

**CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE
PROGRAMME (CCFUGP)**

**SYLLABUS FRAMED ACCORDING TO THE NATIONAL EDUCATION POLICY
(NEP-2020)**

Session 2023-24
FOR

BACHELOR OF HOTEL MANAGEMENT

w.e.f. Academic



DEPARTMENT OF TOURISM AND TRAVEL MANAGEMENT

CHAUDHARY RANBIR SINGH UNIVERSITY, JIND (HR)

Implementation of NEP-2020 at UG Level

In

Chaudhary Ranbir Singh University, Jind (Haryana)

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UGC Guidelines for Multiple Exit and Entry in Academic Programmes in HEIs

1. Introduction

Education plays a significant role in the field of holistic development of the students. A robust, flexible, multidisciplinary education framework with “Learner centric pedagogy” could effectively transform a student into a global citizen of tomorrow to catalyze nation’s growth and development. The Department of Tourism and Travel Management is committed to provide quality education in field of tourism and hospitality management. The department aims to contribute by offering bright and highly motivated minds to the tourism and hospitality industry. These conscious young professionals carry knowledge and experience owing to their diverse backgrounds and qualifications, selected via a rigorous process. Given their keenness to pursue sector specific training, it can conveniently be inferred that they are eager to make positive contributions in their chosen field and possess genuine desire to be a part of the overall growth of the country. The department offers Bachelor in Hotel Management. The curriculum is invigorating and aims at transforming young minds into responsible professionals capable of adapting to the ever-changing world. Equipped with this unique combination of practical skill inputs and the latest methods of teachings, we believe that our students are bound to be invaluable assets for the organizations.

2. Learning Outcomes based Curriculum Framework

The Choice Based Credit Scheme (CBCS) has evolved into learning outcomes based curriculum framework and provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student’s performance in examinations that enables the student to move across institutions of higher learning. The uniformity in evaluation system also enables the potential employers in assessing the performance of the candidates.



2.1 Objectives of the Programme

The block contains three handwritten signatures or initials in blue ink. The first is a cursive signature on the left. The second is a signature in the middle with a long horizontal line extending to the right, ending in a small mark. The third is a signature on the right, appearing to be 'Sudhakar'.

- To provide a multidisciplinary quality learning experience to students that will empower them to dream big.
- To provide skill-based education to the students and to equip them with innovative industrial and research updates leading towards their self-reliance and development as entrepreneurs.
- To develop Journalism and Communication Professionals who would take leading roles in presenting news and communication materials in transparent, objective, meaningful and ethical manner in the service of the community.
- To make the best possible use of new media and technology resources, the department aims at developing a plexus of wisdom from across the world and nurturing the students with the consistent academic colloquium series hence extending a constructive contribution to the pool of knowledge.
- To train a journalist of global standard, with a high intention of social responsibilities, ethics, social equality, to make concretize fourth pillar of democracy.

3.0 Scope of the Framework

- I. Curriculum and Credit Framework for Undergraduate Programmes (Multidisciplinary)
- II. Curriculum and Credit Framework for Undergraduate Programmes (Single Major) (For students who choose to pursue single major from 1st semester)
- III. Curriculum and Credit Framework for Undergraduate Programmes (Single Major)(For students who choose to pursue single major after 2nd semester of multidisciplinary Programmes)
- IV. Curriculum and Credit Framework for Undergraduate Programmes (Interdisciplinary)
- V. The above framework is applicable to the programmes such as Bachelor of Science (B.Sc.), Bachelor of Arts (B.A.), Bachelor of Commerce (B.Com.), Bachelor of Computer Applications (BCA), Bachelor of Business Administration (BBA) etc.

4.0. Main features of Curriculum and Credit Framework

- CRSU includes the following features:
- Opportunity for learners to choose the courses of their interest in all disciplines
- Provision of multiple entry and exit options with a UG Certificate or UG Diploma or UG Degree depending on the number of credits earned
- Flexibility for students to move among the institutions through the implementation of Academic Bank of Credits (ABC)
- Flexibility to switch to alternative modes of learning (Offline, ODL, Online, and Hybrid modes)
- Versatile curricular framework for holistic development of graduate

Course:

Course refers to a paper having specified credits which is a component of a programme in a subject. The course defines the learning objectives and learning outcomes. A course may be designed comprising credits for lectures/tutorials/laboratory work/field work/outreach activities/project work/internship/vocational training etc. or combination thereof.

Credit:

Credit is the weightage given to each course of study. It is the numerical value assigned to a course according to the relative importance of the contents and the contact hours required to teach the prescribed syllabi of the programme.

Discipline Specific Course (DSC):

A Major Course as discipline specific course is the field in which a student focuses during the course of his/her degree.

Minor Course (MIC):

Minor Course aims to expand student's knowledge beyond the major field of study.

Vocational Course (VOC):

Vocational Course assists student in developing workforce-relevant skills and enhance the employability of student.

Multidisciplinary Course (MDC):

A Multidisciplinary Course is an option to explore disciplines of interest beyond the choices of learners made in their major and minor disciplines.

Ability Enhancement Course (AEC):

Ability Enhancement Course aims to achieve competency in language and communication skills.

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Skill Enhancement Course (SEC):

Skill Enhancement Course aims to promote skills pertaining to a particular field of study, impart practical skills, hands-on training, soft skills, etc., in order to enhance the student's employability.

Internship:

Internship is a course to develop a professional ability through an appropriate learning. The Internship is for eight weeks.

Research Project:

Research Project is a course involving applications of knowledge in exploring, analyzing and solving real-life situations/problems.

Value Added Course (VAC):

Value Added Course aims to add the knowledge of learner beyond academic disciplines.

Semester/Academic Year

A semester comprises 90 working days and an academic year is divided into two semesters.

5.0. Eligibility

Senior Secondary School Leaving Certificate or Higher Secondary (12th Grade) Certificate obtained after successful completion of Grade 12 or equivalent stage of education corresponding to Level-4. However, the minimum eligibility to various UG programmes will be governed by the Ordinances of concerned Universities.

6.0. Programme Structure

The undergraduate degree programme is designed for eight semesters, or four years with multiple entry and exit options.

6.1 Major and Minor disciplines

Major discipline is the discipline or subject of main focus and the degree will be awarded in that discipline. Students should secure the prescribed number of credits (about 50% of total credits) through core courses in the major discipline.

Minor discipline helps a student to gain a broader understanding beyond the major discipline. For example, if a student pursuing an Economics major obtains a minimum of 12 credits from a bunch of courses in Statistics, then the student will be awarded B.A. degree in Economics with a Minor in Statistics.

6.2 Awarding UG Certificate, UG Diploma, and Degrees**UG Certificate:**

Students who opt to exit after completion of the first year and have secured 48 credits (44 credits in case of single major) will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-



enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

UG Diploma:

Students who opt to exit after completion of the 2nd year and have secured 96 credits (94 credits in case of single major) will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.

3-year UG Degree:

Students who wish to undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 132 credits (136 credits in case of single major) and satisfying the minimum credit requirement as given in Table 1.

4-year UG Degree (Honours):

A four-year UG Honours degree in the major discipline will be awarded to those who complete a 4-year degree programme with 180 credits (184 credits in case of single major) and have satisfied the credit requirements as given in Table 1.

4-year UG Degree (Honours with Research):

Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the University/College. The research project/dissertation will be in the major discipline. The students, who secure 180 credits (184 credits in case of single major), including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research).

