introduction Mock Interviews

3. Grammar and Usage

- i. Written and Oral Drills will be undertaken in the class to facilitate holistic linguistic competency among learners.
- ii. Exercises on the prescribed grammar topics.

4. Writing Skills

- i. Students should be given Written Practice in groups so as to inculcate team-spirit and collaborative learning .
- ii. Group exercises on writing paragraphs on given topics.
- iii. Opening an e-mail account, receiving and sending emails

RECOMMENDED BOOKS

- 1) Alvinder Dhillon and Parmod Kumar Singla, “Text Book of English and Communication Skills Vol – 2”, M/S Abhishek Publications, Chandigarh.
- 2) V Sasikumar & PV Dhamija, “Spoken English”, Tata MC Graw Hills, New Delhi, Second Edition.
- 3) JK Gangal, “A Practical Course in Spoken English”, PHI Learning Pvt. Ltd., New Delhi.
- 4) NK Aggarwal and FT Wood, “English Grammar, Composition and Usage”, Macmillan Publishers India Ltd., New Delhi.
- 5) RC Sharma and Krishna Mohan, “Business Correspondence & Report writing”, Tata MC Graw Hills, New Delhi, Fourth Edition.
- 6) Kavita Tyagi & Padma Misra, “Professional Communication”, PHI Learning Pvt. Ltd., New Delhi.
- 7) Nira Konar, “Communication Skills for professionals”, PHI Learning Pvt. Ltd., New Delhi.
- 8) Krishna Mohan & Meera Banerji, “Developing Communication Skills”, Macmillan Publishers India Ltd., New Delhi, Second Edition
- 9) M. Ashraf Rizwi, “Effective Technical Communication”, Tata MC Graw Hills, New Delhi.
- 10) Andrea J Rutherford, “Basic Communication Skills for Technology”, Pearson Education, New Delhi.

INSTRUCTIONAL STRATEGY

This is practice based subject and topics taught in the class should be practiced as exercises in the Lab regularly for development of communication skills in the students. The students should be involved in activities to enhance their personality skills. This subject contains four units of equal weightage.

1.2 FOOD PRODUCTION –I

L	P
2	4

RATIONALE

This course on food production aims to impart fundamental knowledge of food production while also acquainting them with the daily working environment of professional kitchens of hotels. The course covers the fundamentals of cooking, professional kitchen, cooking methods, and basic stock and sauce preparations that are necessary to comprehend other related topics during next semesters. Topics like vegetable and fruit cookery, salads, dairy products, and bakery ingredients will help students lay the groundwork for the subject.

COURSE OUTCOMES

After undergoing this course, the students will be able to:

- CO1: State the concept of cooking and its objectives.
- CO2: Explain different types and layout of professional kitchen.
- CO3: Identify and use different types of equipment in the kitchen and their safety, operating procedures.
- CO4: Use various cooking methods with regard to taste and texture.
- CO5: Comprehend various types of stocks, and sauces; and their preparation, storage criteria and uses in the kitchen.
- CO6: Identify types of vegetables & fruit, their selection, storage criteria, pigments and their effects on heat.
- CO7: List out the cuts of vegetables and their uses in cookery.

DETAILED CONTENTS

UNIT I

1.1 Introduction to Cookery

- Introduction and definition of cooking
- Origin of cookery
- Aims and objectives of cooking
- Advantages of cooking
- History of modern cookery

1.2 Kitchen: An Overview

- Introduction of professional kitchen
- Types of kitchen
- Layout of kitchen
- Staffing (hierarchy) of modern kitchens
- Kitchen and personal hygiene, protective clothing
- Kitchen dynamics
- Co-ordination with other departments

1.3 Kitchen Equipment

- Introduction and classification
- Small and heavy equipment and their Uses
- Knives- different parts, types and uses
- Knife skills

UNIT II**2.1 Cooking Methods**

- Introduction
- Methods of heat transfer
- Principles of cooking
- Cooking methods
- Dry-heat cooking methods
- Moist heat cooking methods
- Combination cooking methods
- Latest trends in cooking methods

UNIT III**3.1 Stocks**

- Introduction
- Components of stocks
- Types of stocks- white, brown, fish, vegetable, emergency stock
- Principles of stock making, recipe
- Uses and storage of stock, care & precautions

3.2 Sauces

- Introduction and classification
- Importance of sauces
- Components of sauce
- Preparation of mother sauces, derivatives
- Uses and storage

UNIT IV

4.1 Vegetables & Fruits Cookery

- Introduction to vegetable cookery
- Common vegetables, classification of vegetables
- Effects of cooking on vegetables
- Different cuts of vegetables
- Fruits and their classification

4.2 Salads

- Introduction
- Composition/ parts of salads
- Types of salads
- Salad greens
- Dressings of salad

UNIT V

5.1 Dairy Products

- Introduction
- Milk- processing, types and uses
- Cream-making, types and uses
- Butter-making, Types and uses
- Cheese- processing, classification and types

5.2 Bakery Ingredients

- Introduction of ingredients used in bakery
- Wheat milling
- Flour- types, uses and cooking of flour
- Sweeteners- types and uses
- Egg- structure and uses

- Raising/leavening agents- types
- Fat- types and uses
- Chocolate and cocoa- basic introduction, processing and uses

PRACTICAL EXERCISES

The focus of this section will be on understanding the various equipment/machinery used in Food Production and there after the students will learn preparation of some basic Indian dishes and patisserie.

1. To know and understand the functions of various types of equipment and utensils used in the Food Production/ Bakery Lab, and the safety protocols to use the equipment, Hygiene standards to be observed in kitchen.
2. To have basic knife skills, and to perform the various types of cuts of the vegetables efficiently.

Indian Section

3. To understand the breakfast choices available in Indian cuisine and prepare the following Indian Breakfast to serve one portion-Assorted Paratha, Poha, Rava Upma with suitable accompaniments.
4. To prepare the following breakfast menu to serve one portion- Poori Bhaji, Besan/ Moong Dal Chilla, Vermicilli Upma
5. To prepare the following breakfast menu to serve one portion- Chhole Bhature, Instant carrot pickle, Pav Bhaji,
6. To prepare basic Egg preparation like Boiled Egg, Poached Egg, Scrambled egg, Omelet with accompaniments like Hash brown Potato, Grilled Tomato/Mushroom, toast etc.
7. To learn starch cooking, boiling of vegetables, prepare the following menu to serve one portion- Mix Veg, Plain Rice, Tadka Dal, Chapati, Green Salad
8. To prepare different types of salad dressings, and preparation of Simple and compound salads
9. Preparation of Roux, White sauce and their derivatives. Use of white sauce in preparations like Baked Vegetables, Pasta preparation etc.
10. Preparation of Mayonnaise and Hollandaise their derivatives, and their uses in cookery

Bakery Section (3 Practicals)

Menus should be planned from the dishes given below

Simple Bread Preparations

Bread rolls, Soft Rolls, Hard Rolls, White Bread, Brown Bread, Bread Sticks, Milk Bread, Fruit Bread, Brioche

Simple Cake Preparations

Fatless Sponge cake, Genoise Cake, Butter Sponge Cake, Fruit Cake, Jam Swiss Roll, Chocolate Swiss Roll,

Cookies and Tarts

Meting Moments, Sugar Cookies, Almond cookies, Choco chip cookies, Short crust paste, Jam Tarts, Lemon curd tarts, Butter cookies, Nankhatais

RECOMMENDED BOOKS

- 1) Parvinder S. Bali, "Food Production Operations", Oxford University Press.
- 2) K Arora, "Theory of Cookery", Frank Brothers.
- 3) S. C Dubey, "Bakery & Confectionery", Society of Indian Bakers.
- 4) Kinton & Cessarani, "Practical Cookery", Hodder education.
- 5) Kinton & Cessarani, "Theory of Catering", Hodder education
- 6) Kauffman & Cracknell, "Practical Professional Cookery", Cengage Learning EMEA
- 7) Wayne Gisslen, "Professional Cooking", Le Cordon Bleu.
- 8) The Food and Beverage Institute, "Cooking Essentials for the New Professional Chef".
- 9) Yogesh Singh, "Principles of Food Production", IK International Pvt. Ltd.

INSTRUCTIONAL STRATEGY

This is hands-on practice based subject and topics taught in the class should be practiced in the Lab regularly for development of required skills in the students. Teacher may use various teaching aids like models, charts, graphs etc. for imparting effective instructions in the subject. This subject contains five units of equal weightage.

1.3 FOOD & BEVERAGE SERVICE - I

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2	4

RATIONALE

This course on Food & Beverage (F&B) service aims to impart fundamental knowledge of food and beverage service while also acquainting them with the daily working environment of professional food and beverage service areas of hotels. The course covers the fundamentals of catering industry, organizational structure of food and beverage service department, F&B outlets, supportive areas, F&B equipment and French Classical menu, that are necessary to comprehend other related topics during next semesters..

COURSE OUTCOMES

After undergoing this course, the students will be able to:

- CO1: Describe the concept of catering industry, its origin and growth & development.
- CO2: Explain different levels of staffing with duties and responsibilities.
- CO3: Identify different types of equipment used in food and beverage outlets.
- CO4: Identify with different types of food and beverage outlets and ancillary areas.
- CO5: List out the importance of inter & intra department relationship of F&B service.
- CO6: Apply the sequence and service procedure of French Classical menu.

DETAILED CONTENTS

UNIT I

1.1 Catering Industry

- Introduction to the hotel industry
- Role of catering industry in the travel/tourism industry
- Types of F&B operations
- Classification of catering industry

UNIT II

2.1 Department Organisation

- Organization of F&B department of hotel
- French term related to F&B staff

- Duties & responsibilities of F&B staff
- Attributes of a waiter
- Inter & intra departmental co-ordination

UNIT III

3.1 Food Service Areas

- Specialty restaurants
- Coffee shop
- Cafeteria
- Quick service restaurants
- Grill room
- Banquets
- Bar
- Vending machines

3.2 Ancillary Departments

- Pantry
- Food pick-up area
- Store
- Linen room
- Kitchen stewarding

UNIT IV

4.1 F& B Service Equipment

- Cutlery
- Crockery
- Glassware
- Flatware
- Hollowware
- All other equipment used in F&B service

UNIT V

5.1 French Classical Menu

- Introduction
- Classical menu sequence (hors d'oeuvre, potage, oeufs, farineaux, poisson, entrée, relevé, sorbet, roti, légumes, salade, buffet froid, entremet, savoureux, fromage, dessert, boissons)
- Compiling a menu

PRACTICAL EXERCISES

1. Induction to food service areas
2. Induction to Ancillary F&B service areas
3. Familiarization with F&B service equipment
4. Developing basic technical skills
 - Holding service spoon and fork
 - Carrying a tray / salver
 - Laying a table cloth
 - Changing a table cloth during service
 - Placing meal plates & clearing soiled plates
 - Stocking sideboard
 - Service of water
 - Crumbing down
 - Napkin folds
 - Cleaning & polishing glassware
5. Special food service (Cover, Accompaniments & Service)
 - Classical Hors d'oeuvre
 - Cheese
 - Dessert

RECOMMENDED BOOKS

- 1) Vijay Dhawan, "Food and Beverage service", Frank Bros. & Co.
- 2) R. Singaravelavan, "Food & Beverage service", Oxford University Press.
- 3) Sudhir Andrews, "Text Book of Food & Beverage Management", Tata McGraw Hill Publishing Company Limited.
- 4) Dennis Lillicrap, John Cousins, Robert Smith, "Food and Beverage service".

- 5) Vijay R. Thakur, “Food and Beverage service”, Denett & Co.
- 6) S.N Bagchi, Anita Sharma, “Textbook of Food & Beverage Service”, Aman Publications, New Delhi.
- 7) Vara Prasad, Gopi Krishna, “Food and Beverage F&B Simplified”, Pearson.

INSTRUCTIONAL STRATEGY

This is hands-on practice based subject and topics taught in the class should be practiced in the Lab regularly for development of required skills in the students. Teacher may use various teaching aids like models, charts, graphs etc. for imparting effective instructions in the subject. This subject contains five units of equal weightage.

1.4 HOUSEKEEPING OPERATIONS - I

L	P
2	4

RATIONALE

This course on Accommodation operation aims to impart fundamental knowledge of Housekeeping while also acquainting them with the daily working environment of professional accommodation of hotels. The course covers the fundamentals of cleaning, hygiene practices, guest attending, and basic amenities that are necessary to comprehend other related topics during next semesters. Topics like importance and need of housekeeping, types of rooms and layout of housekeeping and cleaning organization will help students lay the groundwork for the subject.

COURSE OUTCOMES

After undergoing this course, the students will be able to:

CO1: Describe the overall structure and operation of hospitality industry.

CO2: Explain role and responsibility of housekeeping department.

CO3: Discuss relationship of housekeeping with other departments.

CO4: Demonstrate an understanding of housekeeping basic planning activity and its organization.

DETAILED CONTENTS

UNIT I

1.1 Need & Importance of Housekeeping

- Introduction of housekeeping.
- Hierarchy in small, medium, large and chain hotels
- Identifying housekeeping responsibilities
- Personality traits of housekeeping management personnel
- Duties and responsibilities of housekeeping staff and executives

UNIT II

2.1 Inter Departmental Relationship with Other Departments

- With front office department

- With maintenance/engineering department
- With food and beverage services department
- With accounts
- With security department

UNIT III

3.1 Types of Rooms, Layout and Guest Supplies

- Layout of different types of rooms and guest supplies
- Guests special requests and supplies
- Layout of housekeeping department and its sub section in small, medium & large hotels

UNIT IV

4.1 Cleaning Organisation

- Principle of cleaning, hygiene & safety factors in cleaning
- Methods of organizing cleaning.
- Frequency of cleaning daily, periodic, special.
- Design feature that simplify cleaning
- Use & care of cleaning equipment (manual, semi automatic and automatic).
- Cleaning agents
- Maid's trolley

UNIT V

5.1 Types of Beds and Mattresses

- Types and sizes of bed
- Parts of bed
- Selection of bed
- Care and cleaning

PRACTICAL EXERCISES

1. Sketching of various types of equipment with brief description of each and cleaning agents used in House Keeping Department
2. To demonstrate and perform the daily routines of rooms cleaning in the following contexts-

- a. Entering the room
- b. Time and motion study

- c. Room cleaning
- d. Bathroom cleaning
3. To list the various components of the Maid's Cart and list the various stacking materials and linen from top shelf to bottom shelf
4. To list and perform various steps involved in the Evening Turndown Service
5. To list and perform various steps involved in the Public Area Cleaning in the following contexts
 - a. In lobby
 - b. In restaurant
 - c. In coffee shop
 - d. In lounge
 - e. In bar
 - f. Swimming pool
 - g. Banquets
 - h. Public area toilets
 - i. Corridors
 - j. Daily cleaning
6. To list and perform various steps involved in the weekly cleaning routines
7. To list and perform various steps involved in the special cleaning program
8. To list and perform various steps involved in the room inspection with check list

RECOMMENDED BOOKS

- 1) Jay Prakash Kant and Sonal Agarwal, "Hotel Housekeeping: Operations & Management", the Hospitality Press.
- 2) G. Raghubalan and Smritee Raghubalan, "Hotel Housekeeping Operations and Management", Oxford University Press India.
- 3) Pralay Ganguly, "Housekeeping Management in Hotel and Service Industry", Dreamtech Press.
- 4) Malini Singh, "Housekeeping – Operations, Design and Management", Jaico Publishing House.

INSTRUCTIONAL STRATEGY

This is hands-on practice based subject and topics taught in the class should be practiced in the Lab regularly for development of required skills in the students. Teacher may use various teaching aids like models, charts, graphs etc. for imparting effective instructions in the subject. This subject contains five units of equal weightage.

1.5 FRONT OFFICE OPERATIONS - I

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2	4

RATIONALE

This course is on front office operations aims to impart fundamental knowledge of front office while also acquainting them with the daily working environment in hotels. The course covers the introduction of hospitality & front office department, classification of hotels and type of rooms, guest cycle, front office modules and pms, front office organization, types of room.

COURSE OUTCOMES

After undergoing this subject, the students will be able to:

- CO1: Describe the role of tourism in hospitality and hotel industry.
- CO2: Recognize different sections in front office and their roles and responsibilities.
- CO3: Explain front office coordination with other departments.
- CO4: Use different stages of guest cycle in front office department.
- CO5: Classify different types of hotels on the basis of their size, location, star and clientele.

DETAILED CONTENTS

UNIT I

1.1 Introduction to Tourism, Hospitality & Hotel Industry

- Tourism, its types and its importance
- Hospitality and its origin
- Eminent hotels chains, their evolution and growth
- Brief introduction to hotel core areas with special reference to Front Office

UNIT II

2.1 Front Office Organization

- Background of hotel industry and its relation to Front Office Department (FOD)
- Organization structure of FOD
- Functional areas of FOD – Section

- Duties & Responsibility of F.O. staff (Receptionist/ Cancierge/ Bell Boy, Bell Captain/ Front Office Manager / Asst. Front Office Manager / Lobby Manager/ Reservation manager)

UNIT III

3.1 Classification of Hotels

- Size, Star, Location & clientele
- Ownership basis
 - Independent hotels
 - Management contracted hotel
 - Chains
 - Franchise/Affiliated
 - Time shares and condominium
- Supplementary accommodation

3.2 Types of Rooms

- Single, double, twin, suites, lanai, cabana, etc.,

UNIT IV

4.1 Introduction to Guest Cycle

- Introduction
- Function
- Glossary/terms related F.O.D.

4.2 Reception

- Pre arrival
- Arrival – (check in)
- During stay
- Departure (check out)
- After departure

UNIT V

5.1 Front Office Co-Ordination

- With housekeeping department
- With food production department

- With F&B department
- With sales & marketing department
- With security & finance department
- With maintenance

PRACTICAL EXERCISES

1. To list and understand various components/equipments of Front Office Department
2. To identify various types of vouchers used in Front Office
 - a. Reservation Slip
 - b. Registration Card/Form
 - c. C-Form
 - d. Hotel Arrival Report
 - e. Message Slip
 - f. Guest History Card
 - g. Left Luggage Register
 - h. Revision or Cancellation Slip
 - i. Scanty Baggage Register
 - j. Allowance Voucher
 - k. Paid Out Vouchers
 - l. Wake Up Call Sheet
 - m. Daily occupancy report
 - n. Amenity voucher
3. To understand C-Form and how to fill it/handle it
4. To list and handle various types of hotel reservations
5. To prepare procedure for registration of guests
6. To list and learn at least 50 commonly used Glossary/Vocabulary Terms used in Front Office Department

RECOMMENDED BOOKS

- 1) Jatashankar R. Tiwari, “Front Office Operations And Management”, Oxford University Press.
- 2) Dr. J.P. Kant, “Front Office Operations and Management”, Aman Publications.
- 3) R.K. Puri, “Front Office Operations and Management”, Manju Publications.
- 4) Sudhir Andrews, “Front Office Management and Operations”, McGraw Hill Education.
- 5) S.K. Bhatnagar, “Front Office Management”, Frank Brothers Publications.

INSTRUCTIONAL STRATEGY

This is hands-on practice based subject and topics taught in the class should be practiced in the Lab regularly for development of required skills in the students. Teacher may use various teaching aids like models, charts, graphs etc. for imparting effective instructions in the subject. This subject contains five units of equal weightage.

1.6 FUNDAMENTALS OF IT

L P
2 4

RATIONALE

Information technology has great influence on all aspects of life. Almost all work places and living environment are being computerized. In order to prepare diploma holders to work in these environments, it is essential that they are exposed to various aspects of information technology such as understanding the concepts of information technology and its scope, operating a computer: use of various office management tools, using internet and mobile applications etc. This course is intended to make new students comfortable with computing environment - Learning basic computer skills, learning basic application software tools, Understanding Computer Hardware, Cyber security awareness.

COURSE OUTCOMES

At the end of the subject student will be able to

- CO1: Explain the basic components of Computers, Internet and issues of abuses/ attacks on information and computers
- CO2: Handle the computer/laptop/mobiles/Internet Utilities and Install/Configure OS
- CO3: Assemble a PC and connect it to external devices
- CO4: Manage and Use Office practiced Automation Tools
- CO5: Develop worksheets and Prepare presentations

DETAILED CONTENTS

UNIT I

Basics of Computer

Brief history of development of computers, Definition of Computer, Block diagram of a Computer, Hardware, Software, Booting: Cold and Hot Booting, Interaction between the CPU and Memory with Input/Output devices, Function of CPU and major functional parts of CPU. Memory, Bit, Nibble, Byte, KB, MB, GB, TB, PB, Functions of memory, Use of storage devices in a Computer, List types of memory used in a Computer, Importance of cache memory, CPU speed and CPU word length

UNIT II

Basic Internet Skills

Understanding browser, Introduction to WWW, efficient use of search engines, awareness about Digital India portals (state and national portals) and college portals. Advantages of Email, Various email service providers, Creation of email id, sending and receiving emails, attaching documents with email and drive.

