



ROYAL SCHOOL OF HOTEL MANAGEMENT (RSHM)

COURSE STRUCTURE & SYLLABUS

(BASED ON NATIONAL EDUCATION POLICY 2020)

FOR

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

W.E.F.

AY 2024-2025

Table of Contents

Sl. No.	Contents	Page no.
1	Preamble	3
2	Introduction	5
3	Approach to Curriculum Planning	12
4	Award of Degree	13
5	Graduate Attributes	14
6	Programme Learning Outcome	17
7	Programme Specific Outcome	18
8	Teaching Learning Process	19
9	Assessment Methods	19
10	Programme Structure	20
11	Detailed Syllabus	23

Preamble

The National Education Policy (NEP) 2020 conceives a new vision for India's higher education system. It recognizes that higher education plays an extremely important role in promoting equity, human as well as societal well-being and in developing India as envisioned in its Constitution. It is desired that higher education will significantly contribute towards sustainable livelihoods and economic development of the nation as India moves towards becoming a knowledge economy and society.

Suppose we focus on the 21st century requirements. In that case, the higher education framework of the nation must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and twenty-first-century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects.

A quality higher education should be capable enough to enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to society. Overall, it should focus on preparing students for more meaningful and satisfying lives and work roles and enable economic independence.

To achieve holistic and multidisciplinary education, the University's flexible curricula will include credit-based courses, projects in community engagement and service, environmental education, and value-based education. As part of holistic education, students will also be provided with opportunities for internships with local industries, businesses, artists, and craftspersons, and soon, as well as research internships with faculty and researchers at the University, so that students may actively engage with the practical aspects of their learning and thereby improve their employability.

The needs of the programs. As per the recommendations from the UGC, introduction (IKS) is incorporated in the curriculum structure which encompasses all of the systematized disciplines of Knowledge to a high degree of sophistication in India from ancient

times and all of the traditions and practices that the various communities of India—including the tribal communities—have evolved, refined, and preserved over generations, like for example Vedic Mathematics, Vedangas, Indian Astronomy, Fine Arts, Metallurgy, etc.

At RGU, we are committed that at the societal level, higher education will enable each , conscious, knowledgeable, and skilled citizen who can find and implement robust solutions to their problems. For the students at the University, Higher education is expected to form the basis for knowledge creation and innovation thereby contributing to a more vibrant, socially engaged, cooperative community leading towards a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.”

1.1. Introduction

The National Education Policy (NEP) 2020 indicates that higher education plays an extremely important role in promoting human as well as societal well-being in India. As envisioned in the 21st-century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. According to the new education policy, assessments of educational approaches in undergraduate education will integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) that will lead to positive learning outcomes. This will lead to develop creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning, and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning and more in-depth learning.

The NEP highlights that the following fundamental principles that have a direct bearing on the curricula would guide the education system at large, viz.

- i. Recognizing, identifying, and fostering the unique capabilities of each student to promote her/his holistic development.
- ii. Flexibility, so that learners can select their learning trajectories and programmes, and thereby choose their paths in life according to their talents and interests.
- iii. Multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world.
- iv. Emphasis on conceptual understanding rather than, critical thinking to encourage logical decision-making and innovation; ethics and human & constitutional values, and life skills such as communication, teamwork, leadership, and resilience.
- v. Extensive use of technology in teaching and learning, removing language barriers, increasing, educational planning and management.
- vi. Respect for diversity and respect for the local context in all curricula, pedagogy, and policy.

- vii. Equity and inclusion as the cornerstone of all educational decisions to ensure that all students can thrive in the education system and the institutional environment are responsive to differences to ensure that high-quality education is available for all.
- viii. Rootedness and pride in India, and its rich, diverse, ancient, and modern culture, languages, knowledge systems, and traditions.

1.2. Credits in Indian Context:

1.2.1. Choice Based Credit System (CBCS) By UGC

Under the CBCS system, the requirement for awarding a degree or diploma or certificate is prescribed in terms of several credits to be earned by the students. This framework is being implemented in several universities across States in India. The main highlights of CBCS are as below:

- The CBCS provides flexibility in designing curriculum and assigning credits based on the course content and learning hours.
- The CBCS provides a system where students can take courses of their choice, learn at their own pace, undergo additional courses, acquire more than required credits, and adopt an interdisciplinary approach to learning.
- CBCS is a degree program to master and research degree programmes.