UG Degree Programmes with Single Major:

A student has to secure a minimum of 50% credits from the major discipline for the 3-year/4-year UG degree to be awarded a single major. For example, in a 3-year UG programme, if the total number of credits to be earned is 136, a student of Physics with a minimum of 68 credits will be awarded a B.Sc. in Physics with a single major. Similarly, in a 4-year UG programme, if the total number of credits to be earned is 184, a student of Physics with a minimum of 92 credits will be awarded a B.Sc. (Hons./Hon. With Research) in Physics in a 4-year UG programme with single major.

Interdisciplinary UG Programmes:

The credits for core courses shall be distributed among the constituent disciplines/subjects so as to get core competence in the interdisciplinary programme. For example, a degree in Econometrics

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requires courses in economics, statistics, and mathematics. The total credits to core courses shall be distributed so that the student gets full competence in Econometrics upon completion of the programme. The degree for such students will be awarded as B.Sc. in Econometrics for a 3-year UG programme or B.Sc. (Honours) / B.Sc. (Honours with Research) in Econometrics for a 4-year UG programme.

Multidisciplinary UG Programmes:

In the case of students pursuing a multidisciplinary programme of study, the credits to core courses will be distributed among the broad disciplines such as Life sciences, Physical Sciences, Commerce & Management, Arts, Social Sciences, Humanities, etc., For example, a student who opts for a UG program in Life sciences will have the total credits to core courses distributed across Botany, Zoology and Human biology disciplines. The degree will be awarded as B.Sc. in Life Sciences for a 3-year programme and B.Sc. (Honours) in Life Sciences or B.Sc. (Honors with Research) for a 4-year programme without or with a research component respectively.


The statutory bodies of the Universities such as the Board of Studies and Academic Council shall finalize the course list for various programmes. The CCFUGP is detailed in the Table 1 to 5.



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Table1: Minimum Credit Requirements to Award Degree under Each Category

S. No.	Broad Category of Course	Minimum Credit Requirement as per UGC Guidelines		UG Programmes (Multidisciplinary/ Interdisciplinary)		UG Programmes (Single Major)		UG Programmes (Single Major) For students who choose to pursue single major after 2 nd semester of multidisciplinary Programmes	
		3-year UG	4-Year UG	3-year UG	4-Year UG	3-year UG	4-Year UG	3-year UG	4-Year UG
1	Discipline Specific Courses (DSC)	60	80	72	112 (100+12*)	72	112 (100+12*)	68	108 (96+12*)
2	Minor Course (MIC including Vocational Courses [VOC])	24	32	24	32	24	32	32	40
3	Multidisciplinary Courses (MDC)	09	09	09	09	09	09	09	09
4	Ability Enhancement Courses (AEC)	08	08	08	08	08	08	08	08
5	Skill Enhancement Courses (SEC)	09	09	09	09	11	11	09	09
6	Value Added Courses (VAC)	06 – 08	06 – 08	06	06	08	08	06	06
7	Internship	02 – 04	02 – 04	04	04	04	04	04	04
8	Research Project / Dissertation*	-	12	-	12*	-	12	-	
	Total	120	160	132	180	136	184	136	184

Note:*Honours students not undertaking research shall have to do 3 courses for 12 credits in lieu of a research project/Dissertation.



Chaudhary Ranbir Singh University, Jind
Department of Tourism and Travel Management
Bachelor of Hotel Management with Research Structure with Credit hours
First Year

Semester - I

Domain	Course Code	Course Title	Lectures	Tutorials	Practical	Credit	(External + Internal + Practical) Marks = Total Marks	Total Credits
CoreCourse-A1	CC-A1	Food Production Foundation - I ✓	3	0	2	4	(55+20+25P) = 100	24
CoreCourse-B1	CC-B1	F&B Service Foundation - I ✓	3	0	2	4	(55+20+25P) = 100	
CoreCourse-C1	CC-C1	House Keeping and Front office Foundation - I ✓	3	0	2	4	(55+20+25P) = 100	
Minor/Vocational	CC-M1	Basics of Tourism ✓	2	0	0	2	(35+15) = 50	
Multidisciplinary Courses	MDC1*	Basics of Management	3	0	0	3	(50+25) = 75	
Ability Enhancement Courses	AEC-1	Communicative English - I	2	0	0	2	(35+15) = 50	
Skill Enhancement Courses	SEC-1	Basic IT Tolls	3	0	0	3	(50+25) = 75	
Value Added Courses	VAC-1	Human Value and Ethics/ Environmental Studies	2	0	0	2	(35+15) = 50	

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Semester- II

Domain	Course Code	Course Title	Lectures	Tutorials	Practical	Credit	(External+Internal+ Practical) Marks = Total Marks	Total Credits
CoreCourse-A2	CC-A2	Food Production Foundation - II	3	0	2	4	(55+20+25P) =100	24
CoreCourse-B2	CC-B2	F&B Service Foundation - II	3	0	2	4	(55+20+25P) =100	
CoreCourse-C2	CC-C2	House Keeping and Front office Foundation - II	3	0	2	4	(55+20+25P) =100	
Minor/Vocational	CC-M2	Basics of Computer Application/ Economy of Haryana/Business Economics- I	2	0	0	2	(35+15) =50	
Multidisciplinary Courses	MDC2*	Managerial Skill	3	0	0	3	(50+25) =75	
Ability Enhancement Courses	AEC-2	Communicative English-II	2	0	0	2	(35+15) =50	
Skill Enhancement Courses	SEC-2	Business Analytics	3	0	0	3	(50+25) =75	
Value Added Courses	CC-M2	Environmental Studies/ Human Values and Ethics	2	0	0	2	(35+15) =50	
Undergraduate Certificate in Discipline with 52 credits Note: Internship of 4 credits of (4 –6) weeks duration after 2nd semester.								





Second Year

Semester- III

Domain	Course Code	Course Title	Lectures	Tutorials	Practical	Credit	(External+Internal + Practical) Marks = Total Marks	Total Credits
CoreCourse-A3	CC-A3	Food Production Operation	3	0	2	4	(55+20+25P) =100	24
CoreCourse-B3	CC-B3	F&B Service Operation	3	0	2	4	(55+20+25P) = 100	
CoreCourse-C3	CC-C3	House Keeping Operation	3	0	2	4	(55+20+25P) = 100	
Minor/Vocational	CC-M3	Nutrition and Food Safety	3	0	2	4	(55+20+25P) = 100	
Multidisciplinary Courses	MDC3*	Customer Relationship Management	3	0	0	3	(50+25) = 75	
Ability Enhancement Courses	AEC-3	Vyvahrik Hindi - I	2	0	0	2	(35+15) = 50	
Skill Enhancement Courses	SEC-3	Communication in Professional Life	3	0	0	3	(50+25) = 75	

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*A student will opt for multidisciplinary course from the subject which is different from the discipline. Student are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) or opted as major and minor discipline under this category provided further that if a multidisciplinary course across. The discipline cannot be offered by the department/institute/college, due to its constraints and available resources, then

- I. MDC can be opted out of MOOCs through SWAYAM
- II. MDC can be completed out of online courses offered by Chaudhary Ranbir Singh University, Jind
- III. MDC can be completed from a cluster college, i.e., from a neighboring college/institute.