Effective use of Gmail, G-Drive, Google Calendar, Google Sites, Google Sheets, Online mode of communication using Google Meet & WebEx.

Unit III

Basic Logic building

Introduction to Programming, Steps involved in problem solving, Definition of Algorithm, Definition of Flowchart, Steps involved in algorithm development, differentiate algorithm and flowchart, symbols used in flowcharts, algorithms for simple problems, flowcharts for simple problems, Practice logic building using flowchart/algorithms

Unit IV

Office Tools

Office Tools like LibreOffice/OpenOffice/MsOffice.

OpenOffice Writer – Typesetting Text and Basic Formatting, Inserting Images, Hyperlinks, Bookmarks, Tables and Table Properties in Writer

Introducing LibreOffice/OpenOffice Calc, Working with Cells, Sheets, data, tables, using formulae and functions, using charts and graphics.

OpenOffice Impress – Creating and Viewing Presentations, Inserting Pictures and Tables, Slide Master and Slide Design, Custom Animation.

Unit V

Use of Social Media

Introduction to Digital Marketing – Why Digital Marketing, Characteristics of Digital Marketing, Tools for Digital Marketing, , Effective use of Social Media like LinkedIn, Google+, Facebook, Twitter, etc.: Features of Social media, Advantages and Disadvantages of Social Media.

PRACTICAL EXERCISES

1. Browser features, browsing, using various search engines, writing search queries

2. Visit various e-governance/Digital India portals, understand their features, services offered
3. Read Wikipedia pages on computer hardware components, look at those components in lab, identify them, recognize various ports/interfaces and related cables, etc.
4. Using Administrative Tools/Control Panel Settings of Operating Systems
5. Connect various peripherals (printer, scanner, etc.) to computer, explore various features of peripheral and their device driver software.
6. Explore features of Open Office tools and MS-Office, create documents, create presentation, create spread sheet, using these features, do it multiple times
7. Working with Conversion Software like pdfToWord, WordToPPT, etc.
8. Working with Mobile Applications – Searching for Authentic Mobile app, Installation and Settings, Govt. of India Mobile Applications
9. Creating email id, sending and receiving mails with attachments.
10. Using Google drive, Google calendar
11. Create Flow chart and Algorithm for the following
 - i. Addition of n numbers and display result
 - ii. To convert temperature from Celsius to Fahrenheit
 - iii. To find Area and Perimeter of Square
 - iv. Swap Two Numbers
 - v. find the smallest of two numbers
 - vi. Find whether given number is Even or Odd
 - vii. To print first n even Numbers
 - viii. find sum of series $1+2+3+\dots+N$
 - ix. print multiplication Table of a number
 - x. generate first n Fibonacci terms $0,1,1,2,3,5\dots n$ ($n>2$)
 - xi. sum and average of given series of numbers
 - xii. Factorial of number n ($n!=1\times 2\times 3\times\dots n$)
 - xiii. Armstrong Number
 - xiv. Find whether given number is Prime or not

RECOMMENDED BOOKS

- 1) R.S. Salaria, “Computer Fundamentals”, Khanna Publishing House.

- 2) Ramesh Bangia, “PC Software Made Easy – The PC Course Kit”, Khanna Publishing House.
- 3) Online Resources, Linux man pages, Wikipedia
- 4) Mokhtar Ebrahim and Andrew Mallett, “Mastering Linux Shell Scripting: A practical guide to Linux command-line, Bash scripting, and Shell programming”.
- 5) Vikas Gupta, “Comdex Hardware and Networking Course Kit”, Dream Tech press, New Delhi, 2008.
- 6) Sumitabha Das, “UNIX concepts and applications” Tata McGraw Hill, New Delhi, 2008, Fourth Edition.

SUGGESTED WEBSITES

1. <https://nptel.ac.in/courses/106/106/106106222/> - NPTEL Course on Modern Application Development
2. https://onlinecourses.swayam2.ac.in/aic19_de01/preview -
3. <https://spoken-tutorial.org/> - Tutorials on Introduction to Computers, HTML, LibreOffice Tools, etc.
4. NOTEPAD++
5. <https://tms-outsourcing.com/blog/posts/web-development-ide/>

INSTRUCTIONAL STRATEGY

This is a skill based subject and topics taught in the class should be practiced in the Lab regularly for development of required skills in the students. This subject contains five units of equal weight age.

SECOND SEMESTER

2.1	Food Production -II	47-51
2.2	Food & Beverage Service -II	52-55
2.3	Housekeeping Operations –II	56-58
2.4	Front Office Operations –II	59-62
2.5	Hotel Business Communication	63-65
2.6	Environmental Studies and Disaster Management	66-68

2.1 FOOD PRODUCTION –II

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2	8

RATIONALE

This course gives an insight into the basic processes used in cooking with egg, meat and fish cookery. The course also emphasizes on the concepts of soups, flavouring agents used in the kitchen and cereal grains to develop the knowledge and skills required to build up successful professionalism in the catering industry.

COURSE OUTCOMES

After undergoing this course, the students will be able to:

CO1: Describe the different uses of egg in cookery.

CO2: List out the various types of meats, their cuts, recognize the importance of selection and storage, cooking methods.

CO3: Outline the various types of fish and shellfish, their quality checks, different cuts, storage, and cooking methods.

CO4: Explain different types of Soups, their preparation and garnishes.

CO5: Identify the flavouring agents (herbs and spices), and cereal grains and their culinary uses.

CO6: Identify the features of Indian cuisine and role of spices in Indian cookery.

DETAILED CONTENTS

UNIT I

1.1 Egg Cookery

- Introduction
- Composition of egg
- Effect of heat on egg
- Tips for egg storage
- Uses of egg
- Basic egg dishes- Indian and continental

UNIT II**2.1 Meat & Poultry**

- Introduction to meat cookery
- Composition and structure of meat
- Processing of meat
- Meat classification
- Beef- cuts and preparations
- Lamb- cuts and preparations
- Pork- cuts and preparations
- Poultry- classification, cuts and preparations

UNIT III**3.1 Fish & Shellfish**

- Introduction
- Classification of fish and shellfish with examples
- Quality considerations while procuring fish/shellfish
- Cooking fish
- Popular fish preparations- Continental & Indian

UNIT IV**4.1 Soups**

- Classification with examples
- Common soup garnishes
- Accompaniment and garnishes

4.2 Flavourings: Herbs and Spices

- Introduction to flavouring and seasoning
- Condiments and salts
- Introduction to herbs
- Introduction to spices
- Common herbs used in industry
- Classical herb combinations
- Common spices used in industry
- Popular masala combination used

4.3 Cereal Grains

- Introduction to wheat, rice cereals and pulses and their culinary uses
- Introduction to cereal like maize, barley, millet, oats, sorghum, rye etc. and their culinary uses

UNIT V

5. Introduction to Indian Cookery

- Introduction to Indian cuisine
- Role of Spices in Indian cookery
- Different types of spices used in Indian cooking
- Basic Indian gravies
- Varieties of spices/ spices blends available in regional areas

PRACTICAL EXERCISES

The focus of this practical section will be on providing skills for preparing Indian preparations and basic continental dishes and planning these dishes in the menu.

1. To prepare the following basic stocks for total one litre quantity
 - Brown Stock
 - White Stock
 - Vegetable Stock
 - Emergency Stock

Indian Section

2. To prepare the following Indian Food to serve one portion- Masala Gravy, Aloo Gobhi, Pea Pulao, Hariyali Dal, Tikona paratha, Boondi Raita.
3. To prepare the following Indian Food to serve one portion-Jeera Rice, Amritsari Dal, Matar Mushroom, Poori,
4. To prepare the following Indian Food to serve one portion-Chena Pulao, Malai Kofta Curry, Dal Makhani, Naan, Mint Chutney
5. To prepare the following Indian Food to serve one portion- Makhani Gravy, Paneer Makhani, , Langar wali Dal, Hara chholiya pulao, Amritsari Kulcha, Pineapple Raita
6. To prepare the following Indian Food to serve one portion-Hariyali Gravy, Veg Hariyali, Lasooni Dal, Kesari Pulao, Missi Roti, Kheer

7. Soup Preparation- Cream of Tomato soup, Roasted Pumpkin Soup, Vegetable Broth, Consomme, Lentil Soup
8. Sandwich Preparation- Vegetable sandwich, Grilled Sandwich, Club Sandwich, Cheese chilli Toast, Canape etc.

Non Veg: (Individual 7 Indian Menus to be prepared including the given dishes and suitable accompaniments)

9. To prepare popular Shorba recipes for 2 portions:
Suggested Dishes: Tamatar Dhania Shorba, Makai Shorba, Yakhani Shorba, Palak ka Shorba
10. To prepare popular Indian Egg preparations for 2 portions:
Suggested Dishes: Egg Curry, Egg Bhurjee, Akuri, Khagina etc.
11. To prepare popular Fish Preparations for 2 portions:
Suggested Dishes: Amritsari Fish, Machher Jhol, Malabar Fish Curry
12. To prepare popular Chicken preparations for 2 portions:
Suggested Dishes: Murg Makhani, Murg Dum Biryani, Sagwala Murg
13. To prepare popular Indian Meat preparations for 2 portions:
Suggested Dishes: Laal Maas, Roganjosh, Gosht korma, Awadhi Gosht Biryani

Bakery Section (Menus should be planned from the dishes given below)

14. Pastry and Cookies

Preparation of Short crust paste and sweet paste products, Puff pastry products- Patties, Palmiers, Khara Biscuits, Cream Horns, Danish Pastry, Croissant, Choux Pastry, Profiteroles, puffs, Chocolate éclairs, Crullers, Tri colour cookies, Swiss tart,

15. Cold Desserts

Panacotta, Lemon Soufflé, Chocolate Mousse, Fruit Trifle, Coffee Mousse, Vanilla Bavarois

16. Hot Desserts

Caramel Custard, Cream Brulee, Bread n Butter Pudding, Christmas pudding, Steamed Puddings

RECOMMENDED BOOKS

- 1) Parvinder S. Bali, “Food Production Operations”, Oxford University Press.
- 2) K Arora, “Theory of Cookery”, Frank Brothers.
- 3) S. C Dubey, “Bakery & Confectionery”, Society of Indian Bakers.
- 4) Kinton & Cessarani, “Practical Cookery”, Hodder education.
- 5) Kinton & Cessarani, “Theory of Catering”, Hodder education
- 6) Kauffman & Cracknell, “Practical Professional Cookery”, Cengage Learning EMEA
- 7) Wayne Gisslen, “Professional Cooking”, Le Cordon Bleu.
- 8) The Food and Beverage Institute, “Cooking Essentials for the New Professional Chef”.
- 9) M J Leto & W K H Bode, “Larder Chef”, Butterworth- Heinemann.
- 10) Christine Ingram, “Cooking Ingredients: A Practical Guide to Choosing and Using World Foods”, Southwater.
- 11) “The Cook's Book of Ingredients”, Dorling Kindersley Ltd.
- 12) Kalra & Gupta, “Cooking with Indian Masters”, Allied Publishers
- 13) Yogesh Singh, “A culinary tour to India”, Dreamteck press
- 14) Manjeet Gill, “Secrets of Indian Gastronomy: With Choicest Traditional Indian Recipes from the Collections of Top Professional Chefs of India”, Shubhi Publications

INSTRUCTIONAL STRATEGY

This is hands-on practice based subject and topics taught in the class should be practiced in the Lab regularly for development of required skills in the students. Teacher may use various teaching aids like models, charts, graphs etc. for imparting effective instructions in the subject. This subject contains five units of equal weightage.

2.2 FOOD & BEVERAGE SERVICE - II

L	P
2	4

RATIONALE

This course gives an insight into the basic procedure for service of a meal, table laying and set-up. The course also emphasizes on the concepts of Non-Alcoholic Beverages, meals & menu planning, preparation for service, types of food service, sales control system and Tobacco which develop the knowledge and skills required to build up successful professionalism in the food and beverage service industry.

COURSE OUTCOMES

After undergoing this course, the students will be able to:

CO1: Prepare and serve different types of Non-Alcoholic Beverages.

CO2: State the concept of menu and menu planning.

CO3: Explain different types of meals served in a hotel.

CO4: Identify different types of food service methods and preparation for service.

CO5: Use with different types of sales control system used in Food and Beverage outlets.

DETAILED CONTENTS

UNIT I

1.1 Non- Alcoholic Beverages

- Classification (Nourishing, Stimulating and Refreshing Beverages)
- Brand names
- Service

UNIT II

2.1 Menu Planning

- Origin of menu
- Objectives of menu planning
- Types of menu

2.2 Types of Meals

- Early Morning Tea
- Breakfast (Continental, American, English)
- Brunch
- Lunch
- Afternoon/High Tea
- Dinner
- Supper

UNIT - III

3.1 Preparation for service

- Mise-en-place
- Mise-en-scene

3.2 Types of Food service

- Silver service
- Pre-platted service
- Cafeteria service
- Room service
- Buffet service
- Gueridon service
- Lounge service

UNIT - IV

4.1 Sales Control System

- KOT/Bill Control system (Manual)
 - Triplicate checking system
 - Duplicate Checking system
 - Single order sheet
 - Quick service menu & Customer Bill
- Making Bill
- Cash Handling equipment
- Record Keeping (Restaurant Cashier)

UNIT V

5.1 Tobacco

- History
- Processing for cigarettes, pipe tobacco & cigars
- Cigarettes – Types & Brand names
- Pipe Tobacco – Types & Brand names
- Cigars – shapes, Sizes, Colours and Brand names
- Care and storage of cigarettes and cigars

PRACTICAL EXERCISES

1. Table Laying and service

- A la Carte Cover
- Table d' Hote Cover
- English Breakfast Cover
- American Breakfast Cover
- Continental Breakfast Cover
- Indian Breakfast Cover
- Afternoon Tea Cover
- High Tea Cover

Tray/Trolley set-up and service

- Room service Tray set-up
- Room service Trolley set-up

2. Preparation for service (Restaurant)

- Organizing Mise-en-scene
- Organizing Mise-en-Place
- Opening, Operating & Closing duties

3. Procedure for service of a meal

- Take guest reservations
- Receiving & seating of guests
- Order taking & recording
- Order processing (passing order to the kitchen)
- Sequence of service

- Presentation and Encashing the bill
- Presenting & collecting guest comment cards
- Seeing off the guests

4. Social Skills

- Up-selling Techniques
- Handling guest complaints (Courteous/Polite words)
- Telephone manners
- Dining & service etiquettes

5. Non-Alcoholic Beverages (Preparation & Service)

- Tea & Coffee – Preparation and service
- Juices, soft drinks, Mocktails – preparation and service

Service of Tobacco

- Cigarettes & Cigars

RECOMMENDED BOOKS

- 1) Vijay Dhawan, “Food and Beverage service”, Frank Bros. & Co.
- 2) R.Singaravelavan, “Food & Beverage service”, Oxford University Press.
- 3) Sudhir Andrews, “Text Book of Food & Beverage Management”, Tata Mc Graw-Hill Publishing Company Limited.
- 4) Dennis Lillicrap, John Cousins, Robert Smith, “Food and Beverage service”.
- 5) Vijay R. Thakur, “Food and Beverage service”, Denett & Co.
- 6) S.N Bagchi, Anita Sharma, “Textbook of Food & Beverage Service”, Aman Publications, New Delhi.
- 7) Vara Prasad, Gopi Krishna, “Food and Beverage F&B Simplified”, Pearson Publishers, New Delhi.

INSTRUCTIONAL STRATEGY

This is hands-on practice based subject and topics taught in the class should be practiced in the Lab regularly for development of required skills in the students. Teacher may use various teaching aids like models, charts, graphs etc. for imparting effective instructions in the subject. This subject contains five units of equal weightage.

2.3 HOUSEKEEPING OPERATIONS - II

L	P
2	4

RATIONALE

This course on accommodation operation aims to impart fundamental knowledge of Housekeeping while also acquainting them with the daily working environment of professional accommodation of hotels. The course covers the fundamentals of area cleaning, pest control, composition and care, and routine of housekeeping that are necessary to comprehend other related topics during next semesters. Topics like cleaning by housekeeping, schedule of cleaning, pest control, occupancy report and keys will help students lay the groundwork for the subject.

COURSE OUTCOMES

After undergoing this course, the students will be able to:

- CO1: Explain how area inventory lists, frequency schedules, performance standards and productivity standards are used to plan and organize the housekeeping department.
- CO2: Manage inventories of recycled and non-recycled items, as part of environmental and sustainable management.
- CO3: Describe expenses and cost control in the housekeeping department (including operating budgets, tracking expenses, and efficient purchasing practices).
- CO4: State safety and security needs.
- CO5: Explain facility systems' role and benefits to the hospitality business and in-house guests.

DETAILED CONTENTS

UNIT I

1.1 Area Cleaning

- Guest rooms
- Front –of-the house Areas
- Back-of –the house Areas
- Work routine and associated problems e.g. high traffic areas, façade cleaning etc.

UNIT II**2.1 Composition, Care & Cleaning Of Different Surfaces**

- Metals
- Glass
- Leather, leatherettes, Rexene.
- Plastic
- Ceramics
- Wood
- Wall finishes
- Floor finishes

UNIT III**3.1 Pest Control**

- Types of pests.
- Preventive measures & control measures.
- Cause's & areas of infestation

UNIT IV**4.1 Keys**

- Types of keys
- Computerized key cards
- Key control

UNIT V**5.1 Routine Systems and Records of House Keeping Department**

- Allocation of staff & executives.
- Room occupancy report.
- Guest room inspection with check list
- Entering checklists, floor register, work orders, log sheet.
- Lost and found register
- Maid's report and housekeeper's Report
- Handover records
- Guest's special requests register
- Record of special cleaning
- Central desk register

- VIP lists
- Maintenance register
- Out of order/under maintenance room report

PRACTICAL EXERCISES

1. Room Layout and placement of Standard Supplies
2. Use, maintenance & Cleaning Equipment's
3. Cleaning of different surfaces
 - Daily
 - Periodic
 - Special tasks
4. Maid's Trolley –Setting up a trolley
5. Bed making
6. Daily cleaning of guestrooms & bathrooms
7. Public Area Cleaning
8. Guests Room Inspection with check list
9. Role play of Handling of Telephone at Housekeeping central Desk

RECOMMENDED BOOKS

1. Jay Prakash Kant & Sonal Agarwal, "Hotel Housekeeping: Operations & Management", The Hospitality Press.
2. G. Raghubalan, Smritee Raghubalan, "Hotel Housekeeping Operations and Management", Oxford University Press India.
3. Pralay Ganguly, "Housekeeping Management in Hotel and Service Industry", Dreamtech Press.
4. Malini Singh, "House Keeping Operations", Jaico Publishers, New Delhi.

INSTRUCTIONAL STRATEGY

This is hands-on practice based subject and topics taught in the class should be practiced in the Lab regularly for development of required skills in the students. Teacher may use various teaching aids like models, charts, graphs etc. for imparting effective instructions in the subject. This subject contains five units of equal weightage.

2.4 FRONT OFFICE OPERATIONS - II

L	P
2	4

RATIONALE

This course is on front office operations aims to impart fundamental knowledge of front office while also acquainting them with the daily working environment in hotels. The course covers tariff structure & room selling techniques, reservations, fundamental of front office accounts arrivals and during the stay activity, hotel entrance, lobby and front office develop the knowledge and skills required to build up successful professionalism in the hotel industry.

COURSE OUTCOMES

After undergoing this subject, the students will be able to:

CO1: Explain the role of tariff structure & room selling techniques.

CO2: Recognize different stages of reservations and procedure.

CO3: Describe front office fundamental accounting system.

CO4: State different activities during the stay and arrival departure.

CO5: State about lobby area and sections of front office.