1.3. Definitions

1.3.1. Academic Credit:

An academic credit is a unit by which a course is weighted. It is fixed by the number of hours of instruction offered per week. As per the National Credit Framework [2];

1 Credit = 30 NOTIONAL CREDIT HOURS (NCH)

Yearly Learning Hours = 1200 Notional Hours (@ 40 Credits x 30 NCH)

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

1.3.2. Course of Study:

Course of study indicates pursuance of study in a particular discipline/programme. Discipline/Programmes shall offer Major Courses (Core), Minor Courses, Skill Enhancement Courses (SEC), Value Added Courses (VAC), Ability Enhancement Compulsory Courses (AECCs) and Interdisciplinary courses.

1.3.3. Disciplinary Major:

The major would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline. Students may be allowed to change major within the broad discipline at the end of the second semester by giving her/him sufficient time to explore interdisciplinary courses during the first year. Advanced-level disciplinary/interdisciplinary courses, a course in research methodology, and a project/dissertation will be conducted in the seventh semester. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation. c

1.3.4. Disciplinary/interdisciplinary minors:

Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor at the end of the second semester, after exploring various courses.

1.3.5. Courses from Other Disciplines (Interdisciplinary):

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

i. Natural and Physical Sciences: Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, etc.

ii. Mathematics, Statistics, and Computer Applications: Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.

iii. Library, Information, and Media Sciences: Courses from this category will help the students

To understand there cent developments in information and media science (journalism, mass media, and communication)

iv. Commerce and Management: Courses include business management, accountancy, finance, financial institutions, fintech, etc.,

v. Humanities and Social Sciences: The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, social, Sociology, etc. will enable students to understand individuals and their social behavior, society, and nation. Students be introduced to survey methodology and available large-scale databases for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc., and interdisciplinary courses relating to humanities. The list of Courses that can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's, and Gender Studies, etc. will be useful to understand society.

1.3.6. Ability Enhancement Courses(AEC):Modern Indian Language(MIL)& English language focused on language and communication skills. Students are required to achieve competency in a Indian language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a media to knowl edge and identity. They would also enable students to acquaint themselves with the cultural and intellectual heritage of the chosen MIL and English language, as well as to provide a reflective understanding of the structure and complexity of the language/literature related to both the MIL and English language. The courses will also emphasize the development and enhancement of skills such as communication, and the ability to participate/conduct discussion and debate.

1.3.7. Skill Enhancement Course (SEC): These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students and should be related to the major discipline. They will aim to provide hands-on training, competencies, proficiency, and skills to students. SEC courses will be a basket course to provide skill-based instruction. For example, SEC of the English Discipline may include Public Speaking, Translation & Editing, and Content Writing.

A student shall have the choice to select from a defined track of courses offered from the 1st to 3rd semester.

1.3.8. Value-Added Courses(VAC):

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

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

iii. *Digital and technological solutions:* Courses in cutting-edge areas that are fast gaining prominences, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

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

These are a common pool of courses offered by different disciplines and aimed towards embedding ethical, cultural and constitutional values; promoting critical thinking. Indian knowledge systems; the scientific temperament of students.

1.3.9. Summer Internship /Apprenticeship:

The intention is induction into actual work situations. All students must undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other HEIs/research institutions during the *summer term*. Students should take up opportunities for internships with local industry, business organizations, health and allied areas, hospitality organizations, and tour organizations, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Students who wish to exit after the first two semesters will undergo a 4-credit work-based learning/internship during the summer term to get a UG Certificate.

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

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

1.3.10. Indian Knowledge System:

Given the importance accorded in the NEP 2020 to rooting our curricula and pedagogy in the Indian context all the students who are enrolled in the four-year UG program enough that the *total credits of the courses taken in IKS amount to at least five percent of the total mandated credits (i.e., min. 8 credits for a 4 yr. UGP & 6 credits for a 3yr. UGP)*. The students may be encouraged to take these courses, preferably during the

first four semesters of the UG programme. At least half of these mandated credits should be in courses in disciplines that are part of IKS and are related to the major field of specialization that the student the UG program. They will be included as a part of the total mandated credits that the student is expected to take in the major field of specialization. The rest of the mandated credits in IKS can be included as a part of the mandated Multidisciplinary courses that are to be taken by every student. All the students should take a Foundational Course in the Indian Knowledge System, which is designed to present an overall introduction to all the streams of IKS relevant to the UG programme. The foundational IKS course should be broad-based and cover introductory material on all aspects.