Semester- IV								
Domain	Course Code	Course Title	Lectures	Tutorials	Practical	Credit	(External+Internal+ Practical) Marks = Total Marks	Total Credits
CoreCourse-A4	CC-A4	Food Production Management	3	0	2	4	(55+20+25P) =100	20
CoreCourse-B4	CC-B4	F&B Service Management	3	0	2	4	(55+20+25P) =100	
CoreCourse-C4	CC-C4	Front office Operation	3	0	2	4	(55+20+25P) =100	
Minor/Vocational	CC-M4	Tourism Product of India	3	1	0	4	(70+30) = 100	
Ability Enhancement Courses	AEC-4	Vyvahrik Hindi - II	2	0	0	2	(35+15) = 50	
Value Added Courses	VAC-3	Art of Happiness/ Financial Literacy	2	0	0	2	(35+15) = 50	
<p>Note : Students exiting the programme after fourth semester and securing 96 credits including 4 credits of summerinternship will be awarded UG Diploma in the relevant Discipline/Subject</p> <p>➤ Internship of 4 credits of 4-6 weeks duration after 4th semester (if not done after second semester).</p>								

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Third Year

Semester-V								
Domain	Course Code	Course Title	Lectures	Tutorials	Practical	Credit	(External+Internal+ Practical) Marks = Total Marks	Total Credits
CoreCourse-A5	CC-A5	Advanced Food Production	3	0	2	4	(55+20+25P) =100	20
CoreCourse-B5	CC-B5	Advanced F&B Service	3	0	2	4	(55+20+25P) =100	
CoreCourse-C5	CC-C5	Front office and House Keeping Practical	0	0	8	4	(70+30) =100	
Minor/Vocational	CC-M5(V)	Research Methodology	3	1	0	4	(70+30) =100	
Internship	Internship	Internship	0	0	0	4	(70+30) =100	

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Semester-VI								
Domain	Course Code	Course Title	Lectures	Tutorials	Practical	Credit	(External+Internal+ Practical) Marks = Total Marks	Total Credits
CoreCourse-A6	CC-A6	Indian Cuisine	3	0	2	4	(55+20+25P)=100	20
CoreCourse-B6	CC-B6	Bar Management	3	0	2	4	(55+20+25P)=100	
CoreCourse-C6	CC-C6	Facilities Management	3	0	2	4	(55+20+25P)=100	
Minor/Vocational	CC-M6	Event Management	3	1	0	4	(70+30)=100	
Minor/Vocational	CC-M7(V)	Digital Marketing	3	1	0	4	(70+30)=100	
<p>Bachelor in Discipline with 132 credits Note: Four Credits of internship, earned by a student during summer internship after 2nd semester or 4th semester, will be taken into account in 5th semester of the students who pursue 3 year UG Programme without taking exit option.</p>								
<p>Semester VI</p> <p>Students opting to quit after 3 years must undergo an internship of 6 months in their 6th semester</p>								
<p>Industrial Training + Viva = 12 Credits Project on any hospitality/ Tourism/ Event management enterprise = 8 credits Total Credits= 20</p>								

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Fourth Year

Semester-VII

Domain	Course Code	Course Title	Lectures	Tutorials	Practical	Credit	(External+Internal+ Practical) Marks = Total Marks	Total Credits
CoreCourse-H1	CC-H1	International Cuisine	3	0	2	4	(55+20+25P) =100	24
CoreCourse-H2	CC-H2	Banquet Management	3	0	2	4	(55+20+25P) =100	
CoreCourse-H3	CC-H3	Bakery and Confectionery	3	0	2	4	(55+20+25P) =100	
Discipline Specific Course	DSE-H1	Research Methodology/ Business Environment	3	1	0	4	(70+30) =100	
Practicum Course	PC-H1	Data Collection Methods/Breads and Cookies Making/Beverage Service/Flower Arrangement Making	3	0	2	4	(55+20+25P) =100	
Minor	CC-HM1	Service Marketing	3	0	0	4	(70+30) =100	

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Semester-VIII								
Domain	Course Code	Course Title	Lectures	Tutorials	Practical	Credit	(External+Internal + Practical) Marks = Total Marks	Total Credits
CoreCourse-H4	CC-H4	Food and Beverages Management	3	0	2	4	(55+20+25P) =100	24
CoreCourse-H5	CC-H5	Hotel Property Management System	3	0	2	4	(55+20+25P) =100	
CoreCourse-H6	CC-H6	Human Resource Management	3	0	2	4	(55+20+25P) =100	
Discipline Specific Course	DSE-H2	Operations Research/Secretarial Practice /Materials Management	3	1	0	4	(70+30) =100	
Practicum Course	PC-H2	Advance Spreadsheet Applications/ Corporate Restructuring	3	1	0	4	(70+30) =100	
Minor	CC-HM2	Hospitality Entrepreneurship Management/ Sustainable Practices Hospitality Sector	3	1	0	4	(70+30) =100	
Bachelor (Honors) in Major Subject / Discipline with 184/180 credits								

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Semester-VIII

Semester	Major Subject			Minor Subject	Total Credits	Degree to be awarded
	Core Courses	Discipline Specific Course	Practicum Courses	Core Courses		
VIII	Food and Beverages Management/ Hotel Property Management System/ Human Resource Management (Select any two) Total 8 Credits		Project/Dissertation 12Credits	Hospitality Entrepreneurship Management/ Sustainable Practices Hospitality Sector (Select any one) (Total 4 Credit)	24	Bachelor (Honors with Research) in Major Subject / Discipline with 184/180 credits

Semester VIII

Students who have not done their Internship of 6 months in 6th semester will opt for internship of 6 months in this semester

Industrial Training + Viva = 12 Credits

Project on any hospitality/ Tourism/ Event management enterprise = 8 credits

Total Credits= 20

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NOTE:

DSC	Discipline Specific Course: Credit of a DSC major could be the combination of lecture credits, tutorial credits, and practical credits. DSC includes core courses, subject elective and subject skill enhancement courses.
MDC	Multidisciplinary Course: All UG students must undergo three introductory level multidisciplinary courses relating to Natural Sciences, Physical Sciences, Humanities, Arts & Social Sciences, Commerce & Management, Interdisciplinary Studies . Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) or opted as major and minor stream under this category.
AEC	Ability Enhancement Course: Ability Enhancement (Language) courses may be designed to achieve competency in the Modern Indian Language and English, with a special emphasis on language and communication skills.
SEC	Skill Enhancement Course: Skill Enhancement Courses may be primed to impart practical skills, hands-on training, soft skills, etc., to enhance the student's employability.

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Summer Internship	Internships will require 120 hours (1 credit: 30 hrs of engagement) of involvement working with local industry, government or private organizations, business organizations, artists, crafts persons, and similar entities during summers. #Four credits of internship earned by a student during summer internship after 2nd semester or 4th semester will be counted in 5th semester of a student who pursue 3 year UG Programmes without taking exit option.
Research Project	Research Project/ Dissertation for UG degree (Honours with research) will be completed in the eighth semester under the guidance of a college and university faculty member.
VAC	Value Added Course: All UG students must undergo at least three Value Added Courses
MIC including VOC	Minor Course (MIC) with minimum 24 Credits including Vocational Course (VOC)
For students who choose to pursue single major after 2nd semester of multidisciplinary Programmes	
The 16 credits earned during first year in the two subjects, other than the subject which is continued as Single Major, will be counted towards minor	

DSC Major and Minor in I & II Semesters will have Foundation or Introductory level courses. DSC Major and Minor in III & IV semesters will be Intermediate Level Courses. Whereas DSC Major and minor in V & VI shall be of higher level courses and in VII & VIII semesters, advanced level courses will be offered.

Criteria for Question Paper Setting

External Marks: 70 - Note: Each question paper shall have five questions. Question No. 1 shall have 5 short – answer type questions, covering all four units, all of which shall be compulsory and each question shall carry 02 marks. Question No. 2 to 5 has internal choice and shall carry 15 marks each.