DETAILED CONTENTS

UNIT I

1.1 Tariff Structure and Room Selling Techniques

- Basis of charging
- Plans, competition, customer's profile, standards of service & amenities
- Hubert formula
- Different types of tariffs
- Rack Rate
- Discounted rates for corporate, airlines, groups & travel agents

UNIT II

2.1 Reservation

- Definition & needs
- Modes of reservation

- Channel & sources
- Types-Tentative, confirm, guaranteed, group.
- Procedure of reservation
- Manual (Reservation slip)
- Semi Automatic
- Fully Automatic

UNIT III

3.1 Fundamental of Front Office Accounts

- Meaning, nature & need of accounting
- Branches of accounting
- Internal & external users of accounting
- Accounting concepts & conventions
- Accounting standards in India (brief introduction)

UNIT IV

4.1 Arrivals & During the Stay Activities

- Preparing for guest arrivals at reservation and front office
- Receiving of guests
- Pre-registration
- Registration (non automatic, semi automatic and automatic)
- Relevant records for F I Ts, Groups, air crews & VIPs
- Information services
- Message and mail handling
- Key handling
- Room selling technique
- Hospitality desk
- Complaints handling
- Guest handling
- Guest history

UNIT V

5.1 Hotel Entrance, Lobby and Front Office

- Layout
- Front office equipment (non automated, semi automated and automated)

5.2 French

- Understanding and uses of accents, orthographic signs & punctuation
- Knowledge of cardinaux
- Days, dates time, month and seasons

PRACTICAL EXERCISES

1. Appraisal of front office equipment and furniture (Rack, counter bell desk)
2. Filling up of various Performa
3. Welcoming of Guest
4. Telephone handling
5. Role Play
 - Reservation
 - Arrivals
 - Luggage handling
 - Message and mail handling
 - Paging
 - Intelact Data System (IDS) Training (in computer lab)

SUGGESTIVE LIST OF TASK FOR INTELACT DATA SYSTEM (IDS) FRONT OFFICE OPERATION SYSTEM

Sl. No.	TOPIC
01	Intelact Data System (IDS) training – Hot Function keys
02	How to put message in Intelact Data System (IDS)
03	How to put a locator in Intelact Data System (IDS)
04	How to check in a first time guest
05	How to check in an existing reservation
06	How to check in a day use
07	How to issue a new key
08	How to verify key
09	How to cancel a key
10	How to issue a duplicate key
11	How to extend a key
12	How to print and prepare registration cards for arrival

- 13 How to programme keys continuously
- 14 How to programme one key for two rooms
- 15 How to re-programme a key

RECOMMENDED BOOKS

- 1) Jatashankar R. Tiwari, “Front Office Operations and Management”, Oxford University Press.
- 2) Dr. J.P. Kant, “Front Office Operations and Management”, Aman Publications.
- 3) R.K. Puri, “Front Office Operations and Management”, Manju Publications.
- 4) Sudhir Andrews, “Front Office Management and Operations”, McGraw Hill Education.
- 5) S.K. Bhatnagar, “Front Office Management”, Frank Brothers Publications.

INSTRUCTIONAL STRATEGY

This is hands-on practice based subject and topics taught in the class should be practiced in the Lab regularly for development of required skills in the students. Teacher may use various teaching aids like models, charts, graphs etc. for imparting effective instructions in the subject. This subject contains five units of equal weightage.

2.5 HOTEL BUSINESS COMMUNICATION

L P
3 -

RATIONALE

Business communication skills refer to the capability of an individual to use language to convey information relating to a particular subject. This is achieved through appropriate behavior both in body movements and use of communication aids. The main aim is that the information is received and understood. It comprises at least one contributor who is involved in some hotel business related process. Communication plays a fundamental part in hotel industry.

COURSE OUTCOMES

After undergoing the subject, the students will be able to:

- CO1: Communicate confidently in formal and informal communication in hotel industry.
- CO2: Apply the concept of verbal and non-verbal communication.
- CO3: Comprehend the given contexts in hotel industry and respond appropriately.
- CO4: Write a report, resume, make presentations and participate in group discussions.
- CO5: Create professional and technical documents that are clear and adhering to all the necessary conventions.

DETAILED CONTENTS

UNIT I

1.1 Theoretical Concepts

- Communication in hotel industry- large scale operation, global business Environment, proper planning & co-ordination
- Internet in hotel industry-role of website, consultancy services
- Types of communication- down word & up word communication

UNIT II

2.1 Etiquettes & Manners

- Etiquette -the key word
- Managing relationships

- Personality traits -manners at F&B service department
- Etiquette at work

UNIT III

3.1 Business Communication

- Official letters, filing and e-mails
- Responsible handling of social media
- Feedback proforma
- Business letter related to guests, vendors, concessionaires, travel agencies and media
- Office correspondence–inter-department, with superiors, with juniors and job related like sales letter, complaints, claims & adjustments, good will letters and notices

UNIT -IV

4.1 Soft Skills in Hotel Industry

- Importance of body language
- Positive thinking
- Proper addressing, greeting guest
- Positive thinking, controlling anger
- Body language
- Practice (role play) talking on telephone
- Noting down a message
- Responding to a query
- Providing information in a courteous manner

UNIT -V

5.1 Writing Skills

- Orders & replies- terms & conditions, enquiries/orders, offers & quotations
- Telephonic messages
- Enquiries & replies

RECOMMENDED BOOKS

- 1) Butterfield, “Jeff Soft Skills for Everyone”, Cengage Learning, New Delhi, 2015.
- 2) “Interact English Lab Manual for Undergraduate Students”, Orient Blackswan, Hyderabad, 2016.
- 3) E. Suresh Kumar, “Communication for Professional Success”, Orient Blackswan, Hyderabad, 2015.
- 4) Sangeeta Sharma, Raman, & Meenakshi, “Professional Communication”, Oxford University Press: Oxford, 2014.
- 5) S. Hariharanetal, “Soft Skills”, MJP Publishers, Chennai, 2010.

INSTRUCTIONAL STRATEGY

This is practice based subject and topics taught in the class should be practiced as exercises in the Lab regularly for development of communication skills in the students. The students should be involved in activities to enhance their personality skills. This subject contains four units of equal weightage.

2.6 ENVIRONMENTAL STUDIES AND DISASTER MANAGEMENT

L P
2 -

RATIONALE

A diploma holder must have knowledge of different types of pollution caused due to industrial and construction activities so that he/she may help in balancing the ecosystem and controlling pollution by various control measures. The course is intended to provide a general concept in the dimensions of environmental pollution and disasters caused by nature beyond the human control as well as the disasters and environmental hazards induced by human activities with emphasis on disaster preparedness, response and recovery.

COURSE OUTCOMES

After undergoing the subject, the student will be able to:

- CO1: Comprehend the importance of sustainable ecosystem.
- CO2: Clarify interdisciplinary nature of environmental issues.
- CO3: Describe corrective measures for the abatement of pollution.
- CO4: Identify the role of non-conventional energy resources in environmental protection.
- CO5: Recognize various types of disasters.

DETAILED CONTENTS

UNIT I

Introduction

- 1.1 Basics of ecology, eco system- concept, and sustainable development, Sources, advantages, disadvantages of renewable and nonrenewable energy.
- 1.2 Rain water harvesting
- 1.3 Deforestation – its effects & control measures

UNIT II

Air and Noise Pollution

- 2.1 Air Pollution: Source of air pollution. Effect of air pollution on human health, economy, Air pollution control methods.

- 2.2 Noise Pollution: Source of noise pollution, Unit of noise, Effect of noise pollution, Acceptable noise level, Different method of minimizing noise pollution.

UNIT III

Water and Soil Pollution

- 3.1 Water Pollution: Impurities in water, Cause of water pollution, Source of water pollution. Effect of water pollution on human health, Concept of DO, BOD, COD. Prevention of water pollution- Water treatment processes, Sewage treatment. Water quality standard.
- 3.2 Soil Pollution :Sources of soil pollution, Effects and Control of soil pollution, Types of Solid waste- House hold, Industrial, Agricultural, Biomedical, Disposal of solid waste, Solid waste management E-waste, E – waste management

UNIT IV

Impact of Energy Usage on Environment

Global Warming, Green House Effect, Depletion of Ozone Layer, Acid Rain. Eco-friendly Material, Recycling of Material, Concept of Green Buildings, Concept of Carbon Credit & Carbon footprint.

UNIT V

Disaster Management

A. Different Types of Disaster:

Natural Disaster: such as Flood, Cyclone, Earthquakes and Landslides etc.

Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea Rail & Road), Structural failures(Building and Bridge), War & Terrorism etc.

B. Disaster Preparedness:

Disaster Preparedness Plan

Prediction, Early Warnings and Safety Measures of Disaster

Psychological response and Management (Trauma, Stress, Rumour and Panic)

RECOMMENDED BOOKS

- 1) S.C. Sharma & M.P. Poonia, “Environmental Studies”, Khanna Publishing House, New Delhi.
- 2) BR Sharma, “Environmental and Pollution Awareness”, Satya Prakashan, New Delhi.
- 3) Dr. RK Khitoliya, “Environmental Pollution”, S Chand Publishing, New Delhi.

- 4) Erach Bharucha, “Environmental Studies”, University Press (India) Private Ltd., Hyderabad.
- 5) Suresh K Dhamija, “Environmental Engineering and Management”, S K Kataria and Sons, New Delhi.
- 6) E-books/e-tools/relevant software to be used as recommended by AICTE/BTE/NITTTR, Chandigarh.
- 7) Dr. Mrinalini Pandey, “Disaster Management”, Wiley India Pvt. Ltd.
- 8) Tushar Bhattacharya, “Disaster Science and Management”, McGraw Hill Education (India) Pvt. Ltd.

INSTRUCTIONAL STRATEGY

In addition to theoretical instructions, different activities pertaining to Environmental Studies and Disaster Management like expert lectures, seminars, visits etc. may also be organized This subject contains five units of equal weightage.

SECOND YEAR

NSQF LEVEL - 4

12. STUDY AND EVALUATION SCHEME

THIRD SEMESTER

Sr. No.	SUBJECTS	STUDY SCHEME		Credits L+P=C	MARKS IN EVALUATION SCHEME						Total Marks of Internal & External
		Periods/Week			INTERNAL ASSESSMENT			EXTERNAL ASSESSMENT			
		L	P		Th	Pr	Total	Th	Pr	Total	
3.1	Industrial/In-house Training - I	-	2	0+1=1	-	40	40	-	60	60	100
3.2	Food Production -III	2	6	2+3=5	40	40	80	60	60	120	200
3.3	Food & Beverage Service -III	2	4	2+2=4	40	40	80	60	60	120	200
3.4	Front Office Operations –III	2	4	2+2=4	40	40	80	60	60	120	200
3.5	Housekeeping Operations –III	2	4	2+2=4	40	40	80	60	60	120	200
3.6	Food Science & Nutrition	3	-	3+0=3	40	-	40	60	-	60	100
3.7	Multidisciplinary Elective (MOOCs ⁺ /Offline)	2	-	2+0=2	40	-	40	60	-	60	100
	#Student Centred Activities	-	2	-	-	-	-	-	-	-	-
	Total	13	22	23	240	200	440	360	300	660	1100

+ Assessment of Multidisciplinary Elective through MOOCs shall be based on assignments out of 100 marks.

Student Centered Activities will comprise of co-curricular activities like extension lectures on Constitution of India, Electoral Literacy, Motor Vehicles (Driving) Regulations 2017 etc., games, hobby clubs e.g. photography etc., seminars, declamation contests, educational field visits, N.C.C., NSS, Cultural Activities and self-study etc.

FOURTH SEMESTER

Sr. No.	SUBJECTS	STUDY SCHEME		Credits L+P=C	MARKS IN EVALUATION SCHEME						Total Marks of Internal & External
		Periods/Week			INTERNAL ASSESSMENT			EXTERNAL ASSESSMENT			
		L	P		Th	Pr	Total	Th	Pr	Total	
4.1	*English and Communication Skills-II	2	2	2+1=3	40	40	80	60	60	120	200
4.2	Food Production -IV	2	4	2+2=4	40	40	80	60	60	120	200
4.3	Food & Beverage Service -IV	2	4	2+2=4	40	40	80	60	60	120	200
4.4	Front Office Operations –IV	2	4	2+2=4	40	40	80	60	60	120	200
4.5	Housekeeping Operations –IV	2	4	2+2=4	40	40	80	60	60	120	200
4.6	Open Elective (MOOCs ⁺ /Offline)	2	-	2+0=2	40	-	40	60	-	60	100
4.7	Minor Project	-	4	0+2=2	-	40	40	-	60	60	100
	#Student Centred Activities	-	1	-	-	-	-	-	-	-	-
	Total	12	23	23	240	240	480	360	360	720	1200

* Common with other Diploma Courses

+ Assessment of Open Elective through MOOCs shall be based on assignments out of 100 marks.

Student Centered Activities will comprise of co-curricular activities like extension lectures on Constitution of India, Electoral Literacy, Motor Vehicles (Driving) Regulations 2017 etc., games, hobby clubs e.g. photography etc., seminars, declamation contests, educational field visits, N.C.C., NSS, Cultural Activities and self-study etc.

Industrial Training: After 4th Semester, students shall undergo Industrial Training of 4 Weeks.

13. HORIZONTAL AND VERTICAL SUBJECTS ORGANISATION

Sr. No.	Subjects/Areas	Hours Per Week	
		Third Semester	Fourth Semester
1.	Industrial/In-house Training - I	2	-
2.	Food Production -III	8	-
3.	Food & Beverage Service -III	6	-
4.	Front Office Operations –III	6	-
5.	Housekeeping Operations –III	6	-
6.	Food Science & Nutrition	3	-
7.	Multidisciplinary Elective (MOOCs/Offline)	2	-
8.	English and Communication Skills-II	-	4
9.	Food Production -IV	-	6
10.	Food & Beverage Service -IV	-	6
11.	Front Office Operations –IV	-	6
12.	Housekeeping Operations –IV	-	6
13.	Open Elective (MOOCs/Offline)	-	2
14.	Minor Project		4
15.	Student Centered Activities (SCA)	2	1
Total		35	35

14. COMPETENCY PROFILE & EMPLOYMENT OPPORTUNITIES

Government and private sectors related to Hotel Management and Catering Technology require skilled workers to work in familiar, predictable, routine situations of clear choice. They are expected to have factual knowledge of Hotel Management and Catering Technology field. They shall be able to write and speak with required clarity. Students after passing level 4 shall have understanding of basic principles of hotel management along with basic understanding of social and natural environment. They are expected to recall and demonstrate quality skill in narrow range of applications using appropriate rules and tools.

Skilled workers will be responsible for carrying out a range of jobs, some of which will require them to make choices about the approaches they adopt. They will be expected to learn and improve their practice on the job. They should know what constitutes quality in the occupation and should distinguish between good and bad quality in the context of their job roles. Skilled worker at this level will be expected to carry out their work safely and securely and take full account of the health and safety on colleagues and customers. They should work hygienically and in ways which show an understanding of environmental issues. In working with others, they will be expected to conduct themselves in ways which show a basic understanding of the social and political environment.

Following job opportunities are available for the students of Hotel Management and Catering Technology

- Hotel Industry
- Corporate/Institutional Catering
- Tourism Corporation
- Adventurous/ Nature/ Health Tourism
- Armed forces catering
- IRCTC catering
- Travel Agencies
- Hospitals
- Cruise Lines
- Airlines
- Retail industry
- Hostels (Youth)

- Restaurants/ Coffee shops
- Own Catering Services
- Private Hospitalities Services

15. PROGRAMME OUTCOMES

The program outcomes are derived from five domains of NSQF Level – 4 namely Process, Professional Knowledge, Professional Skill, Core Skill, Responsibility. After completing this level, the student will be able to:

- PO1:** Work in familiar, predictable, routine situation of clear choice.
- PO2:** Acquire factual knowledge in the field of Hotel Management and Catering Technology for employment.
- PO3:** Recall and demonstrate quality skills in routine and repetitive in narrow range of applications using appropriate rules and tools.
- PO4:** Write and speak with required clarity and show basic understanding of social and natural environment.
- PO5:** Perform tasks with responsibility for own work and learning.
- PO6:** Select multidisciplinary and open elective of own interest to develop self-learning through MOOCs.

16. ASSESSMENT OF PROGRAMME AND COURSE OUTCOMES

Programme Outcomes to be Assessed	Assessment Criteria for the Course Outcomes
<p>PO1: Work in familiar, predictable, routine situation of clear choice.</p>	<ul style="list-style-type: none"> • State the concept of Menu planning, Indenting and planning menu of commercial catering establishments. • Discuss the requirements of Volume catering in terms of equipment, space and staffing. • Identify different types of volume catering establishments and their requirements for the menu. • Familiarize with various regional cuisines of India with respect to the demographic location, weather, Historical background, major crops/produce of the area, Special equipment used, cooking medium, staple diet of population, festival menu/dishes, popular dishes of the region • Familiarize with different methods of alcohol manufacturing. • Explain the role of concierge and bell desk. • Recognize check-in procedures and have better understanding. • Describe night auditing. • Explain front office accounting operations. • State hotel porch operations.
<p>PO2: Acquire factual knowledge in the field of Hotel Management and Catering Technology for employment</p>	<ul style="list-style-type: none"> • State concept of bar operations. • Explain different types of alcoholic beverages. • Identify different types of equipment used in bar operations. • Discuss the sequence and service procedure of alcoholic drinks. • Describe the overall structure and operation

	<p>of hospitality industry.</p> <ul style="list-style-type: none"> • Explain role and responsibility of housekeeping department. • Discuss relationship of housekeeping with other departments. • Demonstrate an understanding of housekeeping basic planning activity and its organization • Describe the overall structure and operation of hospitality industry. • Explain role and responsibility of housekeeping department. • Discuss relationship of housekeeping with other departments. • Demonstrate an understanding of housekeeping basic planning activity and its organization
<p>PO3: Recall and demonstrate quality skills in routine and repetitive in narrow range of applications using appropriate rules and tools</p>	<ul style="list-style-type: none"> • Familiarize with the importance of nutrition in our life. • Describe the basics of nutrition and significance of energy in our life. • Explain about various nutrients like macro-nutrients and micro-nutrients after studying this subject. • Discuss about what one should eat and what is the role and importance of healthy eating. • Recognize balanced diet and their importance in our life. • State the concept of planning various f&b operations. • Explain the concept of menu and menu planning. • Explain different types of function catering • Explain the role of computer application in

	<p>front office operations.</p> <ul style="list-style-type: none"> • Describing check-out procedures • Apply guest safety & security procedures • Identify different types of banquets and buffet service. • Familiarize with different flambé recipe, gueridon trolleys, equipment and ingredients. • Discuss the importance of Kitchen Stewarding department in hotel industry
<p>PO4: Write and speak with required clarity and show basic understanding of social and natural environment.</p>	<ul style="list-style-type: none"> • Develop writing, speaking and presentations skills • Communicate effectively with an increased confidence; read, write and speak in English language fluently. • Comprehend special features of format and style of formal communication through various modes. • Write a Report, Resume, make a Presentation, Participate in GDs and Face Interviews • Illustrate use of communication to build a positive self-image through self-expression and develop more productive interpersonalrelationships. • Create writing and communication skills. • Develop Presentation skills.
<p>PO5: Perform tasks with responsibility for own work and learning.</p>	<ul style="list-style-type: none"> • Identify various community cuisines of India with respect to the demographic location, weather, Historical background, major crops/produce of the area, Special equipment used, cooking medium, staple diet of population, festival menu/dishes, popular dishes of the region. • Identify types of bread, bread making methods and bread faults. • Identify Pastry types, making and different

	<p>pastry products.</p> <ul style="list-style-type: none"> • Apply the procedure of making chaud froid sauces, aspic, mousse, Parfaits, quenelles and roulade. • Identify different types of banquets and buffet service.
<p>PO6: Select multidisciplinary and open elective of own interest to develop self-learning through MOOCs</p>	<ul style="list-style-type: none"> • State the basic concepts and principles of multidisciplinary and open elective subject. • Perform in a better way in the professional world. • Learn the subject related to own interest. • Explore latest developments in the multidisciplinary and open elective field. • Develop the habit of self-learning. • Display analytical and research abilities. • Integrate multiple knowledge domains. • Enhance the scope and depth of learning.

17. SUBJECTS & CONTENTS

(SECOND YEAR)

THIRD SEMESTER

3.1	Industrial/In-House Training - I	79-80
3.2	Food Production -III	81-85
3.3	Food & Beverage Service -III	86-89
3.4	Front Office Operations –III	90-92
3.5	Housekeeping Operations –III	93-95
3.6	Food Science & Nutrition	96-99
3.7	Multidisciplinary Elective (MOOCs/Offline)	100-101

3.1 INDUSTRIAL / IN-HOUSE TRAINING-I

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RATIONALE

Industrial training / In – house training will help the students to understand the working environment of relevant industries. The student will learn to work in team to solve the industrial problems. It will also give exposure about the present and future requirements of the relevant industries. This training is very important for development of required competencies and skills for employment and start– ups.

COURSE OUTCOMES

After undergoing the training, the students will be able to:

- CO1: Understand the working environment of industries
- CO2: Take necessary safety precautions and measures.
- CO3: Learn about present and future requirement of industries.
- CO4: Work in team for solving industrial problems
- CO5: Develop competencies and skills required by relevant industries.
- CO6: Develop writing, speaking and presentations skills.

PRACTICAL EXERCISES

1. Report writing based on industrial training.
2. Preparation of Power Point Slides based on industrial training and presentation by the candidate.
3. Internal Evaluation based on quality of Report, PPT preparation, PPT presentation and answer to queries.
4. External Evaluation based on quality of Report, PPT preparation, PPT presentation and answer to queries.

GUIDELINES

Students will be evaluated based on Industrial training / In – house training report and their presentation using Power Point about the knowledge and skills gained during the training. The Head of the Department will depute faculty coordinators by assigning a group of students to each. The coordinators will mentor and guide the students in preparing the PPTs for final presentation.