Wherever possible, the students may be encouraged to choose a suitable topic related to IKS for their project work in the 7/8th semesters of the UG program.

1.3.11. Experiential Learning:

One of the most unique, practical, and beneficial features of the National Credit Framework is the assignment of credits/credit points/weightage to experiential learning, including relevant experience and professional levels acquired, proficiency, and professional levels of a learner/student.

Experiential learning is of two types:

a. *Experiential learning as part of the curricular structure* of academic or vocational program. E.g., projects/OJT/internship/industrial attachments etc. This could be either within the Program-internship/ summer project undertaken relevant to the program being studied or as part-time employment (not relevant to the program being studied- up to a certain NSQF level only). In cases where experiential learning is a part of the curricular structure, the credits would be calculated and assigned as per basic principles of NCrFi.e., 40 credits for 1200 hours of notional learning.

b. *Experiential learning as active employment* (both wage and self) post-completion of an academic or vocational program. This means that the experience attained by a person after undergoing a particular educational program shall be considered for the assignment of credits. This could be either Full or Part-time employment after undertaking an academic/Vocation program.

In cases where experiential learning is a part of employment, the learner would earn credits as weightage. The maximum credit points earned in this case shall be double the credit points earned concerning the qualification/ course completed. The credit earned and assigned under relevant experience would enable learners to progress in their careers through the work hours put in during a job/employment.

1.4 Approach to Curriculum Planning:

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree (Hons) programs are earned and awarded based on (a) demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and (b) academic standards expected of graduates of a program of study.

The expected learning outcomes are used as reference points that would help formulate graduate attributes, and qualification descriptors, which in turn will help in curriculum planning and development, and in the design, delivery, and review of academic programmes.

Learning outcomes-based frameworks in any subject must specify what graduates completing a particular programme of study are (a) expected to know, (b) understand and (c) be able to do at the end of their programme of study. To this extent, LOCF in Hotel Management is committed to allowing for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within institutional parameters as well as LOCF guidelines, (v) generating framework(s) of agreed expected graduate attributes, qualification descriptors, programme learning outcomes, and course learning outcomes. The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes.

The LOCF for undergraduate education is based on specific learning outcomes and academic standards expected to be attained by graduates of a programme of study. However, an outcome-based approach emphasizes outcomes. This approach provides greater flexibility to the teachers to develop—and the students to accept and adopt—different learning and teaching pedagogy in an interactive and participatory ecosystem. The idea is to integrate social needs and teaching practices in a manner that is responsive to the needs of the community. HEIs, in turn, shall address the situations of their students by identifying relevant and common outcomes and by developing such outcomes that not only match the specific needs of the students but also expand their outlook and values.

2. Award of Degree

The structure and duration of undergraduate programmes of study offered by the university as per NEP 2020 include:

2.1. Undergraduate programmes of either 3 or 4-year duration with a Single Major, with multiple entry and exit options, with appropriate certifications:

2.1.1. UG Certificate: Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

2.1.2. UG Diploma: Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.

2.1.3. 3-year UG Degree: Students who will undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits and satisfying the minimum credit requirement.

2.1.4. 4-year UG Degree (Honours): A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits and have satisfied the credit requirements as given in Table 6 in Section 5.

2.1.5. 4-year UG Degree (Honours with Research): Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a Faculty Member of the University. The research project/dissertation will be in the major discipline. The students who secure 160 credits, including 12 credits from a research project/dissertation, will be awarded UG Degree (Honours with Research).