External Marks: 50 - Note: Each question paper shall have five questions. Question No. 1 shall have 5 short – answer type questions, covering all four units, all of which shall be compulsory and each question shall carry 02 marks. Question No. 2 to 5 has internal choice and shall carry 10 marks each.

External Marks: 35 - Note: Each question paper shall have five questions. Question No. 1 shall have 5 short – answer type questions, covering all four units, all of which shall be compulsory and each question shall carry 03 marks. Question No. 2 to 5 has internal choice and shall carry 05 marks each.

Criteria of Internal Marks

Internal Marks: 30- Note: Internal marks (30) will be given on following basis

Internal Examination	15 Marks
Presentations/Assignments/Small Projects/Quizes	10 Marks
Attendance	05 Marks

Total	30 Marks
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Internal Marks: 25- Note: Internal marks (25) will be given on following basis

Internal Examination	10 Marks
Presentations/Assignments/Small Projects/Quizes	10 Marks
Attendance	05 Marks
Total	25 Marks

Internal Marks: 15-

Note: Internal marks (15) will be given on following basis

Internal Examination	05 Marks
Presentations/Assignments/Small Projects/Quizes	05 Marks

Attendance	05 Marks
Total	15 Marks

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6.3. Credit hours for different types of courses

The workload relating to a course is measured in terms of credit hours. A credit is a unit by which the coursework is measured. It determines the number of hours of instruction required per week over the duration of a semester (minimum 15 weeks).

Each course may have only a lecture component or a lecture and tutorial component or a lecture and practicum component or a lecture, tutorial, and practicum component, or only practicum component. For example, a three-credit lecture course in a semester means three one-hour lectures per week with each one-hour lecture counted as one credit. In a semester of 15 weeks duration, a three-credit lecture course is equivalent to 45 hours of teaching. Required contact hours to earn credits will be as follows:

Nature of Work	Course Credits	Contact hours per week	Contact hours per semester (15 weeks)
Lecture	01	01	15
Tutorial per paper	01	01	15
Practical, Seminar, Internship, field practice/project, or community engagement, etc.	01	02	30

A course can have a combination of lecture credits, tutorial credits, and practicum credits. For example, a 4-credit course with three credits assigned for lectures and one credit for practicum shall have three 1-hour lectures per week and one 2-hour duration field-based learning/project or lab work, or workshop activities per week. In a semester of 15 weeks duration, a 4-credit course is equivalent to 45 hours of lectures and 30 hours of practicum. Similarly, a 4-credit course with 3-credits assigned for lectures and one credit for tutorial shall have three 1-hour lectures per week and one 1-hour tutorial per week. In a semester of 15 weeks duration, a four-credit course is equivalent to 45 hours of lectures and 15 hours of tutorials.

The following types of courses/activities constitute the programmes of study. Each of them will require a specific number of hours of teaching/guidance and laboratory/studio/workshop activities, field-based learning/projects, internships, and community engagement and service

- **Lecture courses:**

Courses involving lectures relating to a field or discipline by an expert or qualified personnel in a field of learning, work/vocation, or professional practice.

- **Tutorial courses:**

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Courses involving problem-solving and discussions relating to a field or discipline under the guidance of qualified personnel in a field of learning, work/vocation, or professional practice.

• **Practicum or Laboratory work:**

A course requiring students to participate in a project or practical or lab activity that applies previously learned/studied principles/theory related to the chosen field of learning, work/vocation, or professional practice under the supervision of an expert or qualified individual in the field of learning, work/vocation or professional practice.

• **Seminar:**

A course requiring students to participate in structured discussion/conversation or debate focused on assigned tasks/readings, current or historical events, or shared experiences guided or led by an expert or qualified personnel in a field of learning, work/vocation, or professional practice.

• **Internship:**

A course requiring students to participate in a professional activity or work experience, or cooperative education activity with an entity external to the education institution, normally under the supervision of an expert of the given external entity. A key aspect of the internship is induction into actual work situations. Internships involve working with local industry, government or private organizations, business organizations, artists, crafts persons, and similar entities to provide opportunities for students to actively engage in on-site experiential learning.

• **Studio activities:**

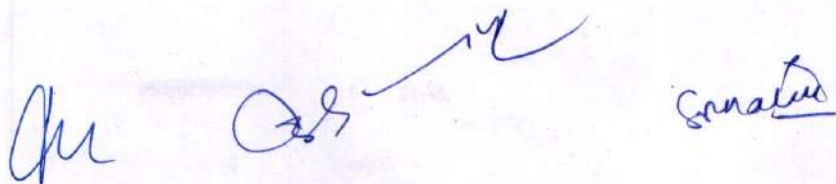
Studio activities involve the engagement of students in creative or artistic activities. Every student is engaged in performing a creative activity to obtain a specific outcome. Studio-based activities involve visual- or aesthetic-focused experiential work.

• **Field practice/projects:**

Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity.

• **Community engagement and service:**

Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity. The curricular component of 'community engagement and service' will involve activities that would expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems.

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7.0 Curricular components of the undergraduate programmes

The curriculum includes courses in language, skill, environmental education, India comprehension, digital and technological solutions, health and wellness, yoga education, sports and fitness, and more. It also includes courses from major streams, minor streams, and other disciplines.

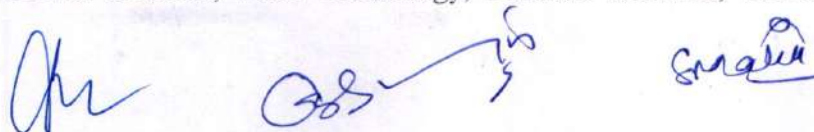
7.1 Disciplinary/ Interdisciplinary Major: A student's major would give them the opportunity to study a specific subject or field in depth. The major would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline. Students may be allowed to change major within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

7.2 Disciplinary/ Interdisciplinary Minor: Courses from disciplinary or interdisciplinary minors, as well as skill-based courses related to a chosen vocational education programme, will be available to students. Students who complete a sufficient number of courses outside of their intended major can pursue a minor in that field or in the selected interdisciplinary field. After completing a variety of courses in the second semester, students can declare their preferred minor and vocational stream.

7.3 Vocational Education and Training: In addition to imparting theoretical and practical knowledge, the undergraduate programme will incorporate vocational education and training to impart skills. A minimum of 12 credits will be awarded to students in the "Minor" stream of vocational education and training. These credits may be related to the student's preferred major or minor or choice of the student. These classes will be helpful in locating employment for students who drop out before finishing the programme.

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

- I. **Life Sciences:** Biochemistry, Biotechnology, Botany, Bioinformatics, Medical Biotechnology, Environmental Sciences, Food Technology, Forensic Sciences, Genetics,



Microbiology, Zoology, Chemistry and other Life & Natural Sciences and other Natural Science disciplines are among the foundational courses that students can choose from.

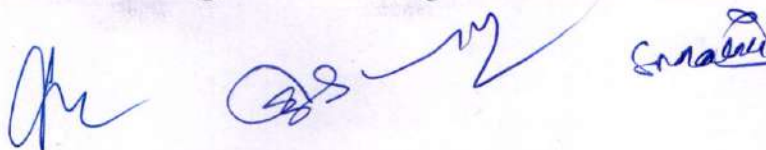
II. **Physical Sciences:** Chemistry, Physics, Mathematics, Computer Sciences, Statistics, Energy and Environmental Sciences and other Physical Science disciplines are among the foundational courses that students can choose from. The courses in this category will assist students in utilizing and putting techniques and tools into use in both their major and minor fields. Training in applications languages like STATA, SPSS, Tally, and other programming languages like Python could be a part of the class. When it comes to data analysis and the use of quantitative tools, the fundamental courses in this category will be beneficial to science and social science.