The following performance parameters are to be considered for assessment of the students out of 100 marks:

	Parameter	Weightage
i	Industrial / In-house assessment of the candidate by the trainer	40%
ii	Report Writing	20%
iii	Power Point Presentation	20%
iv	Viva-voce	20%

3.2 FOOD PRODUCTION –III

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2	6

RATIONALE

This course on food production aims to impart knowledge about the concept of volume feeding and its requirements. The course covers different aspects of regional cuisines of India to the students and acquaint them to plan and prepare different menus of regional Indian cuisine.

COURSE OUTCOMES

After undergoing this course, the students will be able to:

- CO1: State the concept of Menu planning, Indenting and planning menu of commercial catering establishments.
- CO2: Discuss the requirements of Volume catering in terms of equipment, space and staffing.
- CO3: Identify different types of volume catering establishments and their requirements for the menu.
- CO4: Familiarize with various regional cuisines of India with respect to the demographic location, weather, Historical background, major crops/produce of the area, Special equipment used, cooking medium, staple diet of population, festival menu/dishes, popular dishes of the region.
- CO5: Identify various community cuisines of India with respect to the demographic location, weather, Historical background, major crops/produce of the area, Special equipment used, cooking medium, staple diet of population, festival menu/dishes, popular dishes of the region.

DETAILED CONTENTS

UNIT I

1.1 Menu Planning

- Principles of menu planning
- Factors to be considered while planning menu for different volume catering establishments like Industrial, Institutional, Mobile Catering Units
- Menu Planning for
 - Industrial Canteens

- School/college mess/cafeteria
- Hospital menu
- Theme Parties
- Menu planning for cruiseliners, Airlines, Railway etc
- **Indenting**
 - The concept of indenting and its requirement for bulk cooking
 - Principles of Indenting
 - Importance of Portion sizes in volume catering
 - Understanding portions of various menu items for different types of volume feeding

UNIT II

- **Volume Catering**
 - Concept of Volume catering and its types
 - Bulk Cooking Equipment
 - Care and maintenance of the equipment
 - Latest trends and developments in equipment manufacturing for Volume catering
 - Planning for Volume catering with respect to space allocation, equipment and staffing
- **Purchase & Storage**
 - Introduction to purchasing
 - Purchasing techniques
 - Concept of Standard Purchase Specifications and its need
 - Types of Storage for different types of purchased goods.

UNIT III

- **Different types of Institutional & Industrial Catering**

Industrial and Educational Canteens- Menu considerations and requirements

Hospital Catering- Nutritional requirements, Care and precautions while planning and preparations, Diet Menus

Concept of Central Production Unit/ Cloud Kitchen

Menu planning for mobile catering like Airlines, railways, cruiseliners- Salient features

Menu planning for Theme Parties- special considerations

UNIT IV

- **Indian Regional Cuisine**

- Introduction to Indian regional cuisine
- Influence of other cuisines on Indian food
- Historical background
- Factors affecting variation of eating habits and food across the country

- **Regional Cuisines**

Andhra Pradesh, Assam, Bihar, Goa, Gujarat, Himachal Pradesh, Jammu & Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Odisha, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh/Uttarakhand, West Bengal.

The given states and their food should be studied under the historical background/ heritage, Demographic location, climatic conditions, major communities, Major crops/produce, seasonal availability, Cooking medium, Special Ingredients/equipment, staple diet of common people, Specialty and festival menu etc.

UNIT V

- **Different community cuisines of India**

Anglo Indian Cuisine, Awadhi Cuisine, Bohra Cuisine, Chettinad Cuisine, Hyderabadi Cuisine, Malabari Christian, Moplah Cuisine, Parsi Cuisine, Tribal Cuisine

PRACTICAL EXERCISES

This section aims at the students' ability to indent and prepare food for bulk catering. They will also know to plan and prepare regional menus of India.

Five 3 course menus of Indian cuisine to be planned for bulk cooking and prepared including snacks, bread and sweet with suitable accompaniments.

SAMPLE MENU

Menu 1:

Paneer Tikka

Rarra Gosht

Paneer Makhani

Dal Maharani

Matar Pulao

Tandoori Roti
Kachumbar Salad
Keasri Kheer

Menu 2:

Hara Bhara Kebab
Murg Korma
Navratan Korma
Lasooni Dal
Sabz Pulao
Lachha Paratha
Phirni

20 regional menu to be planned and prepared covering all states/regions/communities.

Sample Menu:

Gujarati

Dhokla
Tameta Muthia Nu Shaak
Gujarati Dal
Vagharelo Bhaat
Methi Thepla
Doodh Pak

Kashmiri

Roganjosh
Chaman Kaliya
Kashmiri Pulao
Khameeri Roti
Gand Chetin
Kong Phirin

West Bengal

Machher Jhol
Basanti Pulao
Chholar Dal

Aloo Posto
Luchi
Gurer Payesh

Rajasthani

Laal Maas
Govind Gatte
Gatta Pulao
Dal Panchmel
Rajasthani Kachori
Lahsun ki Chutney

RECOMMENDED BOOKS

1. Parvinder S. Bali, “Quantity Food Production Operations and Indian Cuisine”, Oxford University Press.
2. J Inder Singh Kalra, “Prashad, Cooking with Indian Masters”, Allied Publishers.
3. S. C Dubey, “The Varied Kitchens of India Bakery & Confectionery”, Society of Indian Bakers.
4. Rocky Mohan, “The Art of Indian Cuisine”, Roli Books.
5. Philip E. Thangam, “Modern Cookery (Vol- I) For Teaching & Trade”, Orient Longman.
6. Manjit Gill, “Secrets of Indian Gastronomy”, Shubhi Publication.

INSTRUCTIONAL STRATEGY

This is hands-on practice based subject and topics taught in the class should be practiced in the Lab regularly for development of required skills in the students. Teacher may use various teaching aids like models, charts, graphs etc. for imparting effective instructions in the subject. This subject contains five units of equal weightage.

3.3 FOOD & BEVERAGE SERVICE - III

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2 4

RATIONALE

This course on food & Beverage service aims to impart fundamental knowledge of beverage service while also acquainting them with the daily working environment of professional food and beverage service areas of hotels. The course covers the fundamentals of bar operations, classification of alcoholic beverages, manufacturing process of various fermented and distilled beverages, and service of alcoholic beverages that are necessary to comprehend other related topics during next semesters.

COURSE OUTCOMES

After undergoing the subject, the students will be able to:

- CO1: State the concept of bar operations.
- CO2: Explain different types of alcoholic beverages.
- CO3: Identify different types of equipment used in bar operations.
- CO4: Familiarize with different methods of alcohol manufacturing.
- CO5: Discuss the sequence and service procedure of alcoholic drinks.

DETAILED CONTENTS

UNIT I

Bar Operations

- Introduction to the bar
- Bar layout – Physical layout of the bar
- Types & Parts of the bar
- Bar stock
- Bar equipment

UNIT II**Alcoholic Beverages**

- Introduction and definition
- Production of alcohol (fermentation and distillation process)
- Classification of alcoholic beverages with examples

UNIT III**Beer**

- Introduction and definition
- Types of beer
- Production of beer
- Storage and service of beer
- Brand names

UNIT IV**Wines**

- Introduction and definition
- Classification of wines with examples
- Manufacturing of wines
- Old world wines (Principal wine regions, wine laws, grape varieties, production and brand names), (France, Germany, Italy, Spain, Portugal)
- New world wines (Principal wine regions, wine laws, grape varieties, production and brand names), (USA, Australia, India, South Africa, New Zealand)
- Food and wine harmony
- Storage and service of wine

UNIT V**Spirits**

- Introduction and definition
- Production of spirits (Pot and Patent still method)
- Classification of spirits (Whisky, Rum, Vodka, Gin, Brandy and Tequila)
- Different alcoholic proof (OIML scale, Sikes scale, American proof, Gay Lussac)

PRACTICAL EXERCISES

- Induction to Bar operational areas
- Induction to types and parts of bar
- Familiarization with bar equipment
- Service of wines
 - Service of Red wine
 - Service of white/Rose wine
 - Service of sparkling wine
 - Service of fortified wines
 - Service of aromatized wines
- Service of Beer
 - Service of Bottled & canned Beers
 - Service of Draught Beers
- Service of Spirits
 - Service styles – neat/on-the-rocks/with appropriate mixers
 - Service of Whisky
 - Service of Vodka
 - Service of Rum
 - Service of Gin
 - Service of Brandy
 - Service of Tequila
- Matching Wines with Food
 - Menu Planning with accompanying Wines
- Continental Cuisine
- Indian Regional Cuisine
 - Table laying & Service of menu with accompanying Wines
- Continental Cuisine
- Indian Regional Cuisine

RECOMMENDED BOOKS

1. Vijay Dhawan, "Food and Beverage service", Frank Bros. & Co.
2. R. Singaravelavan, "Food & Beverage service", Oxford University Press.
3. Sudhir Andrews, "Text Book of Food & Beverage Management", Tata Mc Graw-Hill Publishing Company Limited.

4. Dennis Lillicrap, John Cousins, Robert Smith, ‘Food and Beverage service’.
5. Vijay R. Thakur, ‘Food and Beverage service’, Denett & Co.
6. S.N Bagchi, Anita Sharma, ‘Textbook of Food & Beverage Service’, Aman Publications, New Delhi.
7. Vara Prasad, Gopi Krishna, ‘Food and Beverage F&B Simplified’, Pearson.

INSTRUCTIONAL STRATEGY

This is hands-on practice based subject and topics taught in the class should be practiced in the Lab regularly for development of required skills in the students. Teacher may use various teaching aids like models, charts, graphs etc. for imparting effective instructions in the subject. This subject contains five units of equal weightage.

3.4 FRONT OFFICE OPERATIONS - III

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RATIONALE

This course is on front office operations aims to impart fundamental knowledge of front office while also acquainting them with the daily working environment in hotels. The course covers concierge & bell desk operations, check-in procedures, night auditing, front office accounting operations and hotel porch operations develop the knowledge and skills required to build up successful professionalism in the hotel industry.

COURSE OUTCOMES

- CO1: Explain the role of concierge and bell desk.
- CO2: Recognize check-in procedures and have better understanding.
- CO3: Describe night auditing.
- CO4: Explain front office accounting operations.
- CO5: State hotel porch operations.

DETAILED CONTENTS

UNIT I

Concierge & Bell Desk Operations

- Introduction
- Basic etiquette's and grooming, equipment used in bell desk
- Functions of bell desk/ concierge desk
- Hierarchy
- Introduction to guest mail & key handling, key control, policies for blacklisted persons, wake-up call, left luggage, scanty baggage, daily reports, paging.
- Luggage handling procedure, room changing procedure, room change format

UNIT II

Check-In Procedure

- Introduction- Pre-arrival, Arrival and Stay

- Check-in procedure in different situations like- guest having confirmed reservation, walk-in guest, group/crew, scanty baggage, international travellers
- Forms & formats used in Front Office
- Check in procedures in fully automated hotels

UNIT III

Front Office Accounting Operations

- Accounting fundamentals, accounts, folios, vouchers, POS, ledgers
- Guests and non-guests accounts
- Accounting system-: non-automated hotels, semi-automated hotels
- Fully automated hotels

UNIT IV

Night Auditing

- Importance of night auditing
- Duties & responsibilities of night auditor
- Common revenue centers of a hotel
- Basic steps involved in preparing night audit- complete posting, reconcile room, status discrepancies, verify room rates, verify no-show reservations, cash deposit
- Audit procedures (non-automatic hotels, semi- automated, and fully automated)

UNIT-V

Hotel Porch Operations Management

- Car-parking self, valet parking,
- Public addresses system
- Duties of doorman/parking attendant
- Airport representative

PRACTICAL EXERCISES

1. Hot function keys
 2. Create and update guest folios
 3. Pre- register a guest
 4. How to check-in in folio
 5. How to print guest folio
 6. Check in a reserved guest
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7. How to process auditing
8. How to present guest folio
9. How to re-programme a key
10. How to make a reservation
11. How to extend a key
12. How to cancel a reservation

RECOMMENDED BOOKS

1. Jatashankar R. Tiwari, "Front Office Operations and Management", Oxford University Press.
2. Dr. J.P. Kant, "Front Office Operations and Management", Aman Publications.
3. R.K. Puri, "Front Office Operations and Management", Manju Publications.
4. Sudhir Andrews, "Front Office Management and Operations", McGraw Hill Education.
5. S.K. Bhatnagar, "Front Office Management", Frank Brothers Publications.

INSTRUCTIONAL STRATEGY

This is hands-on practice based subject and topics taught in the class should be practiced in the Lab regularly for development of required skills in the students. Teacher may use various teaching aids like models, charts, graphs etc. for imparting effective instructions in the subject. This subject contains five units of different weightage.

3.5 HOUSEKEEPING OPERATIONS-III

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RATIONALE

This course on Accommodation operation aims to impart fundamental knowledge of Housekeeping while also acquainting them with the daily working environment of professional accommodation of hotels. The course covers the fundamentals of fibers & fabrics, hotel linen & linen room, uniforms and sewing rooms, flower arrangement and energy conservation methods that are necessary to comprehend other related topics during next semesters. Topics like importance and need of housekeeping, types of rooms and layout of housekeeping and cleaning organization will help students lay the groundwork for the subject.

COURSE OUTCOMES

After undergoing the subject, the students will be able to:

- CO1: Describe the overall structure and operation of hospitality industry.
- CO2: Explain role and responsibility of housekeeping department.
- CO3: Discuss relationship of housekeeping with other departments.
- CO4: Demonstrate an understanding of housekeeping basic planning activity and its organization.

DETAILED CONTENTS

UNIT I

Fibres & Fabrics

- Definition, origin
- Classification
- Characteristics of different fibers
- Types of fibers: cotton, linen, silk, polyester, nylon, acrylic, yarns

UNIT II

Hotel Linen and Linen Room

- Activities of linen room

- Layout and equipment in the linen room
- Selection criteria for various linen items & fabrics suitable for this purpose
- Purchase of linen
- Calculation of linen requirement
- Linen control-procedures and records
- Stocktaking- procedures and records
- Recycling of discarded linen
- Linen hire

UNIT III

Uniforms and Sewing Rooms

- Purpose of uniforms
- Advantages of providing uniforms to staff
- Issuing and exchange of uniforms; types of uniforms
- Selection and design of uniforms
- Layout of the uniform room
- Activities and areas to be provided
- Equipment provided

UNIT IV

Flower Arrangement

- Flower arrangement in hotels
- Equipment and material required for flower arrangement
- Conditioning of plant material
- Styles of flower arrangements
- Principles of design as applied to flower arrangement

UNIT V

Energy Conservation Methods

- Definition of energy conservation
- Why energy conservation
- Tips for energy conservation
- Alternative sources of energy
- Energy conservation checklist for guest rooms

PRACTICAL EXERCISES

1. Collecting samples of fabrics and identify the weaves
2. Linen inventory
3. Practicing needle work
4. Decoration according to different event and themes.
5. Flower arrangement
6. Uniform designing
7. SOP servicing a guest room
8. SOP bed making
9. Public area cleaning

RECOMMENDED BOOKS

1. Jay Prakash Kant and Sonal Agarwal, “Hotel Housekeeping: Operations & Management”, The Hospitality Press.
2. G. Raghubalan and Smritee Raghubalan, “Hotel Housekeeping Operations and Management”, Oxford University Press India.
3. Pralay Ganguly, “Housekeeping Management in Hotel and Service Industry”, Dreamtech Press.
4. Malini Singh, “Housekeeping – Operations, Design and Management”, Jaico Publishing House.

INSTRUCTIONAL STRATEGY

This is hands-on practice based subject and topics taught in the class should be practiced in the Lab regularly for development of required skills in the students. Teacher may use various teaching aids like models, charts, graphs etc. for imparting effective instructions in the subject. This subject contains five units of equal weightage.

3.6 FOOD SCIENCE AND NUTRITION

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3 -

RATIONALE

Nutrition is a subject which is designed to provide students with knowledge of the principles governing healthy dietary patterns and the relationships between dietary practices and various diseases due to nutrient discrepancies. It actually highlights on balanced diet and there forth it makes them aware about the importance and need of various nutrients and also the state which happens due to their discrepancies. It will make student more capable to deal with various different guest in hotels with more efficiency in terms of their nutritional requirements.

COURSE OUTCOMES

After undergoing the subject, the students will be able to:

- CO1: Familiarize with the importance of nutrition in our life.
- CO2: Describe the basics of nutrition and significance of energy in our life.
- CO3: Explain about various nutrients like macro-nutrients and micro-nutrients after studying this subject.
- CO4: Discuss about what one should eat and what is the role and importance of healthy eating.
- CO5: Recognize the balanced diet and its importance in our life.

DETAILED CONTENTS

UNIT I

Basic Aspects

- A. Definition of the terms Health, Nutrition and Nutrients
- B. Importance of Food – (Physiological, Psychological and Social function of food) in maintaining good health.
- C. Classification of nutrients

UNIT II

Energy

- A. Definition of Energy and Units of its measurement (Kcal)

- B. Energy contribution from macronutrients (Carbohydrates, Proteins and Fat)
- C. Factors affecting energy requirements
- D. Concept of BMR, SDA, Thermodynamic action of food
- E. Dietary sources of energy
- F. Concept of energy balance and the health hazards associated with Underweight, Overweight

UNIT III

Macro Nutrients

Carbohydrates

- Definition
- Classification (mono, di and polysaccharides)
- Dietary Sources
- Functions
- Significance of dietary fibre (Prevention/treatment of diseases)

Lipids

- Definition
- Classification: Saturated and unsaturated fats
- Dietary Sources
- Functions
- Significance of Fatty acids (PUFAs, MUFAs, SFAs, EFA) in maintaining health
- Cholesterol – Dietary sources and the Concept of dietary and blood cholesterol

Proteins

- Definition
- Classification based upon amino acid composition
- Dietary sources
- Functions
- Methods of improving quality of protein in food (special emphasis on Soya proteins and whey proteins)

UNIT IV

Macro Nutrients

- A. Vitamins

- Definition and Classification (water and fats soluble vitamins)
- Food Sources, function and significance of:
 1. Fat soluble vitamins (Vitamin A, D, E, K)
 2. Water soluble vitamins (Vitamin C, Thiamine, Riboflavin, Niacin, Cyanocobalamin Folic acid)
- B. Minerals
 - Definition and Classification (major and minor)
 - Food Sources, functions and significance of: Calcium, Iron, Sodium, Iodine & Flourine

UNIT V

Water

- Definition
- Dietary Sources (visible, invisible)
- Functions of water
- Role of water in maintaining health (water balance)

Balanced Diet

- Definition
- Importance of balanced diet
- RDA for various nutrients – age, gender, physiological state

RECOMMENDED BOOKS

1. Sunetra Roday, “Food Science and Nutrition” Oxford Publication.
2. Dr. M Swaminathan, “The Bangalore Press Advanced Text Book on Food and Nutrition” The Bangalore Press.
3. Roberta Larson Duyff, “Academy of Nutrition and Dietetics Complete Food and Nutrition”.
4. Shrinandan Bansal, “Food and Nutrition” Aitbs Publisher, India.
5. Maimum Nisha, “Health, Food and Nutrition” Kalpaz Publications.
6. Pooja Verma, “Nutrition and Dietetics” CBS publishers.
7. Partho Pratim Seal, “Food and Beverage Management”, Oxford University Press.

INSTRUCTIONAL STRATEGY

This is a subject which is based on the theoretical aspects of nutrition and hence teachers must ensure that the things which are taught should be related to the health and nutritional aspect of students. Teachers should emphasis on health, nutritious foods, nutritive values and their importance in everyone's life. This will generate interest among students for the subject. This subject contains five units of equal weightage.

3.7 MULTIDISCIPLINARY ELECTIVE

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RATIONALE

Multidisciplinary electives are very important and play major role in implementation of National Education Policy. Multidisciplinary is a subject which is useful for two or more disciplines in which students are asked to understand the concept of multidisciplinary or interdisciplinary. It will help the students to gain an arsenal of skills that are easily transferable across work environments.

COURSE OUTCOMES

At the end of the open elective, the students will be able to:

- CO1: Apply critical thinking problem solving.
- CO2: Demonstrate self and time management.
- CO3: Display analytical and research abilities.
- CO4: Integrate multiple knowledge domains.
- CO5: Enhance the scope and depth of learning.