(Note: **UG Degree Programmes with Single Major:** A student must secure a minimum of 50% credits from the major discipline for the 3-year/4-year UG degree to be awarded a single major. For example, in a 3-year UG programme, if the total number of credits to be earned is 120, a student of Mathematics with a minimum of 60 credits will be awarded a B.Sc. in Mathematics with a single major. Similarly, in a 4-year UG programme, if the total number of credits to be earned is 160, a student of Chemistry with a minimum of 80 credits will be awarded a B.Sc. (Hons.). Hon. With Research) in Chemistry in a 4-year UG programme with a single major. Also, the **4-year Bachelors degree programme with a Single Major** is considered the preferred

It would allow the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the student's choices.)

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

Award	Year	Credits to earn	Additional Credits	Re-entry allowed within(yrs.)	Years to Complete
UG Certificate	1	40	4	3	7
UG Diploma	2	80	4	3	7
3-year UG Degree(Major)	3	120	x	X	x
4-year UG Degree (Honours)	4	160	x	X	x

Award	Year	Credits to earn	Additional Credits	Re-entry allowed within(yrs.)	Years to Complete
4-yearUGDegree (Honors with Research):	4	160	Studentswhosesecureacumulative75% marks and above in the first six semesters		

3. Graduate Attributes

3.1. Introduction:

As per the NHEQF, each student on completion of a programme of study must possess and demonstrate the expected **Graduate Attributes** acquired through one or more modes of learning, including direct in-person or face-to-face instruction, online learning, and hybrid/blended modes. The graduate attributes indicate the quality and features or characteristics of the graduate of a programme of study, including learning outcomes relating to the disciplinary area(s) relating to the chosen field(s) of learning and generic learning outcomes that are expected to be acquired by a graduate on completion of the programme(s) of study.

The graduate profile/attributes must include,

- Capabilities that help widen the current knowledge base and skills,
- Gain and apply new knowledge and skills,
- Undertake future studies independently, perform well in a chosen career, and
- Play a constructive role as a responsible citizen in society.

The graduate profile/attributes are acquired incrementally through the development of cognitive levels and describe a set of competencies that are transferable beyond the study of a particular subject/disciplinary area and programme contexts in which they have been developed.

Graduate attributes include,

Learning outcomes that are specific to disciplinary areas relating to the chosen field(s) of learning within broad multidisciplinary/interdisciplinary/transdisciplinary contexts.

Generic learning outcomes that graduates of all programs of study should acquire and demonstrate.

3.2 Graduate Attributes: The Learning Outcomes Descriptors and Graduate Attributes

Sl.no.	Graduate Attribute	The Learning Outcomes Descriptors (The graduates should be able to demonstrate the capability to)
GA1	Disciplinary Knowledge	Acquire knowledge and a coherent understanding of the chosen disciplinary/interdisciplinary areas of study.
GA2	Complex problem solving	Solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.
GA3	Analytical & Critical thinking	Apply analytical thought, including the analysis and evaluation of policies and practices. Able to identify relevant assumptions or implications. Identify logical flaws and holes in the arguments of others. Analyze and synthesize data from a variety of sources, draw valid conclusions, and support them with evidence and examples.
GA4	Creativity	Create, perform, or think in different and diverse ways about the same objects or scenarios and deal with problems and situations that do not have simple solutions. Think 'out of the box' and generate solutions to complex problems in unfamiliar contexts by adopting innovative, imaginative, lateral thinking, interpersonal skills, and emotional intelligence.
GA5	Communication Skills	Listen carefully, read texts and research papers analytically, and present complex information clearly and concisely to different groups/audiences. Express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media.

GA6	Research-related skills	Develop a keen sense of observation, inquiry, and capability for asking relevant/appropriate questions. Should acquire the ability to problematize, synthesize, and articulate issues and design research proposals, define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships. Should develop the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/in personal research work.
GA7	Collaboration	Work effectively and respectfully with diverse teams in the interests of a common cause and work efficiently as a member of a team.
GA8	Leadership readiness/qualities	Plan the tasks of a team or an organization and set direction by formulating an inspiring vision and building a team that can help achieve the vision.
GA9	Digital & technological skills	Use ICT in a variety of learning and work situations. Access, evaluate, and use a variety of relevant information sources and use appropriate software for analysis of data.
GA10	Environmental awareness and action	Mitigate the effects of environmental degradation, climate change, and pollution. Should develop the technique of effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