III. **Commerce and Management:** The courses cover topics like Accounting, Commerce, Business Studies, Human Resource Management, Finance, Production & operations International Business, Business Economics, E – Business, Travel & Tourism Management Financial institutions, Financial Technology, Data Science, English, Sociology, Psychology and other areas.

IV. **Arts, Humanities and Social Sciences:** Through courses in the social sciences like Economics, History, Geography, Sanskrit, Music, Visual Arts, Political science, Psychology, Sociology, Defence Studies, English, Hindi, Public Administration, Library Sciences, Journalism, Mass Media and Communication among others, students will be able to comprehend people and their social behavior, society, and country. Survey methods and India-specific large-scale databases will be taught to students. History, archaeology, comparative literature, the arts and creative expressions, creative writing and literature, language(s), philosophy, and other related fields are just a few examples of courses that fall under the heading "humanities," as well as courses that are related to the humanities that are taught across disciplines.

V. **Interdisciplinary Studies:** Taking courses in interdisciplinary fields like Environmental Sciences, Yoga Sciences, Gender Studies, Political Economy and Development, Global Environment & Health, Cognitive Science, International Relations, Political Economy and Development, Sustainable Development, and so on will help the learners to understand society.

7.5 Language Enhancement Courses: Students must demonstrate proficiency in English and a Modern Indian Language (MIL), with an emphasis on their language and communication skills, in order to graduate. The primary objective of the classes is to assist students in developing and demonstrating fundamental linguistic skills like critical reading,



expository writing, and academic writing. These skills help students understand the significance of language as a medium for knowledge and identity, as well as how to express their ideas in a clear and coherent manner. They would enable students to become familiar with the cultural and intellectual heritage of the chosen MIL and English languages, in addition to providing students with a reflective understanding of the complexity and structure of the language and literature related to both languages. The courses will also place an emphasis on the development and enhancement of skills like communication and the capacity for discussion and debate.

7.6 Skills Enhancement Courses (SEC): By giving students practical knowledge, hands-on experience, soft skills, etc., these courses aim to improve students' employability. The universities may design courses based on the needs of the students and the resources at its disposal.

7.7 Value-Added Courses (VAC) Common to All UG Students

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

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

Digital and technological solutions: Courses in cutting-edge areas that are fast gaining prominences, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine

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learning, drone technologies, and Deep learning with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

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

The Universities may introduce other innovative value-added courses relevant to the discipline or common to all UG programmes.

7.8 Summer Internship/Apprenticeship: key aspect of the new UG programme is induction into actual work situations. All students will also undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other HEIs/research institutions during the summer term. Students will be provided with opportunities for internships with local industry, business organizations, health and allied areas, local governments (such as panchayats, municipalities), Parliament or elected representatives, media organizations, artists, crafts persons, and a wide variety of organizations so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Students who wish to exit after the first two semesters will undergo a 4-credit work-based learning/internship during the summer term in order to get a UG Certificate.

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

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

7.9 Research Project/Dissertation: Students choosing a 4-Year Bachelor's degree (Honours with Research) are required to take up research projects under the guidance of a faculty member. The students are expected to complete the Research Project in the eighth semester. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences /seminars or may be patented.

Other Activities: This component will include participation in activities related to National Service Scheme (NCC), National Cadet Corps (NCC), adult education/literacy initiatives, mentoring school students, and other similar activities.

Additional Seats: The HEIs may create 10% additional seats over and above the sanctioned strength to accommodate the request for a change of major. Any unfilled or vacant seats may be filled with those seeking a change of Major. Preference will be given to those who have got highest CGPA with no arrears in the first year.

7.10 Levels of Courses

- I. **Foundation or introductory courses (First Year):** These courses will focus on foundational theories, concepts, perspectives, principles, methods, and procedures for deciding the subject or discipline of interest. These courses will impart general education required for the advanced studies. These courses will expose students to the different fields of study will lay the foundation for higher-level course work.
- II. **Intermediate-level courses (Second Year):** These courses will include subject-specific courses to fulfill the credit requirements for minor or major areas of learning.
- III. **Higher-level courses (Third Year):** These courses will be of disciplinary/inter disciplinary area of study are required for majoring for the award of a degree.
- IV. **Advanced courses (Fourth Year):** These courses will include lecture courses with

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practicum, research methodology, advanced laboratory experiments / software training, research projects, hands-on-training, internship/apprenticeship projects at the undergraduate level.

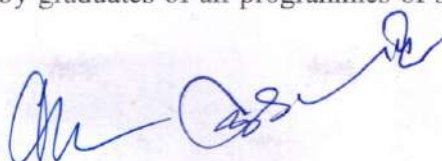
8.0. Pedagogical approaches

The Learning Outcomes-Based Approach to curriculum planning and transaction requires that the pedagogical approaches are oriented towards enabling students to attain the defined learning outcomes relating to the courses within a programme. The outcome-based approach, particularly in the context of undergraduate studies, requires a significant shift from teacher-centric to learner-centric pedagogies, and from passive to active/participatory pedagogies. Every programme of study lends itself to the well-structured and sequenced acquisition of knowledge and skills. Practical skills, including an appreciation of the link between theory and practice, will constitute an important aspect of the teaching-learning process. Teaching methods, guided by such a framework, may include lectures supported by tutorial work; practicum and field-based learning; the use of prescribed textbooks and e-learning resources and other self-study materials; field-based learning/project, open-ended project work, some of which may be team-based; activities designed to promote the development of generic/transferable and subject-specific skills; and internship and visits to field sites, and industrial or other research facilities etc.

9.0. Outcomes based approach to Higher Education

The basic assumption of the learning outcomes-based approach to curriculum development for awarding higher education degree should be based on the demonstrable attainment of objectives (academic excellence, knowledge, creativity, abilities, attitudes, and values) in a student after the completion of a programme. The National Higher Education Qualifications Framework (NHEQF) specified learning outcomes related to the disciplinary area(s) in the selected field(s) of learning and generic learning outcomes that are anticipated to be attained by a graduate upon completion of the programme(s). Students must possess the qualities and characteristics of a graduate of a programme of study. The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes:

9.1 Graduate Attributes: Graduate attributes are developed through a process of critical and reflective thinking, the learning experience, the college or university experience as a whole, and the curriculum. Graduate attributes (Table 6) include both general learning outcomes that should be acquired and demonstrated by graduates of all programmes of study and learning outcomes



that are specific to disciplinary areas related to the chosen field(s) of learning within broad multidisciplinary, interdisciplinary, and trans-disciplinary contexts.