LIST OF MULTIDISCIPLINARY ELECTIVES

(The list is indicative and not exhaustive)

1. Introduction to Internet of Things
2. Introduction to Robotics
3. Introduction to Embedded System Design
4. Fundamentals of Artificial Intelligence
5. Digital Image Processing
6. Introduction to Machine Learning
7. Fundamentals of Artificial Intelligence
8. The Joy of Computing Using Python
9. Cloud Computing
10. Introduction to Industry 4.0
11. Industrial Internet of Things
12. Object Oriented System Development using UML, Java and Patterns

GUIDELINES

Multidisciplinary Elective shall be offered preferably in online mode. Online mode multidisciplinary elective shall preferably be through Massive Open Online Courses (MOOCs) from Swayam, NPTEL, Upgrad, Udemy, Khan Academy or any other online portal to promote self-learning. A flexible basket of large number of multidisciplinary electives is suggested which can be modified depending upon the availability of courses at suggested portals and requirements. For online multidisciplinary electives, department coordinators shall be assigned to monitor and guide the group of students for selection of minimum 20 hours duration online course of their choice. For offline multidisciplinary electives, a suitable relevant subject shall be offered by the respective department to the students with minimum 40% of the total class strength as per present and future requirements.

Assessment of MOOCs multidisciplinary elective shall be based on continuous evaluation by the respective coordinator. The coordinator shall consider the submitted assignments by the students from time to time during the conduct of MOOCs. The MOOCs assessment shall be conducted by the coordinator along with one external expert by considering submitted assignments out of 100 marks.

In case, no suitable open elective is available online, only then the course may be conducted in offline mode. The assessment of offline multidisciplinary elective shall be internal and external. The offline multidisciplinary elective internal assessment of 40 marks shall be based on internal sessional tests, assignments etc. and external assessment of 60 marks shall be based on external examination at institute level.

SUGGESTED WEBSITES

1. <https://swayam.gov.in/>
2. <https://www.udemy.com/>
3. <https://www.upgrad.com/>
4. <https://www.khanacademy.org/>

FOURTH SEMESTER

4.1	English and Communication Skills-II	102-106
4.2	Food Production -IV	107-111
4.3	Food & Beverage Service -IV	112-115
4.4	Front Office Operations –IV	116-118
4.5	Housekeeping Operations –IV	119-121
4.6	Open Elective	122-124
4.7	Minor Project	125-126

4.1 ENGLISH AND COMMUNICATION SKILLS - II

L	P
2	2

RATIONALE

Communication II moves a step further from Communication Skills I and is aimed at enhancing the linguistic competency of the students. Language as the most commonly used medium of self-expression remains indispensable in all spheres of human life – personal, social and professional. This course is intended to make fresh ground in teaching of Communicative English as per the requirements of National Skill Quality Framework.

COURSE OUTCOMES

After undergoing this course, the learners will be able to:

- CO1: Communicate effectively with an increased confidence; read, write and speak in English language fluently.
- CO2: Comprehend special features of format and style of formal communication through various modes.
- CO3: Write a Report, Resume, make a Presentation, Participate in GDs and Face Interviews
- CO4: Illustrate use of communication to build a positive self-image through self-expression and develop more productive interpersonal relationships.

DETAILED CONTENTS

UNIT I

Reading

- 1.1 Portrait of a Lady - Khushwant Singh
- 1.2 The Doctor's Word by R K Narayan
- 1.3 Speech by Dr Kiran Bedi at IIM Indore 2007 Leadership Concepts
- 1.4 The Bet - by Anton Chekov

UNIT II**Effective Communication Skills**

- 2.1 Modern means of Communication (Video Conferencing, e- mail, Teleconferencing)
- 2.2 Effective Communication Skills: 7 C's of Communication
- 2.3 Non-verbal Communication – Significance, Types and Techniques for Effective Communication
- 2.4 Barriers and Effectiveness in Listening Skills
- 2.5 Barriers and Effectiveness in Speaking Skills

Unit III**Professional Writing**

- 3.1 Correspondence: Enquiry letters, placing orders, complaint letters
- 3.2 Report Writing
- 3.3 Memos
- 3.4 Circulars
- 3.5 Press Release
- 3.6 Inspection Notes and tips for Note-taking
- 3.7 Corrigendum writing
- 3.8 Cover Letter

UNIT IV**Grammar and Vocabulary**

- 4.1 Prepositions
- 4.2 Conjunctions
- 4.3 Punctuation
- 4.4 Idioms and Phrases: A bird of ill omen, A bird's eye view, A burning question, A child's play, A cat and dog life, A feather in one's cap, A fish out of water, A shark, A snail's pace, A snake in the grass, A wild goose chase, As busy as a bee, As faithful as dog, Apple of One's eye, Behind one's back, Breath one's last, Below the belt, Beat about the bush, Birds of a feather flock together, Black Sheep, Blue blood, By hook or crook, Chicken hearted, Cut a sorry figure ,Hand in glove, In black and white, In the twinkling, In full swing ,Is blind as a bat, No rose without a thorn, Once in a blue moon, Out of the frying pan in to the fire, know no bounds ,To back out, To bell the cat, To blow one's

trumpet, To call a spade a spade, To cut one's coat according to one's cloth, To eat humble pie, To give ear to, To have a thing on one's finger tips, To have one's foot in the grave, To hold one's tongue, To kill two birds with one stone, To make an ass of oneself, To put two and two together, To the back bone, Turn coat, ups and downs.

- 4.5 Pairs of words commonly misused and confused: Accept-except, Access-excess, Affect-effect, Artificial- artful, Aspire-expire, Bail-bale, Bare-bear, Berth-birth, Beside-besides, Break-brake, Canvas-canvass, Course- coarse, Casual-causal, Council-counsel, Continual-continuous, Coma-comma, Cue- queue, Corpse- corps-core, Dairy-diary, Desert-dessert, Dual-duel, Dew- due, Die-dye, Draft- draught-drought, Device-devise, Doze-dose, Eligible-illegible, Emigrant- immigrant, Envelop-envelope, Farther-further, Gate-gait, Goal-goal, Human-humane, Honorable-honorary, Hail-hale, Hair-heir-hare, Industrial-industrious, Impossible- impassable, Idle-idol-ideal, Lose-loose, Later-latter, Lesson-lessen, Main-Mane, Mental-mantle, Metal-mettle, Meter-metre, Oar-ore, Pray-prey, Plain-plan, Principal - principle, Personal- personnel, Roll- role, Route-rout- roote, Stationary-stationery, Union- unity, Urban- urbane, Vocation- vacation, Vain- vein-vane, Vary- very.
- 4.6 Translation of Administrative and Technical Terms in Hindi or Mother tongue: Academy, Abandon, Acting in official capacity, Administrator, Admission, Aforesaid, Affidavit, Agenda, Alma Master, Ambiguous, Appointing Authority, Apprentice, Additional, Advertisement, Assistant, Assumption of charge, Assurance, Attested copy, Bonafide, Bond, Cashier, Chief Minister, Chief Justice Clerical error, Commanding ,Officer, Consent, Contractor, corruption, Craftsman, Compensation, Code, Compensatory allowance, Compile, Confidential letter, Daily Wager, Data, Dearness allowance, Death - Cum Retirement, Dispatch, Dispatch Register, Disciplinary, Disciplinary Action, Disparity Department, Dictionary, Director, Director of Technical Education, Earned Leave, Efficiency Bar, Estate, Exemption, Executive Engineer, Extraordinary, Employment Exchange, Flying Squad, General Body, Head Clerk, Head Office, High Commission, Inconvenience, Income Tax, Indian Assembly Service, Justify, Legislative Assembly, Negligence, Officiating ,Office Record, Office Discipline, On Probation, Part Time, Performance, Polytechnic, Proof Reader Precautionary, Provisional, Qualified, Regret, Responsibility, Self-Sufficient, Senior, Simultaneous ,Staff, Stenography ,Superior, Slate, Takeover, Target Data Technical Approval, Tenure, Temporary, Timely Compliance, Under Investigation, Under Consideration, Verification, Viva-voce, Write off, Working Committee, Warning, Yours Faithfully , Zero Hour.

UNIT V

Employability Skills

- 5.1 Presentation Skills: How to prepare and deliver a good presentation
- 5.2 Telephone Etiquettes
- 5.3 Importance of developing employable and soft skills
- 5.4 Resume Writing: Definition, Kinds of Resume, Difference between Bio-data and Curriculum Vitae and Preparing a Resume for Job/ Internship
- 5.5 Group discussions: Concept and fundamentals of GD, and learning Group Dynamics.
- 5.6 Case Studies and Role Plays

PRACTICAL EXERCISES

1. Reading Practice of the above lessons in the Lab Activity classes.
2. Comprehension exercises of unseen passages along with the given lessons.
3. Vocabulary enrichment and grammar exercises based on the above selective readings.
4. Situational Conversation: Requesting and responding to requests; Expressing sympathy and condolence.
5. Warning; Asking and giving information.
6. Getting and giving permission.
7. Asking for and giving opinions.
8. A small formal and informal speech.
9. Seminar.
10. Debate.
11. Interview Skills: Preparing for the Interview and guidelines for success in the Interview and significance of acceptable body-language during the Interview.
12. Written Drills will be undertaken in the class to facilitate a holistic linguistic competency among learners.
13. Participation in a GD, Functional and Non-functional roles in GD, Case Studies and Role Plays
14. Presentations, using audio-visual aids (including power-point).
15. Telephonic interviews, face to face interviews.
16. Presentations as Mode of Communication: Persuasive Presentations using multi-media aids.
17. Practice of idioms and phrases on: Above board , Apple of One's eye , At sea, At random, At large, A burning question, A child's play, A wolf in sheep's clothing, A deal, Breath

one's last, Bid fair to, Beat about the bush, Blue Blood, Big Gun, Bring to Book, Cut a sorry figure, Call names, Carry weight, Dark Horse, Eat Humble pie, Feel small, French leave, Grease the palm, Go against the grains, Get One's nerves, Hard and Fast, Hue and Cry, Head and ears, In full swing, Jack of all trades, know no bounds, kiss the dust, Keep an eye on, Lion's share, learn by rote, Null and void, on the cards, Pull a long face, Run amuck, Right and Left, Rain on Shine, Small talk, Take to one's heels, Tooth and nail, to take by storm, , Wet blanket, Yearn for.

RECOMMENDED BOOKS

1. Alvinder Dhillon and Parmod Kumar Singla, "Text Book of English and Communication Skills Vol – 1, 2", M/s Abhishek Publications, Chandigarh.
2. J Sethi, Kamlesh Sadanand & DV Jindal, "Course in English Pronunciation", PHI Learning Pvt. Ltd., New Delhi.
3. Wren and Martin, "High School English Grammar and Composition" .
4. NK Aggarwal and FT Wood, "English Grammar, Composition and Usage", Macmillan Publishers India Ltd., New Delhi.
5. RC Sharma, and Krishna Mohan, "Business Correspondence & Report Writing", (4th Edition), by Tata MC Graw Hills, New Delhi.
6. Varinder Kumar, Bodh Raj & NP Manocha, "Business Communication Skills", Kalyani Publisher, New Delhi.
7. Kavita Tyagi & Padma Misra, "Professional Communication", PHI Learning Pvt. Ltd., New Delhi.
8. Nira Konar, "Communication Skills for Professionals", PHI Learning Pvt. Ltd., New Delhi.
9. Krishna Mohan & Meera Banerji, "Developing Communication Skills", (2nd Edition), Macmillan Publishers India Ltd., New Delhi.
10. M. Ashraf Rizwi, "Effective Technical Communication", Tata MC Graw Hills, New Delhi.
11. Andrea J Rutherford, "Basic Communication Skills for Technology", Pearson Education, New Delhi.

INSTRUCTIONAL STRATEGY

This is practice based subject and topics taught in the class should be practiced in the Lab regularly for development of required communication skills in the students. Emphasis should be given on practicing of communication skills. This subject contains five unit of equal weightage.

4.2 FOOD PRODUCTION –IV

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RATIONALE

This course on food production aims to provide theoretical knowledge of Larder and its functions along with the different types of larder products. The course also equip students to plan and prepare basic continental menu.

COURSE OUTCOMES

After undergoing this course, the students will be able to:

- CO1: State the parts and types of sandwiches and its making
- CO2: Describe about the Larder kitchen and the equipment used in larder.
- CO3: Explain the concept of charcutiere and different products under this like forcemeat, sausage, ham, bacon etc.
- CO4: Discuss the procedure of making chaud froid sauces, aspic, mousse, Parfaits, quennels and roulade.
- CO5: Identify types of bread, bread making methods and bread faults.
- CO6: Identify Pastry types, making and different pastry products.

DETAILED CONTENTS

UNIT I

- 1.1 Sandwiches
 - Different Parts of Sandwiches
 - Different types of breads and filling
 - Types of Spreads and Garnishes
 - Different types of Sandwiches
- 1.2 Use of wine in cooking

UNIT II

- 2.1 Larder & Larder Control
 - Functions of Larder Kitchen

- Larder Equipment
- Layout of Larder Kitchen
- Concept of Larder Control and its Importance
- Larder Control System
- Yield Testing and management

2.2 Duties and responsibilities of the larder chef

UNIT III

- Introduction to Charcuterie
- Force meat- Types, preparation and Uses
- Brine Cures and Marinades- Introduction and types
- Sausage- Parts of sausages, its making, types and varieties
- Ham, Bacon & Gammon- Preparation, curing methods and uses
- Making of Pate and Galantine

UNIT IV

- 4.1 Preparation of Quenelles, Parfaits and Roulades
- 4.2 Preparation of Chaud Froid, Aspic and Gelee and their uses
- 4.3 Preparation of Mousse and Mousseline

UNIT V

- 5.1 Bread Making
 - Ingredients required for bread making and their role
 - Different methods of bread making
 - Bread Faults and their causes
- 5.2 Pastry Making
 - Different types of pastry dough and its making
 - Different types of pastry products

PRACTICAL EXERCISES

This section aims to provide the student skill to indent and prepare food for bulk catering. They will also know to plan and prepare regional menus of India.

COOKERY PRACTICAL

Basic Meat Cookery

Understanding basic cuts of Lamb and Pork

Practice of Poultry cuts- Saute cut, Deboning of chicken etc.

Quality checking of Fish, and practice of different fish cuts.

Preparation of menu

Salads & Soups- Plan and Prepare popular simple and compound salads and soups, like- Waldorf Salad, Greek salad, Russian Salad, Nicoise salad etc, Cream soups, broth, puree soups, International soups etc

Poultry and Meat preparation:

Chicken Chasseur, Chicken Stew, Grilled chicken breast, Roast chicken, Chicken schnitzel, Lamb stew, Shepherd's pie, grilled steaks & Pork chops with suitable accompaniments

Fish Preparations

Fish Finger, Fish orly, Fish a la anglaise, meuniere, Mornay Fish etc with suitable accompaniments

Accompaniments

Simple Potato accompaniments: Pommes Frit, allumettes, Bataille, Layonnaise, Duchesse Potatoes, Pommes croquette, Hasselback potato, Mashed Potatoes, Creamed potatoes etc

Vegetable preparations- Grilled vegetables, Vegetables stew, Boiled vegetables, Glazed vegetables, Fried Vegetables etc.

Cold Meat Buffet: Preparation and Display

3 course continental menu should be planned (10 menus) having Appetizer, soup and main course with accompaniments using above mentioned dishes. Each menu should be demonstrated and prepared by students.

Sample Menu

Menu 1:

Fruit Salad

Crème de Tomate

Poulet Chasseur
Herbed Mash Potatoes
Glazed Carrots

Menu 2:

Tomato and Olive Brushetta
Minestrone soup
Grilled Chicken
Mushroom Risotto

BAKERY PRACTICALS

Menus to be prepared with one bread and one dessert. Modern plating style should be used for plate presentation of the dessert dishes.

Bread Preparations:

Foccacia, Garlic Rolls, Bread Sticks, Harlequin Bread, French Bread, Soft Rolls, Brioche, Whole Wheat Bread, Clover Leaf Rolls, Ciabatta, Pita bread

Dessert Preparations:

Crème Brûlée, Savarin des fruits, Chocolate Brownie, Chocolate eclairs, Chocolate Mousse, Chocolate Parfait, Baba au Rhum, Souffle Milanaise, Charlotte Royal, Charlotte russe, Doughnut, Peach Gateaux, Tarte Tartin

RECOMMENDED BOOKS

1. Parvinder S. Bali, “International cuisine and food production management”, Oxford University Press.
2. Parvinder S. Bali, “Theory of Bakery and Patisserie”, Oxford University Press.
3. S.C Dubey, “Basic Baking”, Society of Indian Bakers.
4. M J Leto & WKH Bode, “Larder Chef”, Publisher: Butterworth – Heinemann.
5. Kinton & Cessarani, “Practical Cookery”, Hodder Arnold.
6. Wayne Gisslen, “Professional Cooking”, Publisher Le Cordon Bleu.
7. Andrew Hale Feinstein and John M. Stefanelli, “Purchasing Selection and Procurement for the Hospitality Industry”.

INSTRUCTIONAL STRATEGY

This is hands-on practice based subject and topics taught in the class should be practiced in the Lab regularly for development of required skills in the students. Teacher may use various teaching aids like models, charts, graphs etc. for imparting effective instructions in the subject. This subject contains five units of equal weightage.

4.3 FOOD & BEVERAGE SERVICE - IV

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RATIONALE

This course gives an insight into planning and operating various food and beverage outlets, function catering includes banquet and buffet, gueridon service and kitchen stewarding department which develop the knowledge and skills required to build up successful professionalism in the food and beverage service industry.

COURSE OUTCOMES

After undergoing this course, the students will be able to:

- CO1: State the concept of planning various F&B operations.
- CO2: Describe the concept of menu and menu planning.
- CO3: Explain different types of function catering.
- CO4: Identify different types of banquets and buffet service.
- CO5: Familiarize with different flambé recipe, gueridon trolleys, equipment and ingredients.
- CO6: Discuss the importance of Kitchen Stewarding department in hotel industry.

DETAILED CONTENTS

UNIT I

Planning & operating various F&B outlets

- Physical layout of functional and ancillary areas
- Objective of a good layout
- Steps in planning
- Factors to be considered while planning
- Calculating space requirement
- Various set ups for seating
- Planning staff requirement
- Menu planning
- Constraints of menu planning
- Selecting and planning of heavy duty and light equipment

- Requirement of quantities of equipment required like crockery, Glassware, Cutlery - steel or silver etc.
- Suppliers & manufacturers
- Approximate cost
- Planning Décor, furnishing fixture etc

UNIT II

Function Catering

Banquet

- History
- Types
- Organisation of Banquet department
- Duties & responsibilities
- Sales
- Booking procedure
- Banquet menus

Banquet Protocol

- Space Area requirement
- Table plans/arrangement
- Misc-en-place
- Service
- Toast & Toast procedures

UNIT - III

Function Catering

Buffets

- Introduction
- Factors to plan buffets
- Area requirement
- Planning and organization
- Sequence of food
- Menu planning
- Types of Buffet
- Display

- Sit down
- Fork, Finger, Cold Buffet
- Breakfast Buffets
- Equipment
- Supplies
- Check list

UNIT - IV

Gueridon Service

- History of Gueridon
- Definition
- General consideration of operations
- Advantages & Dis-advantages
- Types of trolleys
- Factor to create impulse, Buying – Trolley, open kitchen
- Gueridon equipment
- Gueridon ingredients

UNIT – V

Kitchen Stewarding

- Importance
- Opportunities in kitchen stewarding
- Record maintaining
- Machine used for cleaning and polishing
- Inventory

PRACTICAL EXERCISES

1. Planning & Operating Food & Beverage Outlets

Class room Exercise

- Developing Hypothetical Business Model of Food & Beverage Outlets
- Case study of Food & Beverage outlets - Hotels & Restaurants

2. Function Catering – Banquets

- Planning & organizing Formal & Informal Banquets
- Planning & organizing Outdoor caterings

3. **Function Catering – Buffets**
Planning & organizing various types of Buffet
4. **Gueridon Service**
 - Organizing Mise-en-place for Gueridon Service
 - Dishes involving work on the Gueridon
 - Crepe suzette
 - Banana au Rhum
 - Peach Flambe
 - Rum Omelette
 - Steak Diane
 - Pepper Steak
5. **Kitchen Stewarding**
 - Using & operating Machines
 - Exercise – physical inventory

RECOMMENDED BOOKS

1. Vijay Dhawan, ‘‘Food and Beverage service’’, Frank Bros. & Co.
2. R. Singaravelavan, ‘‘Food & Beverage service’’, Oxford University Press.
3. Sudhir Andrews, ‘‘Text Book of Food & Beverage Management’’, Tata Mc Graw-Hill Publishing Company Limited.
4. Dennis Lillicrap, John Cousins, Robert Smith, ‘‘Food and Beverage service’’.
5. Vijay R. Thakur, ‘‘Food and Beverage service’’, Denett & Co.
6. S.N Bagchi, Anita Sharma, ‘‘Textbook of Food & Beverage Service’’, Aman Publications, New Delhi.
7. Vara Prasad, Gopi Krishna, ‘‘Food and Beverage F&B Simplified’’, Pearson.