4. Programme Learning Outcomes (PLO)

Graduates of the Culinary Arts Programme will be able to impart the:

Sl.no.	Programme Learning Outcomes	The Learning Outcomes Descriptors
PLO1	Disciplinary Knowledge	<ol style="list-style-type: none">1. Demonstrate a comprehensive understanding of culinary techniques, food science, and gastronomy.2. Apply knowledge of nutrition, hygiene, and safety standards in food preparation and service.
PLO2	Develop Complex Problem Skills	<ol style="list-style-type: none">1. Identify and solve complex culinary challenges by integrating culinary principles with innovative approaches.2. Formulate strategies to address operational and logistical challenges in a kitchen environment.
PLO3	Develop Analytical &Critical thinking Skills	<ol style="list-style-type: none">1. Analyze and critique recipes and culinary processes to improve quality and efficiency.2. Evaluate and adapt traditional and modern culinary techniques to meet specific requirements or constraints.
PLO4	Creativity	<ol style="list-style-type: none">1. Create innovative and visually appealing dishes by experimenting with ingredients, techniques, and presentations.2. Incorporate cultural and contemporary trends in the development of unique culinary experiences.
PLO5	Developing Communication Skills	<ol style="list-style-type: none">1. Communicate effectively with kitchen staff and stakeholders to ensure smooth kitchen operations.2. Present culinary concepts and business ideas clearly to both culinary professionals and non-expert audiences.
PLO6	Research-related skills	<ol style="list-style-type: none">1. Conduct research on global culinary trends and emerging technologies to enhance culinary practices.2. Analyze consumer preferences and dietary trends to develop menus that align with market demands.
^u PLO7	Collaboration	<ol style="list-style-type: none">1. Work efficiently within a team environment to manage kitchen operations and event catering.2. Foster collaboration among kitchen staff to ensure a productive and harmonious workplace.

PLO8	Develop Leadership qualities	<ol style="list-style-type: none"> 1. Lead and mentor kitchen teams to achieve high standards of performance and creativity. 2. Demonstrate decision-making and conflict-resolution skills in a fast-paced kitchen environment. 3.
PLO9	Develop Digital & technological skills	<ol style="list-style-type: none"> 1. Use culinary software and technology for recipe development, kitchen management, and inventory control. 2. Leverage social media and digital platforms to promote culinary ventures and interact with customers.
PLO10	Develop Environmental Awareness and the ability to address the issue	<ol style="list-style-type: none"> 1. Implement sustainable practices in sourcing, food preparation, and waste management to reduce environmental impact. 2. Promote environmental stewardship by educating others about eco-friendly culinary practices and techniques.

5. Program Specific Outcomes (PSO)

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

PSO 1	<p>Demonstrate a comprehensive understanding of culinary operations, including food preparation, food safety, nutrition, and kitchen management. Graduates will be proficient in mastering various cooking techniques, creating balanced menus, maintaining high hygiene standards, and managing kitchen workflows. They will showcase the ability to plan, prepare, and present dishes across various cuisines while ensuring operational efficiency in both individual and team settings.</p>
PSO 2	<p>Possess the skills to manage the financial aspects of culinary operations. Graduates will be able to manage food costs, optimize inventory, reduce waste, and analyze financial performance to maximize profitability. They will be adept at creating cost-effective menus, pricing strategies, and budgeting for kitchen operations while ensuring high-quality standards and efficient resource utilization.</p>
PSO 3	<p>Acquire strong leadership and team management skills within a culinary environment. Graduates will be capable of leading kitchen teams, fostering Collaboration, and ensuring clear communication among all kitchen staff. They will demonstrate the ability to resolve conflicts, delegate tasks, and mentor team members, ensuring smooth kitchen operations and high performance in fast-paced culinary settings.</p>

PSO 4	<p>Showcase exceptional culinary creativity and customer service skills.</p> <p>Graduates will understand the importance of creating unique dining experiences and tailoring dishes to meet diverse customer preferences. They will be proficient in engaging with guests, incorporating feedback, and managing special dietary needs. Their ability to innovate and present aesthetically appealing and flavorful dishes will enhance guest satisfaction and contribute to the success and reputation of culinary establishments.</p>
-------	---

6. Teaching Learning Process

Teaching and learning in this Programme involve classroom lectures followed by tutorials and remedial classes.