Table 6: Graduate attributes

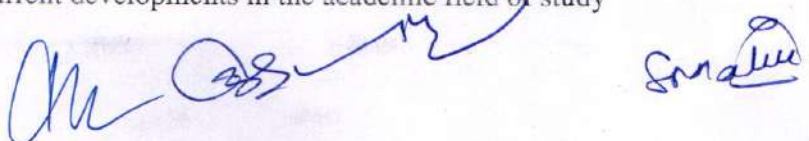
Type of learning outcomes	The Learning outcomes descriptors
Disciplinary and interdisciplinary specific learning outcomes	<ul style="list-style-type: none"> ➤ Comprehensive knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas. ➤ Practical, professional, and procedural knowledge necessary for performing professional or highly skilled work/tasks related to the field(s) of study ➤ Capacity to go beyond simply copying curriculum content knowledge to create solutions to particular problems
Generic Learning outcomes	<ul style="list-style-type: none"> ➤ Complex problem-solving, Critical Thinking and Creativity ➤ Communication Skills ➤ Analytical reasoning/thinking ➤ Research-related abilities ➤ Coordination and collaboration with others ➤ Value inculcation ➤ Empathy ➤ Autonomy, responsibility, and accountability ➤ Environmental awareness and action ➤ Community engagement and service

9.2 Qualification descriptors: The students who complete three years of full-time study of an undergraduate programme of study will be awarded a Bachelor's Degree. Some of the expected learning outcomes that a student should be able to demonstrate on completion of a degree-level programme may include:

- Fundamental/systematic or coherent understanding of an academic field of study
- Procedural knowledge related to the disciplinary/subject area of study
- skills in areas related to one's specialization and current developments in the academic field of study
- Able to use knowledge, understanding and skills required for identifying problems and issues
- Demonstrate subject-related and transferable skills that are relevant to some of the job trades and employment opportunities.

In addition to basic learning outcomes descriptor for Bachelor's Degree, a student with Bachelor degree with honours may demonstrate additional skills like:

- Specialization and current developments in the academic field of study



- Comprehensive knowledge about materials relating to essential and advanced learning areas pertaining to the chosen disciplinary areas (s) and field of study
- Skills in identifying information needs
- Able to use knowledge, understanding and skills for critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study

9.3 Programme and course learning outcomes: Individual programmes of study will have defined learning outcomes which must be attained for the award of a specific certificate/diploma/degree. Course learning outcomes are specific to the learning for a given course of study related to a disciplinary or interdisciplinary/multi-disciplinary area. Course-level learning outcomes must be aligned to programme learning outcomes. The achievement by students of course-level learning outcomes leads to the attainment of the programme learning outcomes.

10. Learning assessment

A variety of assessment methods that are appropriate to a given disciplinary/subject area and a programme of study will be used to assess progress toward the course/programme learning outcomes. Priority will be accorded to formative assessment. Evaluation will be based on continuous assessment, in which sessional work and the terminal examination will contribute to the final grade. Sessional work will consist of class tests, mid-semester examination(s), homework assignments, etc., as determined by the faculty in charge of the courses of study. Progress towards achievement of learning outcomes will be assessed using the following: time-constrained examinations; closed-book and open-book tests; problem-based assignments; practical assignment laboratory reports; observation of practical skills; individual project reports (case-study reports); team project reports; oral presentations, including seminar presentation; viva voce interviews; computerized adaptive assessment, examination on demand, modular certifications, etc.

The proportion of external and internal assessment in any course shall be preferably 70%:30%. However, this proportion may vary depending upon the nature of course.

10.1. Letter Grades and Grade Points: The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester. The SGPA is based on the grades of the current term, while the Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study.

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The HEIs may also mention marks obtained in each course and a weighted average of marks based on marks obtained in all the semesters taken together for the benefit of students.

Marks (%)	Letter Grade	Grade Point
> 85	O(outstanding)	10
> 75 to 85	A+(Excellent)	9
> 65 to 75	A(Very good)	8
> 55 to 65	B+(Good)	7
> 50 to 55	B(Above average)	6
> 40 to 50	C(Average)	5
40	P (Pass)	4
Less than 40	F(Fail)	0
	Ab(Absent)	0

10.2. 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 the sum of the product of the number of credits with the grade points 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.

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

Where C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{th} course.

Example for Computation of SGPA

Semester	Course	Credit	LetterGrade	Gradepoint	Credit Point (CreditxGrade)
I	Course 1	3	A	8	3X8= 24
I	Course 2	4	B+	7	4X7= 28
I	Course 3	3	B	6	3X6= 18
I	Course 4	3	O	10	3X 10 =30
I	Course 5	3	C	5	3X5= 15
I	Course 6	4	B	6	4X6= 24
		20			139
SGPA					139/20=6.95

- ii. The Cumulative Grade Point Average (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.

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

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



Example for Computation of CGPA

Semester1	Semester2	Semester3	Semester4	Semester5	Semester6
Credit:21 SGPA:6.9	Credit:22 SGPA:7.8	Credit:25 SGPA:5.6	Credit:26 SGPA:6.0	Credit:26 SGPA:6.3	Credit:25 SGPA:8.0
CGPA= $6.73(21 \times 6.9 + 22 \times 7.8 + 25 \times 5.6 + 26 \times 6.0 + 26 \times 6.3 + 25 \times 8.0) / 145$					

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

Transcript: University will issue a transcript for each semester as well as a cumulative transcript that reflects performance across all semesters based on the recommendations made above regarding letter grades, grade points, and SGPA and CCPA.

11,Disclaimer

“This Curriculum and Credit Framework for Undergraduate Programme (2023) has been framed by the Central Committee constituted by Department of Higher Education, Government of Haryana vide letter no. DHE-170006/11/2020-NPE dated 24.04.2023 and 01.05.2023 after careful consideration of the recommendations of University Grants Commission, New Delhi”.

This document shall be model for all State Universities of Haryana in framing the Scheme, Syllabus and Ordinances through their respective statutory bodies.

Semester – 1
FOOD PRODUCTION FOUNDATION-I

Total = 100
Total Marks: 100 ✓
External Marks: 55 ✓
Internal Marks: 20 ✓
External Practical: 25 ✓
Time: 3 Hrs

Course Outcomes:

- CO1 Students will be able to understand the technicalities and beauty of cooking.
- CO2 The undergraduates will acquire skills to deal with different types of accidents and fire.
- CO3 The learners will be able to identify, classify and purchase good quality food ingredients.
- CO4 The beginners will become capable in their selection of better quality raw material.

Course Contents:

Unit – 1 Cooking: - Introduction, Definition, and its importance.

Hygiene: introduction, importance and types. Qualities of F & B production employees

Unit – 2 Handling kitchen accidents e.g. burns cuts, fractures and Heart attack.

Fire: Introduction, Types and how to extinguish different types of fire.

Unit – 3 Ingredients used in cooking- I: Cereals and Grains, Fruits and Vegetables, and Sweeteners' - Types, Purchasing and Storing considerations.

Unit – 4 Ingredients used in cooking- II: Egg, Milk and Milk Products, Salt and Oil & Fat- Introduction, Types, Purchasing and Storing considerations.

Practical

1. Proper usage of a kitchen knife and hand tools
2. Understanding the usage of small equipments
3. Familiarization, identification of commonly used raw material
4. Basic hygiene practices to be observed in the Kitchen
5. First aid for cuts & burns
6. **Egg Cookery**
Preparation of:
 - (i) Hard & soft boiled eggs.
 - (ii) Fried eggs.
 - (iii) Poached eggs.
 - (iv) Scrambled eggs.
 - (v) Omelet's (Plain, Spanish, Stuffed)
7. **Preparation of Vegetables**
 - Cuts of vegetables: Julienne Jardiniere, Dices, Cubes, Macedoine, Paysanne, Shredding, Concasse, Mire- poix
 - Blanching of Tomatoes and Capsicum
 - Cooking vegetables: Boiling (potatoes, peas); Frying (Aubergine, Potatoes); Steaming (Cabbage) Braising (Potatoes); Braising (Onions, cabbage)
8. **Rice & Pulses Cooking**
 - (i) Identification of types of rice varieties & pulses.

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- (ii) Simple preparation of (a) Boiled rice (Draining & absorption) Method.
- (iii) Fried rice.
- (iv) Simple dal preparation
- (v) Wheat, products like making chapattis, parathas, phulkas, Kulchas & puris.