INSTRUCTIONAL STRATEGY

This is hands-on practice based subject and topics taught in the class should be practiced in the Lab regularly for development of required skills in the students. Teacher may use various teaching aids like models, charts, graphs etc. for imparting effective instructions in the subject. This subject contains five units of equal weightage.

4.4 FRONT OFFICE OPERATIONS - IV

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RATIONALE

This course is on front office operations aims to impart fundamental knowledge of front office while also acquainting them with the daily working environment in hotels. The course covers computer application in front office operations, check-out procedures, front office & guest safety & security, French & disaster management develop the knowledge and skills required to build up successful professionalism in the hotel industry.

COURSE OUTCOMES

After undergoing this subject, the students will be able to:

- CO1: Explain the role of computer application in front office operations.
- CO2: Describing check-out procedures
- CO3: Apply guest safety & security procedures
- CO4: Use French language to some extent.
- CO5: State the concept of disaster management

DETAILED CONTENTS

UNIT I

Computer Application in Front Office Operations

- Importance of computer in Front Office
- Role of information technology in hospitality industry
- PMS: Definition, Modules
- Different PMS systems- MICROS, AMADEUS, IDS FORTUNE, SHAWMAN, WORLD SPAN

UNIT II

Check-Out Procedures

- Departure activity at various desk:- Bell desk, at lobby, reception, cashier
- Different methods of settlement:- cash, credit card, cheques, travel cheques, bill to

company, combined settlement method, Indian currency and foreign currency, front office record.

- Transfer of guest accounts
- Checkout options:- Express checkout, self- checkout, digital checkout, on desk checkout.

UNIT III

Front Office & Guest Safety and Security

- Role of front office in hotel security
- Importance of security systems
- Safe deposit
- Key control
- Emergency situations (accident, illness, theft, fire, bomb)

UNIT IV

French

- Expressions de politesse et les commander et Expressions d'encouragement
- Basic conversation related to Front Office activities such as
 - i. Reservations (personal and telephonic)
 - ii. Reception Doorman, Bell boys, Receptionist, etc.
 - iii. Cleaning of room and change of room etc.

UNIT V

Disaster Management

- Prevention and mitigation of disasters,
- Early warning systems; preparedness, capacity development; awareness
- During disaster- evacuation-disaster communication- search and rescue- emergency operation center- incident command system- relief and rehabilitation
- Post disaster- damage and needs assessment, restoration of critical infrastructure- early recovery- reconstruction and redevelopment

PRACTICAL EXERCISES

1. Hot function keys
2. Update guest folios
3. Drill for safety & security
4. Disaster management drills and practices

SUGGESTIVE LIST OF TASK FOR INTELACT DATA SYSTEM (IDS) FRONT OFFICE OPERATION SYSTEM

1. Intelact Data System (IDS) training – Hot Function keys
2. How to put message in Intelact Data System (IDS)
3. How to put a locator in Intelact Data System (IDS)
4. How to check in a first time guest
5. How to check in an existing reservation
6. How to check in a day use
7. How to issue a new key
8. How to verify key
9. How to cancel a key
10. How to issue a duplicate key
11. How to extend a key
12. How to print and prepare registration cards for arrival
13. How to programme keys continuously
14. How to programme one key for two rooms
15. How to re-programme a key

RECOMMENDED BOOKS

1. Jatashankar R. Tiwari, “Front Office Operations and Management”, Oxford University Press.
2. Dr. J.P. Kant, “Front Office Operations and Management”, Aman Publications.
3. R.K. Puri, “Front Office Operations and Management”, Manju Publications.
4. Sudhir Andrews, “Front Office Management and Operations”, McGraw Hill Education.
5. S.K. Bhatnagar, “Front Office Management”, Frank Brothers Publications.

INSTRUCTIONAL STRATEGY

This is hands-on practice based subject and topics taught in the class should be practiced in the Lab regularly for development of required skills in the students. Teacher may use various teaching aids like models, charts, graphs etc. for imparting effective instructions in the subject. This subject contains five units of equal weightage.

4.5 HOUSEKEEPING OPERATIONS-IV

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RATIONALE

This course on Accommodation operation aims to impart fundamental knowledge of Housekeeping while also acquainting them with the daily working environment of professional accommodation of hotels. The course covers the fundamentals of budgeting, laundry management, indoor plants, interior decoration and situation that are necessary to comprehend other related topics during next semesters. Topics like importance and need of housekeeping budgeting, laundry management and interior decoration will help students lay the groundwork for the subject.

COURSE OUTCOMES

After undergoing this course, the students will be able to:

- CO1: Describe the overall structure and operation of hospitality industry.
- CO2: Explain role and responsibility of housekeeping department.
- CO3: Discuss relationship of housekeeping with other departments.
- CO4: Demonstrate an understanding of housekeeping basic planning activity and its organization

DETAILED CONTENTS

UNIT I

Housekeeping Budgeting

- Concept & importance
- Types of budget
- The budget process
- Operational and capital budget
- Housekeeping room cost
- Housekeeping expenses

UNIT II**Laundry Management**

- Commercial and on-site laundry
- Flow process of industrial laundering-OPL
- Stages in the wash cycle
- Laundry equipment and machines
- Layout of the laundry
- Dry cleaning
- Guest laundry/ valet service
- Stain removal

UNIT III**Indoor Plants**

- Selection and care

UNIT IV**Interior Decoration**

- Definition
- Importance & purpose
- Elements of design
- Principles of design

UNIT V**Situation Handling/ Service Design for Typical Market Segment (Safety, Security & Comfort)**

- Airlines crew guest rooms, single lady guests, children
- Typical house-keeping complaints / situations handling
- Inter departmental coordination especially with room-service, maintenance, telephone, security and front desk

PRACTICAL EXERCISES

1. Laundry machine
 2. Laundry equipments
 3. Special decoration (indenting, costing, executing)
 4. Commercial bed-making
-

5. Layout of guest rooms using interior decoration techniques
6. Stain removal
7. Situation handling
8. Indoor plants
9. Fire drill

RECOMMENDED BOOKS

1. Jay Prakash Kant and Sonal Agarwal, “Hotel Housekeeping: Operations & Management”, The Hospitality Press.
2. G. Raghubalan and Smritee Raghubalan, “Hotel Housekeeping Operations and Management”, Oxford University Press India.
3. Pralay Ganguly, “Housekeeping Management in Hotel and Service Industry”, Dreamtech Press.
4. Malini Singh, “Housekeeping – Operations, Design and Management”, Jaico Publishing House.

INSTRUCTIONAL STRATEGY

This is hands-on practice based subject and topics taught in the class should be practiced in the Lab regularly for development of required skills in the students. Teacher may use various teaching aids like models, charts, graphs etc. for imparting effective instructions in the subject.

This subject contains five units of equal weightage.

4.6 OPEN ELECTIVE

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RATIONALE

Open electives are very important and play major role in implementation of National Education Policy. These subjects provide greater autonomy to the students in the curriculum, giving them the opportunity to customize it to reflect their passions and interests. The system of open electives also encourages cross learning, as students pick and choose subjects from the different streams.

COURSE OUTCOMES

At the end of the open elective, the students will be able to:

CO1: State the basic concepts and principles about the subject of interest.

CO2: Perform in a better way in the professional world.

CO3: Select and learn the subject related to own interest.

CO4: Explore latest developments in the field of interest.

CO5: Develop the habit of self-learning through online courses.

LIST OF OPEN ELECTIVES

(The list is indicative and not exhaustive)

1. Computer Application in Business
2. Introduction to NGO Management
3. Basics of Event Management
4. Event Planning
5. Administrative Law
6. Introduction to Advertising
7. Moodle Learning Management System
8. Linux Operating System
9. E-Commerce Technologies
10. NCC
11. Marketing and Sales
12. Graphics and Animations

13. Digital Marketing
14. Human Resource Management
15. Supply Chain Management
16. TQM

GUIDELINES

Open Elective shall be offered preferably in online mode. Online mode open elective shall preferably be through Massive Open Online Courses (MOOCs) from Swayam, NPTEL, Upgrad, Udemy, Khan Academy or any other online portal to promote self-learning. A flexible basket of large number of open electives is suggested which can be modified depending upon the availability of courses at suggested portals and requirements. For online open electives, department coordinators shall be assigned to monitor and guide the group of students for selection of minimum 20 hours duration online course of their choice. For offline open electives, a suitable relevant subject shall be offered by the respective department to the students with minimum 40% of the total class strength as per present and future requirements.

Assessment of MOOCs open elective shall be based on continuous evaluation by the respective coordinator. The coordinator shall consider the submitted assignments by the students from time to time during the conduct of MOOCs. The MOOCs assessment shall be conducted by the coordinator along with one external expert by considering submitted assignments out of 100 marks.

In case, no suitable open elective is available online, only then the course may be conducted in offline mode. The assessment of offline open elective shall be internal and external. The offline open elective internal assessment of 40 marks shall be based on internal sessional tests; assignments etc. and external assessment of 60 marks shall be based on external examination at institute level.

NOTE

The students enrolled under NCC will compulsorily undertake NCC as an open elective subject.

SUGGESTED WEBSITES

1. <https://swayam.gov.in/>
2. <https://www.udemy.com/>
3. <https://www.upgrad.com/>
4. <https://www.khanacademy.org/>

4.7 MINOR PROJECT

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RATIONALE

Minor project work will help in developing the relevant skills among the students as per National Skill Qualification Framework. It aims at exposing the students to the present and future needs of various relevant industries. It is expected from the students to get acquainted with desired attributes for industrial environment. For this purpose, students are required to be involved in Minor Project Work in different establishments.

COURSE OUTCOMES

After undergoing this course, the students will be able to:

- CO1: Define the problem statement of the minor project according to the need of industry.
- CO2: Work as a team member for successful completion of minor project.
- CO3: Write the minor project report effectively.
- CO4: Present the minor project report using PPT.

GUIDELINES

Depending upon the interest of the students, they can develop minor projects as per present and future demand of the industry. The supervisors may guide the students to identify their minor project work and chalk out their plan of action well in advance. As a minor project activity each student is supposed to study the operations at site and prepare a detailed project report of the observations/processes/activities. The supervisor may create a group of 4-5 students as per their interest to work as a team for successful completion of the minor project.

The supervisor shall evaluate the students along with one external expert by considering the following parameters:

	Parameter	Weightage
i	Defining problem statement, focus and approach	20%
ii	Innovation / creativity	20%
iii	Report Writing	20%
iv	Power Point Presentation	20%
v	Viva - voce	20%

THIRD YEAR

NSQF LEVEL - 5

18. STUDY AND EVALUATION SCHEME

FIFTH SEMESTER

Sr. No.	SUBJECTS	STUDY SCHEME		Credits C L+P = C	MARKS IN EVALUATION SCHEME						Total Marks of Internal & External
		Periods/Week			INTERNAL ASSESSMENT			EXTERNAL ASSESSMENT			
		L	P		Th	Pr	Total	Th	Pr	Total	
5.1	Industrial Training - II	-	2	0+1=1	-	40	40	-	60	60	100
5.2	* Entrepreneurship Development and Management	3	-	3+0=3	40	-	40	60	-	60	100
5.3	Food Production -V	2	6	2+3=5	40	40	80	60	60	120	200
5.4	Food & Beverage Service -V	2	4	2+2=4	40	40	80	60	60	120	200
5.5	Front Office Management	2	4	2+2=4	40	40	80	60	60	120	200
5.6	Housekeeping Management	2	4	2+2=4	40	40	80	60	60	120	200
5.7	Hospitality Service Marketing	3	-	3+0=3	40	-	40	60	-	60	100
	#Student Centred Activities	-	1	-	-	-	-	-	-	-	-
	Total	14	21	23	240	200	440	360	300	660	1100

* Common with other diploma programmes

Student Centered Activities will comprise of co-curricular activities like extension lectures on Constitution of India, Electoral Literacy, Motor Vehicles (Driving) Regulations 2017 etc., games, hobby clubs e.g. photography etc., seminars, declamation contests, educational field visits, N.C.C., NSS, Cultural Activities and self-study etc.

SIXTH SEMESTER

Sr. No.	SUBJECTS	STUDY SCHEME		Credits C L+P = C	MARKS IN EVALUATION SCHEME						Total Marks of Internal & External
		Periods/Week			INTERNAL ASSESSMENT			EXTERNAL ASSESSMENT			
		L	P		Th	Pr	Total	Th	Pr	Total	
6.1	Project Oriented Professional Training	-	35	18	-	200	200	-	300	300	500
	Total	-	35	18	-	200	200	-	300	300	500

19.HORIZONTAL AND VERTICAL SUBJECTS ORGANISATION

Sr. No.	Subjects/Areas	Hours Per Week	
		Fifth Semester	Sixth Semester
1.	Industrial Training - II	2	-
2.	Entrepreneurship Development and Management	3	-
3.	Food Production -V	8	-
4.	Food & Beverage Service -V	6	-
5.	Front Office Management	6	-
6.	Housekeeping Management	6	-
7.	Hospitality Service Marketing	3	-
8.	Project Oriented Professional Training	-	35
	Student Centered Activities (SCA)	1	-
	Total	35	35

20. COMPETENCY PROFILE & EMPLOYMENT OPPORTUNITIES

Government and private sectors related to **Hotel Management and Catering Technology** require **supervisors** having well developed skills with clear choice of procedures. They are expected to have complete knowledge and practical skills related to hotel management and catering technology field. They shall be able to communicate clearly with others. Diploma holders after passing level 5 shall have understanding of desired mathematical skills and understanding of social and natural environment. They are expected to collect, organize and communicate information effectively.

Work requiring knowledge, skills and aptitudes at level 5 will also be carried out in familiar situations, but also ones where problems may arise. Job holders will be able to make choices about the best procedures to adopt to address problems where the choices are clear. Individuals in jobs which require level 5 qualifications will normally be responsible for the completion of their own work and expected to learn and improve their performance on the job. They will require well developed practical and cognitive skills to complete their work. They may also have some responsibility for others' work and learning.

Hotel management and catering technology diploma pass out students will be expected to understand what constitutes quality in the occupation and will distinguish between good and bad quality in the context of their work. They will be expected to operate hygienically and in ways which show an understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out or supervise. They are expected have good theoretical and practical knowledge of various hotel management and catering technology procedure to work efficiently in hotel management and catering technology related companies.

Following job opportunities are available for the students of Hotel Management and Catering Technology

- Hotel Industry
- Corporate/Institutional Catering
- Tourism Corporation
- Adventurous/ Nature/ Health Tourism
- Armed forces catering
- IRCTC catering
- Travel Agencies
- Hospitals

- Cruise Lines
- Airlines
- Retail industry
- Hostels (Youth)
- Restaurants/ Coffee shops
- Own Catering Services
- Private Hospitalities Services

21. PROGRAMME OUTCOMES

The program outcomes are derived from five domains of NSQF Level – 5 namely Process, Professional Knowledge, Professional Skill, Core Skill, Responsibility. After completing this level, the student will be able to:

PO1: Perform task that require well developed skills with clear choice of procedures.

PO2: Acquire knowledge of facts, principles and processes related to hotel management and catering technology.

PO3: Demonstrate cognitive and practical skills to complete tasks and solve problems.

PO4: Develop skills to collect, organize and communicate information.

PO5: Accomplish own work and supervise others work.

22. ASSESSMENT OF PROGRAMME AND COURSE OUTCOMES

Programme Outcomes to be Assessed	Assessment Criteria for the Course Outcomes
<p>PO1: Perform task that require well developed skills with clear choice of procedures.</p>	<ul style="list-style-type: none"> • Identify various international cuisines of the world with respect to the geographical location, historical background. They will be able to make various popular dishes of the various countries. • Explain different types of Meringues, cooking meringues, able to make various meringues and uses of meringues. • Comprehend various types of icings,, uses of icings and differentiate between icings and toppings. • List various methods to control food cost, labour cost and overhead cost. • Explain different types of yield management in kitchen. • Comprehend the knowledge about HACCP and FSSAI regulations in kitchen. • State the concept of managing different food and beverage outlets • Explain different types of food and beverage staff categories and their hierarchy. • Familiarize with different cocktails and mixed drinks. • Identify different types of cheese, their production, service and storage. • Discuss the emerging trends in food and beverage industry. • Prepare Budgeting • Manage timeshare and vacation ownership • Plan and evaluate front office operation • Explain concept of yield management

PO2: Acquire knowledge of facts, principles and processes related to hotel management and catering technology.

- Identify various international cuisines of the world with respect to the geographical location, historical background. They will be able to make various popular dishes of the various countries.
- Explain different types of Meringues, cooking meringues, able to make various meringues and uses of meringues.
- Comprehend various types of icings,, uses of icings and differentiate between icings and toppings.
- List various methods to control food cost, labour cost and overhead cost.
- Explain different types of yield management in kitchen.
- Comprehend the knowledge about HACCP and FSSAI regulations in kitchen.
- Prepare Budgeting
- Manage timeshare and vacation ownership
- Plan and evaluate front office operation
- CO4: Explain concept of yield management
- CO1: Describe the importance of design in hotels
- Explain various floors and their upkeep in hotels
- Discuss the refurbishing and refurbishing of various rooms in hotels.
- Demonstrate and understanding of the concept of first aid for the housekeeping staff.

<p>PO3: Demonstrate cognitive and practical skills to complete tasks and solve problems.</p>	<ul style="list-style-type: none"> • Develop the concept of marketing and illustrate the features of hospitality marketing. • Conceptualize the importance of marketing mix with the help of hospitality elements. • Apply the service marketing mix concept and manage in hotels and other hospitality sectors • Apply modern hospitality marketing concepts in hospitality sectors • Prepare Budgeting • Manage timeshare and vacation ownership • Plan and evaluate front office operation • Explain concept of yield management • Define the problem statement of the Industrial training as per industry need. • Develop the problem-solving skills in finding solutions to the problems in the world of work. • Acquire interpersonal skills and work as a team member. • Demonstrate the competence to apply knowledge and skills learnt earlier in the context of the project. • Apply the communication skills in writing and presenting the technical report.
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<p>PO4: Develop skills to collect, organize and communicate information.</p>	<ul style="list-style-type: none"> • Develop writing, speaking and presentations skills • Communicate effectively with an increased confidence; read, write and speak in English language fluently. • Comprehend special features of format and style of formal communication through various modes. • Write a Report, Resume, make a Presentation, Participate in GDs and Face Interviews • Illustrate use of communication to build a positive self-image through self-expression and develop more productive interpersonal relationships. • Create writing and communication skills. • Develop Presentation skills.
<p>PO5: Accomplish own work and supervise others work.</p>	<ul style="list-style-type: none"> • Identify various community cuisines of India with respect to the demographic location, weather, Historical background, major crops/produce of the area, Special equipment used, cooking medium, staple diet of population, festival menu/dishes, popular dishes of the region. • Identify types of bread, bread making methods and bread faults. • Identify Pastry types, making and different pastry products. • Apply the procedure of making chaud froid sauces, aspic, mousse, Parfaits, quenelles and roulade. • Identify different types of banquets and buffet service.

23. SUBJECTS & CONTENTS

(THIRD YEAR)

FIFTH SEMESTER

5.1	Industrial/ In-house Training - II	137-138
5.2	Entrepreneurship Development and Management	139-141
5.3	Food Production -V	142-145
5.4	Food & Beverage Service -V	146-148
5.5	Front Office Management	149-153
5.6	Housekeeping Management	154-156
5.7	Hospitality Service Marketing	157-159

5.1 INDUSTRIAL TRAINING - II

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RATIONALE

Industrial training will help the students to understand the working environment of relevant industries. The student will learn to work in team to solve the industrial problems. It will also give exposure about the present and future requirements of the relevant industries. This training is very important for development of required competencies and skills for employment and start-ups.

COURSE OUTCOMES

After undergoing the training, the students will be able to:

- CO1: Understand the working environment of industries
- CO2: Take necessary safety precautions and measures.
- CO3: Learn about present and future requirement of industries.
- CO4: Work in team for solving industrial problems.
- CO5: Develop competencies and skills required by relevant industries.
- CO6: Develop writing, speaking and presentations skills.

PRACTICAL EXERCISES

1. Report writing based on industrial training.
2. Preparation of Power Point Slides based on industrial training and presentation by the candidate.
3. Internal Evaluation based on quality of Report, PPT preparation, PPT presentation and answer to queries.
4. External Evaluation based on quality of Report, PPT preparation, PPT presentation and answer to queries.

GUIDELINES

Students will be evaluated based on Industrial training report and their presentation using Power Point about the knowledge and skills gained during the training. The Head of the Department will depute faculty coordinators by assigning a group of students to each. The coordinators will mentor and guide the students in preparing the PPTs for final presentation. The following performance parameters are to be considered for assessment of the students out of 100 marks:

	Parameter	Weightage
i	Industrial assessment of the candidate by the trainer	40%
ii	Report Writing	20%
iii	Power Point Presentation	20%
iv	Viva-voce	20%

5.2 ENTREPRENEURSHIP DEVELOPMENT AND MANAGEMENT

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RATIONALE

In the present day scenario, it has become imperative to impart entrepreneurship and management concepts to students so that a significant percentage of them can be directed towards setting up and managing their own small enterprises. This subject focuses on imparting the necessary competencies and skills of enterprise set up and its management.