9 **Indian Breakfast**

- (i) Preparation of Puri/ Bhaji, Allo Paratha, Chola Bhatura,

Suggested Readings:

- Accompaniments & Garnishes from waiter; Communicate: Fuller J. Barrie & Jenkins
- Bakery & Confectionery By S.C Dubey, Publisher: Society of Indian Bakers
- Cooking Essentials for the New Professional Chef
- Professional Cooking by Wayne Gislen, Publisher Le Cordon Bleu
- Purchasing Selection and Procurement for the Hospitality Industry By Andrew Hale Feinstein and John M. Stefanelli
- The Professional Chef (4th Edition) By Le Rol A. Polsom
- The Professional Pastry Chef, Forth Edition By Bo Friberg Publisher: Wiley & Sons INC
- Theory of Catering By Kinton & Cessarani
- Theory of Cookery By K Arora, Publisher: Frank Brothers

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FOOD & BEVERAGE SERVICE FOUNDATION-I

Total
Total Marks: 100 ✓
External Marks: 55 ✓
Internal Marks: 20 ✓
External Practical: 25 ✓
Time: 3 Hrs

Course Outcomes:

After completion of the course students will be expected to be able to:

- CO1 Develop general knowledge on the origins and development of food service in hotels, restaurants, and institutions. Distinguish between commercial and institutional food service facilities.
- CO2 Identify trends likely to affect food service in the coming years.
- CO3 Identify a variety of managerial, production, and service positions that are typical of the food service industry and describe the roles these positions play in providing food service.
- CO4 Identify and describe the four types of table service and at least two other food service categories.

Theory

Unit – 1 F & B Services: - Introduction, Importance, Functions, Sections Classification of catering establishment- commercial and non-commercial

Unit – 2 Departmental Organization & Staffing – Organization Structure of F & B Services in different types of Hotels. Job Descriptions and job specifications of different F & B service positions, attributes of F & B personnel

Unit – 3 Food & Beverage Service equipments: Introduction, Classification and features.

Unit – 4 Food & Beverage Service Methods: Introduction, Classification and features.

Practical:

- Personal grooming
- Knowledge of equipments
- Knowledge of various food service methods
- F & B Service terminology
- Basic food service- Indian Breakfast, Egg preparation

Suggested Reading:

- Food & Beverage Service – Dennis R.Lillicrap. & John A. Cousines. Publisher: ELBS
- Food & Beverage Service Management – Brian Varghes
- Food & beverage Service Training Manual – Sudhir Andrews, Tata Mc Graw Hill. Food & Beverage Service Lillicrap & Cousins, ELBS
- Introduction F & B Service- Brown, Heppner & Deegan
- Menu Planning- Jaks Kivela, Hospitality Press
- Modern Restaurant Service- John Fuller, Hutchinson
- Professional Food & Beverage Service Management – Brian Varghes
- The Restaurant (From Concept to Operation)
- The Waiter Handbook By Graham Brown, Publisher: Global Books & Subscription Services New Delhi.

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HOUSEKEEPING & FRONT OFFICE FOUNDATION - I

Total Marks: 100
External Marks: 55
Internal Marks: 20
External Practical: 25

Total Marks

Time: 3 Hours

Course outcomes:

After the completion of the course the students will be able to;

- CO1 Gain the knowledge about housekeeping meaning and importance in hotel.
- CO2 To acquire the skills about Housekeeping procedures in hotel and gain knowledge about lost and found procedure.
- CO3 Attain knowledge about hotel guest rooms.
- CO4 Students able to understand the concepts of cleaning equipment's and agents used in hotel industry.

Theory

Unit – 1

Introduction: Meaning and definition of Housekeeping, Responsibility of the Housekeeping department, Career in the Housekeeping department.

Housekeeping Department and personnel in housekeeping: Organizational framework of the Department (Large/Medium/Small Hotel), Role of Key Personnel in Housekeeping, Job Description and Job Specification of staff in the department, Attributes and Qualities of the Housekeeping staff.

Unit – 2

Coordination: Inter departmental Coordination with more emphasis on Front office and the Maintenance department.

Housekeeping control desk Procedures: Briefing, Debriefing, Gate pass, Inventory of Housekeeping Items, Housekeeping control desk, Importance, Role, Co-ordination, check list, key control. Handling Lost and Found, Forms and registers used in the Control Desk, Paging systems and methods, Handling of Guest queries.

Unit – 3

Hospitality Industry: Introduction, origin and its nature, Development and growth in India (ITD, ITDC, Taj, Oberoi and Jaypee Hotels)

Unit – 4

Accommodation Industry, Types & Classification of Hotels on different basis; Star Categorization, Heritage Hotels and others

Practical

1. Personal hygiene in housekeeping
2. Rooms layout and standard supplies and amenities.
3. Identification of cleaning equipment's both manual and Mechanical,
4. Use of different Brushes, brooms, mops and identification of cleaning agents.
5. Maids Trolley: Set Up, Stocking and usage.

Suggested Readings:

- Hotel and Catering Studies – Ursula Jones
- Hotel Hostel and Hospital Housekeeping – Joan C Branson & Margaret Lennox (ELBS).

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- Hotel House Keeping – Sudhir Andrews Publisher: Tata Mc Graw Hill.
- Hotel Housekeeping Operations & Management – Raghubalan, Oxford University Press.
- House Craft – Valerie Paul
- House Keeping Management – Matt A. Casado; Wiley Publications
- Housekeeping and Front Office – Jones
- Housekeeping Management by A.K. Bhatiya.
- Front Office Training manual – Sudhir Andrews. Publisher: Tata Mac Graw Hill
- Managing Front Office Operations – Kasavana & Brooks Educational Institution AHMA
- Front Office – Operations and management – Ahmed Ismail (Thomson Delmar).
- Managing Computers in Hospitality Industry – Michael Kesavana & Cahell.
- Front Office Operations – Colin Dix & Chris Baird.
- Front Office Operation Management- S.K Bhatnagar, Publisher: Frank Brothers
- Managing Front Office Operations By Kasvan & Brooks
- Principal of Hotel Front Office Operations, Sue Baker & Jermy Huyton, Continum
- Check in Check out – Jerome Vallen
- Hotel Front Office Management, 4th Edition by James Socrates Bardi; Wiley Internatioanl

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Sudhir

BASICS OF TOURISM

Total = 50
Total Marks: 50
External Marks: 35
Internal Marks: 15
Time: 2 Hours

Course outcomes:

After the completion of the course the students will be able to;

1. Describe the history and structure of international travel and hospitality industry
2. Appraise the positive and negative impacts of tourism destination development
3. Analyze arrange of tourist needs and motivations to travel
4. Discuss the development and distribution of tourism products

Unit I

Meaning, definition, characteristics and types of Tourism, components of Tourism, tourism as an industry.

Unit II

History of Tourism through ages, linkages of tourism with other subjects like History, sociology, geography, management and economics, Economic impacts of tourism

Unit III

Tourism Organizations: Origin, Organization and Function of WTO, IATA as International Organizations while TAAI, IATO and ITDC as Domestic Organizations

Unit IV

Explaining of the terms- Tours, Tourist, and Visitor, traveller, Excursionist, Resource, Attraction, W.T.O. classification of Tourists and its significance. Problem and Prospects of Tourism

Suggested Readings:

- Anand, M.M., Tourism and hotel Industry in India, Prentice Hall, New Delhi, 1976
- Bhatia, A. K., International Tourism, Sterling Publishers, New Delhi
- Bhatia, A. K., Tourism development: Principles, Practices and Philosophies, Sterling Publishers, New Delhi
- McIntosh, Robert, W. Goldner, Charles, Tourism: Principles, Practices and Philosophies, John Wiley and Sons Inc. New York, 1990 (9th edition)
- Mill, Robert Christie and Alastair M. Morrison, The Tourism System, Englewood Cliffs, N.J., Prentice Hall, 1985
- Negi, J.M.S., Tourism and Travel- Concepts and principles, Gitanjali Publishing House, New Delhi, 1990
- Robinson, H.A., Geography of Tourism, Me Donald and Evans, London, 1976







Semester – II

FOOD PRODUCTION FOUNDATION - II

Total
Total Marks: 100
External Marks: 55
Internal Marks: 20
External Practical: 25
Time: 3 Hrs

Course Outcomes:

- CO1 Students will acquaint themselves about different types of equipment, and fuel.
- CO2 The undergraduates will get of knowledge of various cooking methods.
- CO3 The pupils will be able to identify different sections of a professional kitchen and their organizational hierarchy.
- CO4 The learners will have thorough knowledge of Indian and French Cuisine.

Theory

- Unit – 1** **Equipments-** Introduction, Classifications, use and Selection criterion
Commercial Kitchen Fuel- Introduction, Types, characteristics, advantages and disadvantages.
Pre- Preparation techniques: Introduction, types and their detail.
- Unit – 2** **Cooking Methods – Introduction,** types and their detailed description
- Unit – 3** **Hotel Kitchen:** Introduction and its sections.
Food Production Organizational Hierarchy: Introduction, duties and responsibilities of staff.
- Unit – 4** **Stock –** Introduction, Classification, and their recipes
Soup – Introduction, Classification, and their recipes

Practical

- Introduction of Fuels
- Knowledge of pre-preparation techniques
- Knowledge of various cooking methods
- Preparation of Indian dishes (Three course Indian menu for lunch & dinner, lassi, Jaljeera, & Aam Panna,
- Introduction of French Dishes (Soups, Salads, Sandwiches five of each)
- F & B production terminology

Suggested Readings:

- Art of Indian Cookery, Rocky Mohan, Roli
- Prased- Cooking with Masters, J. Inder Singh Kalra, Allied
- Modern cookery (Vol- I & II) For Teaching & Trade, Philip E. Thangam, Orient Longman
- Larousse Grastonomique- Cookery Encyclopedia, Paul Hamlyn
- The Complete Guide to the Art of Modern Cookery, Escoffier

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FOOD & BEVERAGE SERVICE FOUNDATION - II

Total Marks: 100 *de*
External Marks: 55
Internal Marks: 20
External Practical: 25
Time: 3 Hrs

Course Outcomes:

- CO1 Students will be able to describe menu, its types, cover set for each type of menu and also will be able to plan a menu for various types of functions.
- CO2 Students will be able to understand the service and storage of various types of beverages mainly non-alcoholic.
- CO3 Students will be able to understand breakfast and their service and cover setup.
- CO4 Students will be able to understand the procedure of room service.

Theory

- Unit – 1 **Menu:** - Introduction, Importance, and Types (detailed description of each type): A la Carte & TDH, Factors affecting menu item selection. French Classical Menu
- Unit – 2 **Non Alcoholic Beverages:** Classification & Services, Storage.
- Unit – 3 **Breakfast Service:** Introduction, types, features, table layouts and service. KOT
- Unit – 4 **Room Service:** Introduction, Organization, Cycle, Equipments, Types, Menu and various forms.

Practical:

- Various menu services, their table layouts and service sequences for:
 - A La Carte and TDH
 - Room Service
 - Breakfast
- **Breakfast Services Practical**
 - Laying of Different type of breakfast cover with all table appointments like butter dish, supreme bowl (for service of grape fruit etc)
 - Laying a room service tray for bed tea and breakfast (Continental & English)
- **Room Service:** - Trolley Tray Breakfast set up and service for rooms.

Suggested Reading:

- Food & Beverage Service – Dennis R. Lillicrap. & John A. Cousins. Publisher: ELBS
- Food & Beverage Service Training Manual – Sudhir Andrews, Tata MC Graw Hill. Food & Beverage Service Lillicrap & Cousins, ELBS
- Introduction F & B Service – Brown, Heppner & Deegan
- Menu Planning- Jaks Kivela, Hospitality Press
- Modern Restaurant Service- John Fuller, Hutchinson
- Professional Food & Beverage Service Management- Brian Varghese
- The Waiter Handbook - Graham Brown, Publisher: Global Books & Subscription Services New Delhi.

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HOUSEKEEPING AND FRONT OFFICE FOUNDATION - II

Total Marks: 100 *ch*

External Marks: 55

Internal Marks: 20

External Practical: 25

Time: 3 Hrs

Course Outcomes: On completion of this module students will be able to;

- CO1 Describe the history and structure of international travel and hospitality industry
- CO2 Appraise the positive and negative impacts of tourism
- CO3 To analyze a range of 5 A's of Tourism
- CO4 Discuss the development and distribution of hospitality products
- CO5 Different departments in a hotel and their role

Theory:

Unit 1:

The Hotel Guest Room: Layout of guest room (Type), Types of guest rooms in hotels

Cleaning Science: Characteristics of a good cleaning agent, Types of cleaning agents and usage.

Unit 2:

Cleaning Equipment: Types of Equipment, Operating Principles of Equipment, Characteristics of Good equipment (Mechanical/Manual), Storage, Upkeep, and Maintenance of equipment.

Cleaning of Different Surfaces: Metal, Glass, Leather, Rexene, Ceramic and Wood

Unit 3:

Organization structure of hotels, various departments and sub-departments in a hotel, their profile and activities.

Unit 4:

Front Office: Functions and its importance, Different sections of the front office department and their importance – Reservation, Reception, Concierge, Bell desk, Lobby, Telephones, Cashier, Inter and Intra-department coordination

Practical

- DO'S and Don'ts for new entrants/employees in the front office
- Personal grooming
- Knowledge of equipments
- Inter department and intra department co-ordination/ linkages
- Handling situations
- Front office terminology

Suggested Readings:

- Hotel and Catering Studies – Ursula Jones
- Hotel Hostel and Hospital Housekeeping – Joan C Branson & Margaret Lennox (ELBS).
- Hotel House Keeping – Sudhir Andrews Publisher: Tata Mc Graw Hill.
- Hotel Housekeeping Operations & Management – Raghubalan, Oxford University Press.
- House Craft – Valerie Paul
- House Keeping Management – Matt A. Casado; Wiley Publications
- Housekeeping and Front Office – Jones
- Housekeeping Management by A.K. Bhatiya.
- Front Office Training manual – Sudhir Andrews. Publisher: Tata Mac Graw Hill

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- Managing Front Office Operations – Kasavana & Brooks Educational Institution AHMA
- Front Office – Operations and management – Ahmed Ismail (Thomson Delmar).
- Managing Computers in Hospitality Industry – Michael Kesavana & Cahell.
- Front Office Operations – Colin Dix & Chris Baird.
- Front Office Operation Management- S.K Bhatnagar, Publisher: Frank Brothers
- Managing Front Office Operations By Kasvan & Brooks
- Principal of Hotel Front Office Operations, Sue Baker & Jermy Huyton, Continum
- Check in Check out – Jerome Vallen
- Hotel Front Office Management, 4th Edition by James Socrates Bardi; Wiley Internatioanl

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