COURSE OUTCOMES

After undergoing the subject, the students will be able to:

CO1: Comprehend the importance of entrepreneurship and its role in nation's development.

CO2: Classify the various types of business and business organizations.

CO3: Identify the various resources / sources and / or schemes for starting a new venture.

CO4: Explain the principles of management including its functions in an organisation.

CO5: Conduct market survey and prepare project report.

DETAILED CONTENTS

UNIT I

Entrepreneurship: Concept and definitions, classification and types of entrepreneurs, entrepreneurial competencies, Traits / Qualities of entrepreneurs, manager v/s entrepreneur, role of Entrepreneur, barriers in entrepreneurship, Sole proprietorship and partnership forms of business organisations, small business vs startup, critical components for establishing a start-up, Leadership: Definition and Need, Manager Vs leader, Types of leadership

UNIT II

Definition of MSME (micro, small and medium enterprises), significant provisions of MSME Act, importance of feasibility studies, technical, marketing and finance related problems faced by new enterprises, major labor issues in MSMEs and its related laws, Obtaining financial assistance through various government schemes like Prime Minister Employment Generation Program (PMEGP) Pradhan Mantri Mudra Yagna (PMMY) , Make in India, Start up India, Stand up

India , National Urban Livelihood Mission (NULM); Schemes of assistance by entrepreneurial support agencies at National, State, District level: NSIC, NRDC, DC:MSME, SIDBI, NABARD, Commercial Banks, SFC's TCO, KVIB, DIC, Technology Business Incubator (TBI) and Science and Technology Entrepreneur Parks (STEP).

UNIT III

NATURE AND FUNCTIONS OF MANAGEMENT: Definition, Nature of Management, Management as a Process, Management as Science and Art, Management Functions, Management and Administration, Managerial Skills, Levels of Management; Leadership.

PLANNING AND DECISION MAKING: Planning and Forecasting - Meaning and definition, Features, Steps in Planning Process, Approaches, Principles, Importance, Advantages and Disadvantages of Planning, Types of Plans, Types of Planning, Management by Objective. Decision Making-Meaning, Characteristics.

UNIT IV

ORGANISING AND ORGANISATION STRUCTURE: Organizing Process - Meaning and Definition, Characteristics Process, Need and Importance, Principles, Span of Management, Organisational Chart - Types, Contents, Uses, Limitations, Factors Affecting Organisational Chart.

STAFFING: Meaning, Nature, Importance, Staffing process. Manpower Planning, Recruitment, Selection, Orientation and Placement, Training, Remuneration.

CONTROLLING AND CO-ORDINATION Controlling - Meaning, Features, Importance, Control Process, Characteristics of an effective control system, Types of Control. Co-ordination - characteristics, essentials.

UNIT V

Market Survey and Opportunity Identification, Scanning of business environment, Assessment of demand and supply in potential areas of growth, Project report Preparation, Detailed project report including technical, economic and market feasibility, Common errors in project report preparations, Exercises on preparation of project report.

RECOMMENDED BOOKS

1. BS Rathore and Dr JS Saini, "A Handbook of Entrepreneurship", Aapga Publications, Panchkula (Haryana).
2. Entrepreneurship Development, Tata McGraw Hill Publishing Company Ltd., New Delhi.

3. CB Gupta and P Srinivasan, “Entrepreneurship Development in India”, Sultan Chand and Sons, New Delhi.
4. Poornima M Charantimath, “Entrepreneurship Development - Small Business Enterprises”, Pearson Education, New Delhi.
5. David H Holt, “Entrepreneurship: New Venture Creation”, Prentice Hall of India Pvt. Ltd., New Delhi.
6. PM Bhandari, “Handbook of Small Scale Industry”.
7. L M Prasad, “Principles and Practice of Management”, Sultan Chand & Sons, New Delhi.

SUGGESTED WEBSITES

1. <https://ipindia.gov.in/>

INSTRUCTIONAL STRATEGY

Some of the topics may be taught using question/answer, assignment or seminar method. The teacher will discuss stories and case studies with students, which in turn will develop appropriate managerial and entrepreneurial qualities in the students. In addition, expert lecturers may also be arranged from outside experts and students may be taken to nearby industrial organizations on visit. Approach extracted reading and handouts may be provided. In addition, different activities like conduct of entrepreneurship awareness camp extension lecturers by outside experts, interactions sessions with entrepreneurs and industrial visits may also be organized. This subject contains five units of equal weightage.

5.3 FOOD PRODUCTION - V

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RATIONALE

This course on food production aims to provide knowledge about different International Cuisines found throughout the world. It not only helps in learning the recipes and techniques, but also covers the history, culture, geography, religion, and locally grown ingredients that influence these various cuisines. This course also covers the various aspects of bakery icings, toppings and meringues. Various topics related to control and yield management and also HACCP and FSSAI had been covered to prepare the students knowledge and skills to be successful hotelier in the catering industry after completion of this course.

COURSE OUTCOMES

After undergoing this course the students would be able to:-

- CO1: Identify various international cuisines of the world with respect to the geographical location, historical background . They will be able to make various popular dishes of the various countries.
- CO2: Explain different types of Meringues, cooking meringues, able to make various meringues and uses of meringues.
- CO3: Comprehend various types of icings,, uses of icings and differentiate between icings and toppings.
- CO4: List various methods to control food cost, labour cost and overhead cost.
- CO5 Explain different types of yield management in kitchen.
- CO6: Comprehend the knowledge about HACCP and FSSAI regulations in kitchen.

DETAILED CONTENTS

UNIT I

International Cuisine

- a) Geographic location
- b) Historical background
- c) Staple food with regional Influences
- d) Specialities
- e) Recipes and Methods.

UNIT II**Meringues**

- a) Making of Meringues
- b) Factors affecting the stability
- c) Cooking Meringues
- d) Types of Meringues
- e) Uses of Meringues

UNIT III**Icings & Toppings**

- a) Varieties of icings
- b) Using of Icings
- c) Difference between icings & Toppings
- d) Recipes and Methods.

UNIT IV**Control and Yield Management****a) Control**

- food cost
- labour cost
- overhead cost
- miscellaneous cost

b) Yield

- butchers yield
- cooking yield
- portion control

UNIT V**Haccp and Fssai****a) Hazzard Analysis Critical Care Point**

- Introduction to HACCP
- History
- Principles of HACCP

b) Food Safety and Satandards Authority of India (FSSAI)

- Introduction to FSSAI
- Role of FSSAI
- FSSAI compliance

PRACTICAL EXERCISES

The focus of this practical section will be on providing skills for preparing international cuisines to meet the international standards of the food industry and planning , preparing these dishes on the menu.

1. Prepare and learn at least 4 international cuisines of different countries along with soup, main course and accompaniments.

SAMPLE MENU

CHINESE MENU

MENU 01

- Sweet Corn soup
- Fried Wantons
- Tung-Po Mutton
- Hakka Noddles

MENU 02

- Hot & Sour soup
- Beans Sichwan
- Stir Fried Chicken & Peppers
- Chinese Fried Rice

MENU 03

- Prawns in Garlic Sauce
- Fish Szechwan
- Hot & Sour Cabbage
- Steamed Noddles

MENU 04 Country: SPAIN

- Gazpacho
- Pollo En Pepitoria
- Paella
- Fritata De Patata
- Pastel De Mazaana

MENU 05 ITALY

- Minestrone
 - Ravioli Arabeata
 - Fettocine Carbonara
 - Pollo Alla Cacciatore
 - Medanzane Parmigiane
-

MENU 06 UK

- Scotch Broth
- Roast Beef
- Yorkshire Pudding
- Glazed Carrots& Turnips
- Roast Potato

MENU 07 GREECE

- Soupe Avogolemeno
- Moussaka A La Greque
- Dolmas
- Tzaziki

Bakery Section

Menus should be planned from the dishes given below:-

Various International Breads : Grissini, Pumpnickel bread, Croissants, Danish Pastry, Pizza Base, Soup rolls,Lavash, Cinnamon and Raisin rolls, French bread

Various International Desserts :Baklava, Tiramisu, Black Forest cake, plum puddings, baked Alaska, cold cheese cake,Apple Strudel

Various types of Meringues, Icings & Toppings .

RECOMMENDED BOOKS

1. Wayne Gisslen Professional Cooking JOHN WILEY & SONS, INC.
2. Basic Baking: Science and Craft. Author, S. C. Dubey. Publisher, S C Dubey,
3. Kinton and Cessarani , “ Practical Cookery” Hodder Education.
4. Street Foods Hinnerk Von Bargaen, The Culinary Institute of America.
5. International Cuisine: China by Christine Yau & Norman Fu & Deh-Ta Hsiung
6. Modernist Bread: The Art and Science (Modernist Cuisine) by Francisco J.
7. Parvinder S Bali , “ International cuisine and food production Management”, Oxford University Press.

INSTRUCTIONAL STRATEGY

This is hands on practice based subject and topics taught in the class should be practiced in the Lab regularly for development of required skills in the students. Teacher may use various teaching aids like models, charts, graphs etc for imparting effective instructions in the subject. This subject contains 5 units of equal weightage.

5.4 FOOD & BEVERAGE SERVICE - V

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RATIONALE

This course on Food & Beverage service aims to impart managerial level knowledge of food and beverage service while also acquainting them with the daily working environment of professional food and beverage service areas of hotels. The course covers the fundamentals of cocktails, planning of various food and beverage outlets, managing of various food and beverage outlets classification of cheese, manufacturing process of various cheese and emerging trends in food and beverage industry.

COURSE OUTCOMES

After undergoing the subject, the students will be able to:

CO1: State the concept of managing different food and beverage outlets

CO2: Explain different types of food and beverage staff categories and their hierarchy.

CO3: Familiarize with different cocktails and mixed drinks.

CO4: Identify different types of cheese, their production, service and storage.

CO5: Discuss the emerging trends in food and beverage industry.

DETAILED CONTENTS

UNIT I

Managing Food and Beverage Outlets

- Supervisory Skills
- Developing Efficiency
- Standard Operating Procedures

UNIT II

Food and Beverage Staff Organisation

- Categories of Staff

- Hierarchy
- Job Description and Specification
- Duty Roaster

UNIT III

Cocktails and Mixed Drinks

- Definition and History of Cocktail
- Parts of Cocktail
- Method of Mixing Cocktail
- Recipes of Classic Cocktail

UNIT III

Table Cheese

- Introduction
- Types
- Production
- Brands and service
- Storage

UNIT V

New Concepts

- Emerging Trends In Food and Beverage Industry
- Molecular Gastronomy in Food and Beverage Industry
- Genetically Modified Foods- Introduction
- Organic Foods and Wines
- Vegan Cuisine

PRACTICAL EXERCISES

1. Developing organization structure of various food and beverage outlets
2. Determining of staff requirements in all categories
3. Making duty roaster
4. Preparing job description and job specification
5. Conducting briefing
6. Drafting various standard operating procedures (SOPs)
7. Preparation and service of Cocktails and mixed drinks

8. Introduction to various types of cheese and their service

RECOMMENDED BOOKS

- Vijay Dhawan, ‘Food and Beverage service’, Frank Bros. & Co.
- R. Singaravelavan, ‘Food & Beverage service’, Oxford University Press.
- Sudhir Andrews, ‘Text Book of Food & Beverage Management’, Tata Mc Graw-Hill Publishing Company Limited
- Dennis Lillicrap, John Cousins, Robert Smith, ‘Food and Beverage service’
- Vijay R. Thakur, ‘Food and Beverage service’, Denett & Co.
- S.N Bagchi, Anita Sharma, ‘Textbook of Food & Beverage Service’, Aman Publications, New Delhi.
- Vara Prasad, Gopi Krishna, ‘Food and Beverage F&B Simplified’, Pearson.

INSTRUCTIONAL STRATEGY

This is hands-on practice based subject and topics taught in the class should be practised in the Lab regularly for development of required skills in the students. Teachers may use various teaching aids like models, charts, graphs etc. for imparting effective instructions in the subject. This subject contains five units of equal weightage.

5.5 FRONT OFFICE MANAGEMENT

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RATIONALE

This course is on front office operations aims to impart fundamental knowledge of front office while also acquainting them with the daily working environment in hotels. The course covers Yield Management, budgeting, timeshare and vacation ownership, planning and evaluating front office operation, the concept of yield management the knowledge and skills required to build up successful professionalism in the hotel industry.

COURSE OUTCOMES

After undergoing the subject, the students will be able to:

- CO1: Prepare Budgeting
- CO2: Manage timeshare and vacation ownership
- CO3: Plan and evaluate front office operation
- CO4: Explain concept of yield management

DETAILED CONTENTS

UNIT I

Yield Management

- Concept and importance
- Applicability to rooms division
- Capacity management
- Discount allocation
- Duration control
- Measurement yield
- Potential high and low demand tactics
- Yield management software
- Yield management team

UNIT II**Budgeting**

- Making of front office budget
- Factors affecting budget planning
- Capital operation budget for front office
- Refining budget
- Forecasting room revenue

UNIT III**Time Share & Vacation Ownership**

- Describe split in time share
- International brands of time share companies
- Domestic brands of time share companies
- Difficulties faced in marketing time share business
- Advantage & disadvantages of time share business
- Define Resort Condominium International – RCI
- How to improve the time share/referral/condominium concept in India Government's role/industry role.

UNIT IV**Planning & Evaluating Front Office Operations**

- Forecasting techniques
- Forecasting Room availability
- Useful forecasting data
 - i. % of walking
 - ii. % of overstaying
 - iii. % of under stay
- Forecast formula
- Sample forecast forms

UNIT V

The Concept of Yield Management

- Hotel industry applications
- Benefits of the techniques / areas where this concept is applied
- How the revenue management is used

PRACTICAL EXERCISES

1. How to check in a first time guest
2. How to check in an existing reservation
3. How to check in a day use
4. How to issue a new key
5. How to verify key
6. How to cancel a key
7. How to issue a duplicate key
8. How to extend a key
9. How to print and prepare registration cards for arrivals
10. How to programme keys continuously
11. How to programme one key for two rooms
12. How to re-programme a key
13. How to make a reservation
14. How to create and update guest profiles
15. How to update guest folio
16. How to print guest folio
17. How to make sharer reservation
18. How to feed remarks in guest history
19. How to add a sharer
20. How to make add on reservation
21. How to amend a reservation
22. How to cancel a reservation
23. How to make group reservation
24. How to make a room change on the system.
25. How to log on cashier code
26. How to close a bank at the end of each shift
27. How to put a routing instruction

28. How to process charges
29. How to process a guest check out
30. How to check out a folio
31. How to process deposit for arriving guest
32. How to process deposit for in house guest
33. How to check room rate variance report
34. How to process part settlements
35. How to tally allowance for the day at night
36. How to tally paid outs for the day at night
37. How to tally forex for the day at night
38. How to pre-register a guest
39. How to handle extension of guest stay
40. Handle deposit and check ins with voucher
41. How to post payment How to print checked out guest folio
42. Check out using foreign currency
43. Handle settlement of city ledger balance
44. Handle payment for room only to Travel Agents.
45. Handle of banquet event deposits
46. How to prepare for sudden system shutdown
47. How to checkout standing batch totals
48. How to do a credit check report
49. How to process late charges on third party
50. How to process late charges to credit card
51. How to check out during system shut down
52. Handling part settlements for long staying guest
53. How to handle paymaster folios
54. How to handle bills on hold

RECOMMENDED BOOKS

1. Jatashankar R. Tiwari, "Front Office Operations and Management", Oxford University Press.
2. Dr. J.P. Kant, "Front Office Operations and Management", Aman Publications.
3. R.K. Puri, "Front Office Operations and Management", Manju Publications.
4. Sudhir Andrews, "Front Office Management and Operations", McGraw Hill Education.
5. S.K. Bhatnagar, "Front Office Management", Frank Brothers Publications.

INSTRUCTIONAL STRATEGY

This is hands-on practice based subject and topics taught in the class should be practised in the Lab regularly for development of required skills in the students. Teachers may use various teaching aids like models, charts, graphs etc. for imparting effective instructions in the subject. This subject contains five units of equal weightage.

5.6 HOUSEKEEPING MANAGEMENT

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RATIONALE

This course on Accommodation operation aims to impart fundamental knowledge of Housekeeping while also acquainting them with the daily working environment of professional accommodation of hotels. The course covers the fundamentals of interior decoration and design, floor finishes, layouts of guest rooms, various principles of design, first aid in emergency situation and housekeeping in pre-opening hotels. Topics like interior decoration, floorings and design of layouts and importance of housekeeping in pre-opening hotels will help students to develop managerial skills and right attitude for work.

COURSE OUTCOME

After undergoing the subject, the students will be able to:

CO1: Describe the importance of design in hotels

CO2: Explain various floors and their upkeep in hotels

CO3: Discuss the refurnishing and refurbishing of various rooms in hotels.

CO4: Demonstrate and understanding of the concept of first aid for the housekeeping staff.

DETAILED CONTENT

UNIT I

Interior Decoration

- Elements of Design
- Colours and Its Role In Decor-Types of colour Schemes
- Lighting and Lightning Fixtures

UNIT II**Floor Finishes**

- Carpets
- Furniture and Fittings
- Windows and Windows Treatment

UNIT III**Layout of Guest Rooms**

- Sizes of Rooms, Sizes of Fixtures, Furnitures Arrangement
- Principal of Design
- Refurbishing & Redecoration

UNIT IV**FIRST AID**

- CPR
- Types of bandages
- Handling emergency situations

UNIT V**Housekeeping In Pre-Opening Hotel**

- Various operations during pre-opening
- Space allocation of equipments
- Purchasing of housekeeping equipments

PRACTICAL EXERCISES

1. Making layout and model of rooms using proper scale
2. Planning of colors, fixtures and furniture in hotel rooms
3. Handling emergency situations
4. Making first aid kit.
5. Floor cleaning and maintaining

RECOMMENDED BOOKS

1. Jay Prakash Kant and Sonal Agarwal, “Hotel Housekeeping: Operations & Management”, The Hospitality Press.
2. G. Raghubalan and Smritee Raghubalan, “Hotel Housekeeping Operations and Management”, Oxford University Press India.
3. Pralay Ganguly, “Housekeeping Management in Hotel and Service Industry”, Dreamtech Press.
4. Malini Singh, “Housekeeping – Operations, Design and Management”, Jaico Publishing House.

INSTRUCTIONAL STRATEGY

This is hands-on practice based subject and topics taught in the class should be practised in the Lab regularly for development of required skills in the students. Teachers may use various teaching aids like models, charts, graphs etc. for imparting effective instructions in the subject. This subject contains five units of equal weightage.

5.7 HOSPITALITY SERVICE MARKETING

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RATIONALE

The course on hospitality service marketing aims to impart fundamental essential knowledge among students regarding marketing concepts in relations to hospitality sector which may help them in actual work environment for finding new customers to grow, for building a loyal customer base and for engaging in social media conversation. Topics like elements of modern marketing and knowledge of Service marketing P's will help them to make innovative marketing strategies for increasing customer base for the organisation.

COURSE CONTENTS

After completion of the course, the learners will be able to:

- CO 1: Develop the concept of marketing and illustrate the features of hospitality marketing.
- CO 2: Conceptualize the importance of marketing mix with the help of hospitality elements.
- CO 3: Apply the service marketing mix concept and manage in hotels and other hospitality sectors
- CO 4: Apply modern hospitality marketing concepts in hospitality sectors

DETAILED CONTENTS

UNIT I

Introduction to fundamentals of Hospitality marketing

Definition of Marketing, Hospitality Marketing-Features of Hospitality Marketing, Difference of Goods/Products and Services, Marketing Mix in Service marketing (7 P's), Customers expectations from hospitality services.

UNIT II

Product Mix

Hospitality Products- Rooms, Food & Beverages and value added products like shops, gymnasium, swimming pool, recreational and health, car rentals, laundry etc.. Travel agency and other tour operator's products. New service product development process, Branding- Definition, Importance of Branding in Hospitality Sector.

UNIT III**Price and place Mix**

Meaning of Pricing, Hospitality Pricing Policies, methods, factors influencing Pricing Policy, Place mix-role of intermediaries in service marketing like agents, Brokers, transportation etc.

UNIT IV**Elements of Modern Hospitality Marketing**

Different means of promotion in hospitality sector, Advertising, Sales promotion techniques, Public relations in hotel industry

- E-commerce
- Loyalty based Marketing
- Digital marketing(Social Media, Search Engine optimisation)

UNIT V**Extended P's**

People- Role of employees in service delivery, relationship marketing

Process- Service blueprints, Process 7 Steps of service delivery, Level of customer involvement

Physical evidence- Elements of physical evidence, Role of Physical evidence

Customer Satisfaction and its importance in service sector.

RECOMMENDED BOOKS

1. Dogan Gursoy, Francis Buttle, David Bowie," Hospitality Marketing Principles and Practices"
2. Jochen Wirtz and Christopher Lovelock, "Services Marketing: People, Technology, Strategy"
3. D.K. Singh,"Hospitality Sales and Marketing"
4. Dr. Anshuman Pandey "Hospitality marketing"
5. Philip Kotler,John.T.Bowen,James C. Mackens, Seyhmus Baloglu "Marketing for Hospitality and
6. Tourism"
7. Zeithaml, Britner and Grimler, "Services Marketing"

INSTRUCTIONAL STRATEGY

To teach “Hospitality Service Marketing” effectively, it is important to start with the fundamentals, use real-world examples, -encourage critical thinking and brainstorming, emphasize the importance of data, incorporate technology, foster collaboration, and stay up-to-date with the latest marketing trends and best practices running in hospitality sector. By providing a strong foundation, challenging students to think critically, and encouraging collaboration and innovation, you can help your students develop the skills and knowledge they need to succeed in today's dynamic marketing landscape. This can involve a combination of classroom lectures, case studies, group discussions, hands-on activities and industry integrated project. This subject contains five units of equal weightage.

SIXTH SEMESTER

6.1	Project Oriented Professional Training	160-162
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6.1 PROJECT ORIENTED PROFESSIONAL TRAINING – II

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- 35

RATIONALE

Project Oriented Professional Training is aimed at the application of knowledge and competencies gained in the previous semesters in an integrated manner towards addressing an issue in the industry/field, as per the interest and choice of both the industry and student. It also provide opportunities to the students to work relatively independently over extended and comprehensive periods of time. It is expected from the students to get acquainted with desired attributes for industrial/field environment. For this purpose, students are required to work in different establishments of world of work, and develop competencies.

COURSE OUTCOMES

After undergoing this course, the students will be able to:

CO1: Define the problem statement of the Industrial training as per industry need.

CO2: Develop the problem-solving skills in finding solutions to the problems in the world of work.

CO3: Acquire interpersonal skills and work as a team member.

CO4: Demonstrate the competence to apply knowledge and skills learnt earlier in the context of the project.

CO5: Apply the communication skills in writing and presenting the technical report.

GUIDELINES

The purpose of this project oriented professional training is to expose the students to the world of work and provide professional experience in real life situation. It is suggested that during the training, the student should remain attached with the various sections of industry/field for 3-4 weeks. The student will have to maintain a daily/weekly/monthly diary/work book and submit detailed reports of their activities periodically to their supervisor/teacher. These reports will be certified by the concerned/ authorized officer of the organization where the student is undergoing professional training and doing his/her

project. Each student is required to undergo one Professional Oriented Project according to his/her area of interest and the project report is to be submitted at the end of project.

The concerned teacher will guide and supervise the students on work stations (as far as possible) at regular intervals. A systematic plan of action is required to be prepared, well in advance, by the polytechnic in consultation with the organizations where professional training and project is going to be executed. The teacher should clearly specify the expected learning outcomes and schedule on periodic basis, preferably weekly or fortnightly basis, for the whole of the professional project/training period of students. Performa may be developed by the polytechnic Training and Placement Officer in consultation with the teachers and personnel from industry to monitor the progress of the students. The performa should be filled by the students on daily, weekly and monthly basis, and should be duly countersigned by the personnel from industry and concerned teacher/supervisor attached to the particular student. Each teacher is supposed to guide and supervise about 5 – 8 students, depending upon the strength of the students and teachers in the department.

A criteria for assessing student performance by the internal examiner (personnel from industry and supervisor) and external examiner (teachers and experts) are given in table below:

S. No.	Performance criteria for Internal Assessment	Weightage of marks (in %age)
1.	Punctuality and regularity	10%
2.	Initiatives taken by the student in learning at training workplace	10%
3.	Defining problem statement, approach and schedule (Planning)	20%
4.	Level /proficiency of new practical skills acquired	20%
5.	Preliminary Action Plan and Report	40%
TOTAL		100

S. No.	Performance criteria for External Assessment	Weightage of marks (in %age)
1.	Project Report	60%
2.	Presentation & Viva voce	40%
Total marks		100

Important Notes:

1. This criteria must be followed by the faculty and they may see the daily, weekly and monthly progress/reports, while awarding awards as per the above criteria.
2. Students may visit websites as their learning tool during industrial training, Search videos, animations, text material on internet for preparation of training report during the training period.

The external examiner, preferably, may be the person from different industry/organization/institution, who is well versed with the discipline/branch of project-oriented professional training of the students, so that she/he can properly evaluate the students on the above criteria

24. ASSESSMENT TOOLS AND CRITERION

The assessment is carried out by conducting:

1. Formative assessments
2. Summative assessments

1. FORMATIVE ASSESSEMENT

The **formative assessment** will be evaluated on the basis of the internal assessments for theory subjects and practical by the concerned teachers for evaluating the knowledge and skill acquired by students and the behavioral transformation of the students. This **internal assessment** is primarily carried out by collecting evidence of competence gained by the students by evaluating them at work based on assessment criteria, asking questions and initiating formative discussions to assess understanding and by evaluating records and reports, and sessional marks are awarded to them.

2. SUMMATIVE ASSESSMENT

The **summative assessment** will include end semester examination for theory part for each candidate and practical examination with viva voce. Each Performance Criteria will be assigned marks proportional to its importance and proportion of marks for Theory and Skills Practical for each subject should be laid down.

The following assessment tools are used for effective student evaluation:

1. Theory Examinations
2. Practical Work
3. Internships
4. Professional Industrial Training
5. Project Work (Minor & Major)
6. MOOC Courses
7. Viva Voce
8. Case Studies

1. Theory

Evaluation in theory aims at assessing students' understanding of concepts, principles and procedures related to a course/subject, and their ability to apply learnt principles and solve problems.

The **formative evaluation** for theory subjects may be caused through

- i. Sessional /class-tests,
- ii. Quizzes,
- iii. Assignments,
- iv. Seminars/ Presentations
- v. Attendance
- vi. Case Studies

For **Summative evaluation** of theory, the question paper may comprise of three sections.

- i. It should contain objective type question and multiple choice questions. The objective type items should be used to evaluate students' performance in knowledge, comprehension and at the most application domains only.
- ii. It should contain short answer questions.
- iii. Descriptive type questions , with some internal choice of the questions set may be given in this section

2. Practical Assessment

Evaluation of students performance in practical work (Laboratory experiments, Workshop practical /field exercises) aims at assessing students ability to apply or practice the concepts, principles and procedures, manipulative skills, ability to observe and record, ability to interpret and draw conclusions and work related attitudes. This will comprise of a creation of mock environment, wherever applicable in the skill lab which is equipped with all required equipment for development of desired skills. Candidate's soft skills, communication, aptitude, safety consciousness, quality consciousness etc. will be ascertained by observation and will be marked in observation checklist along with the assessment of Job carried out in labs and maintenance of Lab Record files.

Formative and summative evaluation may comprise of weightages to performance on task, quality of product, general behavior and it should be followed by viva-voce of the relevant subject. The end product will be measured against the specified dimensions and standards to gauge the level of his skill achievements

3. Internship

The two mandatory internships after I Year and II Year of the programme are to be assessed in 3rd and 5th semester subsequently. The internships should be preferably done in the field/ in the industry, can be in house depending upon the stream and availability of resources in and around the institute.

Every faculty should be assigned the students and made responsible for the evaluation and assessment of the internship. Formative assessment should be taken from the industry/institute/ department on the basis of performance, behavior and learning capabilities. Summative evaluation may comprise of weightages on the basis of report submission/ presentation followed by viva-voce of the relevant subject.

4. Professional Industrial Training

Evaluation of professional industrial training report and viva-voce/ presentation aims at assessing students' understanding of industrial processes, practices in the industry/field and their ability to engage in activities related to problem-solving in industrial setting as well as understanding of application of learnt knowledge and skills in real life situation. Formative and summative evaluation may comprise of weightages to performance on task, quality of product, general behavior and it should be followed by viva-voce of the relevant subject.

The formative assessment should include the evaluation from the employer where the student is doing his training or Project work in the ratio of 40:60. The final assessment will be the combination of the employer assessment and evaluation by the faculty of the institute which shall include report submission/ presentation/ seminar followed by viva-voce of the relevant subject.

5. Project Work Assessment

The purpose of evaluation of project work is to assess student's ability to apply, in an integrated manner, knowledge and skills in solving real life problems, manipulative skills, ability to observe, record, creativity and communication skills. The project work assigned should be of

relevance to the core skill, state of the art topics and the project areas that are pertaining to enhance job skill and enhance occupational opportunities. For both, minor and major project, Formative and summative evaluation may comprise of weightages to performance on task, quality of product, nature and relevance of project and general behavior.

The formative assessment should include the continuous assessment based on the work allocated and mid semester viva voce or presentation. The final assessment will be the combination of the project undertaken, report submission and should be followed by viva-voce of the relevant subject.

In case of the assessment of this component, the team of examiners should be constituted on 50 – 50 % basis. i.e. half of the examiners in the team should be invited from outside the institute conducting examination.

6. MOOC COURSES (Open Elective and Multi-Disciplinary Elective)

Massive Open Online Courses (MOOCs) platforms promise open, online courses to massive numbers of students as they are free to join, they provide a wide range of courses, they allow for space and time flexibility and their participants can benefit from various online communication tools and access to quality content.

The coordinating Department/Centre/Office shall monitor every student to adopt the courses online of their choice and preference on Swayam portal. The duration of courses will vary depending on the level and credit points. Courses offered in the duration of 4-10 weeks for 2 to 3 credits at diploma level are to be opted. Students, after they have registered, can get a certificate after attending the classes and submitting the assignments/quizzes and qualifying nationwide exam conducted written exam at the institute close to the one where the student is enrolled.

On successful completion of each course, the institution offering the MOOCs course would issue the certificate, along with the number of credits and grades, through which the student can get credits transferred into his marks certificate issued by his parent institution. Guidelines for credit sharing will be issued by concerned Regulators such as UGC, AICTE, etc. for consideration by various Institutes. There may be standard norms for the host Institution to conduct the course that may include continuous evaluation through assignments, online quizzes, case studies, online writing exercises, term examinations, student feedback, online forum management, etc.

The coordinating Department/Centre/Office of the respective department shall monitor every student and submit to the Office of Examinations, a score sheet (marks card) during the last 10 days prior to the close of the even semester.

7. Viva Voce

This tool will be used to assess the conceptual understanding and the behavioral aspects as regards the job role and the specific task at hand. It will also include questions on safety, quality, environment and equipment's etc. Ask questions on non-prescribed tasks to ensure that the learners have complete knowledge on the assessment

Computation of SGPA and CGPA

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- i. The SGPA is the ratio of sum of the product of the number of credits with the marks scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e

$$\text{SGPA (Si)} = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

where C_i is the number of credits of the i th course and G_i is the marks scored by the student in the i th course.

- ii. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$\text{CGPA} = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.

- iii. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

25. TEACHING LEARNING TOOLS FOR EFFECTIVE IMPLEMENTATION

For effective implementation of curriculum, the faculty and staff of institutions have to play a vital role in planning instructional experiences for the courses in four different environments viz. class-room, laboratory, library and field and execute them in right perspective. It is emphasized that only a proper mix of different teaching methods in all these places of instruction can bring the changes in students behavior as stipulated in the curriculum document. It is important to understand curriculum document holistically and further be aware of intricacies of Teaching-Learning Tools for achieving curriculum objectives. Given below are certain recommendations which may help in carrying out teaching-learning effectively:

PROGRAMME LEVEL RECOMMENDATIONS

1. Curriculum implementation takes place at programme, course and class-room level respectively and synchronization among them is required for its success. The first step towards achieving synchronization is to read curriculum document holistically and understand its rationale and philosophy.
2. An academic plan needs to be prepared at institute level. The Head of the institute have a great role to play in its dissemination and percolation up to grass-root level.
3. Head of Department are required to prepare academic plan at department level referring to institutional academic plan.

COURSE LEVEL RECOMMENDATIONS

Teachers are educational managers at class room level and their success in achieving course level objectives lies in using course plan and their judicious execution which is very important for the success of programme by achieving its objectives. Teachers are required to plan various instructional experiences viz. theory lecture, expert lectures, lab/workshop practicals, guided library exercises, field visits, study tours, camps etc. In addition, they have to carry out progressive assessment of theory, assignments, library, practicals and field experiences. Teachers are also required to do all these activities within a stipulated period which is made available to them in the academic plan at Board level. With the amount of time to their credit, it is essential for them to use it judiciously by planning all above activities properly and ensure execution of

the plan effectively. Following is the gist of suggestions for subject teachers for effective utilization of Teaching Learning Tools to achieve the course objectives:

1. Teachers need to ensure attainment of course outcomes so as to help the students achieve program outcomes and also meet the desired learning outcomes in five domains of NSQF i.e. Process, Professional knowledge, Professional skills, Core skills and Responsibility.
2. Teachers are required to prepare a course plan, taking into account number of weeks available and courses to be taught.
3. Teachers are required to prepare lesson plan for every theory class. This plan may comprise of contents to be covered, learning material for execution of a lesson plan.
4. Teachers are required to plan for expert lectures from field/industry. For this, necessary steps need to be taken such as planning in advance, identifying field experts, making correspondence to invite them, taking necessary budgetary approval etc.
5. Teachers are required to plan for guided library exercises by identification of course specific experience requirement, setting time, assessment, etc. The assignments and seminars can be thought of as terminal outcome of library experiences.
6. Concept based industrial/field visits may be planned and executed for such contents of course which are abstract in nature and no other requisite resources are readily available in institute to impart them effectively.
7. Lot of focus needs to be laid on skill development. There is need for planning practical experiences in right perspective. These slots in a course are the avenues to use problem based learning and experiential learning effectively. The development and use of lab manuals will enable the institutes to provide lab experiences effectively.
8. Emphasis should to lay on developing soft skills like communication skills, personality Development, self-learning, inter personal skills, problem solving, and creativity etc.
9. Where ever possible, it is essential to use activity based learning rather than relying on delivery based conventional teaching all the time. While teaching, the teacher should make

extensive use of audio visual aids such as video films, power point presentations and IT tools.

10. Teachers may take initiative in establishing liaison with industries and field organizations for imparting field experiences to their students.
 11. Students be made aware about issues related to ecology and environment, safety, concern for wastage of energy and other resources etc.
 12. To enhance digital learning, open electives and multi-disciplinary electives have been provided in the curriculum to be taken up in the form of MOOCs. For Open electives, some courses may be identified out of the prescribed list given in the curriculum keeping in mind the interest of students. Similarly, for multi-disciplinary electives, courses to be offered may be identified by considering their relevance and utility. Every year SWAYAM is notifying the list of courses which are going to be offered in forthcoming even and odd semester. The institute needs to select the courses that are offered on SWAYAM platform or any other online platform.
 13. For effective implementation of Massive Open Online Courses (MOOCs), a faculty member in the department may be identified and given the responsibility to coordinate various activities related to MOOCs. The concerned faculty member will facilitate in registration of students for MOOCs. The faculty member will also be responsible for compiling the result of students on the completion of MOOCs and pass on the information to the concerned authority.
 14. Flexibility has been provided in the curriculum for the students to choose a course related to the discipline as per their interest. For effective implementation of discipline-specific electives, the institute should identify some courses from the list of courses prescribed in the curriculum. The courses should be selected and offered keeping in mind the interest of students, infrastructure and expertise available in and around the institute related to the courses. Option for discipline-specific elective may be taken from students through a form and a course, with more than 10 students opting for it, may be run.
 15. Where ever possible, it is essential to use activity based learning rather than relying on delivery based conventional teaching all the time. While teaching, the teacher should make extensive use of audio visual aids such as video films, power point presentations and IT tools.
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16. Teachers may take initiative in establishing liaison with industries and field organizations for imparting field experiences to their students.
17. Students be made aware about issues related to ecology and environment, safety, concern for wastage of energy and other resources etc.
18. To enhance digital learning, open electives and multi-disciplinary electives have been provided in the curriculum to be taken up in the form of MOOCs. For Open electives, some courses may be identified out of the prescribed list given in the curriculum keeping in mind the interest of students. Similarly, for multi-disciplinary electives, courses to be offered may be identified by considering their relevance and utility. Every year SWAYAM is notifying the list of courses which are going to be offered in forthcoming even and odd semester. The institute needs to select the courses that are offered on SWAYAM platform or any other online platform.

26. LIST OF EXPERTS

1. Controller of Examination, Haryana State Board of Technical Education, Panchkula.
2. Controller of Admn. & Finance, Haryana State Board of Technical Education, Panchkula.
3. Joint Secretary, Haryana State Board of Technical Education, Panchkula.
4. Deputy Secretary, Training & Placement, Haryana State Board of Technical Education, Panchkula.
5. Deputy Secretary, Examination, Haryana State Board of Technical Education, Panchkula.
6. Deputy Secretary, Academic, Haryana State Board of Technical Education, Panchkula.
7. Assistant Secretary, Academic, Haryana State Board of Technical Education, Panchkula.
8. Ms. Bhanu Vig, Principal, Institute of Hotel Management, Kurukshetra
9. Dr. Jay Prakash Kant, HOD, Chandigarh Institute of Hotel Management, Chandigarh
10. Mr. Nripendra Lingwal, Lecturer, Institute of Hotel Management, Yamuna nagar
11. Mr. Rajat Gupta, Lecturer, Institute of Hotel Management, Yamuna nagar
12. Dr. Sumit Gagre, Lecturer, Institute of Hotel Management, Faridabad
13. Dr. Pankaj K. Singh, Sr. Lecturer, Institute of Hotel Management, Rohtak
14. Mr. Gopal Mohit, Protocol Officer, UT Guest House, Chandigarh
15. Mr. Yogesh Singh, Lecturer, Institute of Hotel Management, Panipat
16. Mr. Rahul Bharti, Lecturer, Institute of Hotel Management, Kurukshetra
17. Mrs. Neelam Rathi, Department of Hotel Management and Catering Technology, Govt. Polytechnic, Morni, Panchkula.
18. Dr Neena Sharma, English Department, MCM College, Chandigarh.
19. Prof. KG Srinivasa, Professor, Information Management & Emerging Engineering,

- NITTTR, Chandigarh.
20. Dr. Vidhi Grover, Lecturer, Applied Science Department, Seth Jai Parkash Polytechnic, Damla.
 21. Mr. Tavinder Singh, Lecturer, Applied Science Department, Government Polytechnic, Sirsa.
 22. Ms. Sunita Rani, Lecturer, Applied Science Department, Government Polytechnic, Ambala.
 23. Dr. Rajesh Mehra, Professor, Curriculum Development Centre, NITTTR, Chandigarh.
 24. Dr. AB Gupta, Professor and Head, Education & Educational Management Department, NITTTR, Chandigarh.
 25. Sh. PK Singla, Associate Professor, Curriculum Development Centre, NITTTR, Chandigarh.
 26. Dr. SK Gupta, Associate Professor, Curriculum Development Centre, NITTTR, Chandigarh. Coordinator
 27. Dr. Meenakshi Sood, Associate Professor, Curriculum Development Centre, NITTTR, Chandigarh.

27. APPENDIX

Sr. No.	LIST OF EQUIPMENT
1.	Cooking Rangealong with LPG gas connection
2	Microwave oven
3	Masala Grinder
4	Mixer Grinder
5	Bain Marie
6	Major and minor cooking utensils
7	Refrigerator
8	Deep freezer
9	Baking tray and other baking essential equipments
10	Chef n Dish
11	Restaurant tables/chairs/furniture
12	Service counter
13	Service trolley
14	Food Beverage service utensils, crockery/cutlerylike service spoon ,service bowls, glasses,tong,plates, service jugs etc.
15	Menu holder
16	Juice dispenser
17	Bar tender kit (bar spoon,muddler,shaker,wine opener)
18	Garnish tray
19	Bar set up like counter and chairs
20	Wine chiller
21	Wine holder
22	Ice bucket
23	Peg cups
24	Housekeeping furniture for bedrooms /guest rooms like Beds,Mattress room chairs, room tables, T.V. unit,studet chairs)
25	Maid Cart
26	LED, Gyser, AC
27	Linen (like bed sheets, towels , pillows, curtains)
28	Washing machine(semi and fully automatic)
29	Iron and ironing board
30	Cleaning equipments like mop trolley , glass cleaner, mops, broom etc. along with cleaning agents.
31	Bed room supplies like electric kettle, toiletries etc.
32	Reception Counter
33	Computer system with internet connection
34	Cash Machine
35	Multifunctional Printer
36	Reception/Lobby furniture
37	Luggage Trolley

38	Display board
39	Suggestion Box
40	Newspaper/Magazine stand
41.	Front office software i.e. Intelact Data System (IDS)