- I. Classroom lecture is executed as per the designed course curriculum. After scheduled lecture hours as per the syllabus, tutorial classes are taken up to allow closer interaction between the students and the teacher as each student gets individual attention.
- II. Written assignments and projects submitted by students.
- III. The project-based learning
- IV. Group discussion
- V. Home assignments
- VI. Quizzes and class tests
- VII. PPT presentations, Seminars, interactive sessions
- VIII. Socio-economic survey
- IX. Co-curricular activity etc.
- X. Industrial Tour or Field visit

7. Assessment Methods

	Components of Evaluation	
A	Continuous Evaluation	Percentage (50%)
1	Case Discussion/Presentations/ Analysis	35% (Minimum 3 criteria)
2	Home Assignment/Short examination	
3	Project/Portfolio/Practical*	
4	Seminar	
5	Viva-voce	
6	Mid Semester Examination (First 50% of the syllabus)	10%
7	Attendance	5%
B	Semester End Examination	50%
	Total(A+B)	100%

* Practical for papers only where the practical is a part of the theory paper.

STRUCTURE OF THE SYLLABUS FOR 4-YEAR UG PROGRAMME

SCHOOL NAME - RSHM
DEPARTMENT NAME - Hotel Management
PROGRAMME NAME - BA in Culinary Arts

1st SEMESTER					
COMPONENT	COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
Major (Core)	CAT192M111	Foundation of Cuisines Lab	100	3	0-0-6
Major (Core)	CAT192M112	Basic Bakery and Confectionery Lab	100	3	0-0-6
Major (Core)	CAT192M101	Theory of Culinary and Bakery Arts	100	2	1-1-0
Minor	CAT192N102	Basic Dining Operation	100	4	3-1-0
Interdisciplinary (IDC)		IKS I	100	3	
Ability Enhancement course (AEC)	AEC982A101	Communicative English and Behavioural Science-I	100	2	2-0-0
Skill Enhancement Course (SEC)	CAT192S111	Computer Applications	100	3	0-0-6
Value Added Course (VAC)		Will select one course from a basket of courses	100	3	
		SWAYAM/MOOC		3	
TOTAL CREDIT FOR 1st SEMESTER					26
2nd SEMESTER					
COMPONENT	COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
Major (Core)	CAT192M211	Foundation of Cuisines Lab II	100	3	0-0-6
Major (Core)	CAT192M212	Bakery and Confectionery Techniques Lab	100	3	0-0-6
Major (Core)	CAT192M201	Theory of Culinary and Bakery Techniques	100	2	1-1-0
Minor	CAT192N202	Advanced Dining Operation	100	4	3-1-0
IDC		IKS II	100	3	

AEC	AEC982A201	Communicative English and Behavioural Science-II	100	2	2-0-0
SEC	CAT192S211	Guest Handling Skills in Hospitality	100	3	0-0-6
VAC		Will select one course from a basket of courses	100	3	
TOTAL CREDIT FOR 2nd SEMESTER					26
3rd SEMESTER					
COMPONENT	COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
Major (Core)	CAT192M311	Cuisines of India Lab – I	200	3	0-0-6
Major (Core)	CAT192M312	Indian Confectionery Lab	200	3	0-0-6
Major (Core)	CAT192M301	Indian Culinary and Confectionery Traditions	200	2	1-1-0
Minor	CAT192N301	Menu Knowledge & Planning	200	4	3-1-0
IDC (Open)	CAT192I301	Tourism & Hospitality Operations	200	3	2-1-0
AEC	AEC982A301	Communicative English and Behavioural Science-III	200	2	2-0-0
SEC	CAT192S311	Food Carving & Plating Styles	200	3	0-0-6
		SWAYAM/MOOC		3	
TOTAL CREDIT FOR 3rd SEMESTER					23
4th SEMESTER					
COMPONENT	COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
Major (Core)	CAT192M411	Northeast India and Eastern Cuisines Lab	200	3	0-0-6
Major (Core)	CAT192M412	World Cuisine Lab - I	200	3	0-0-6
Major (Core)	CAT192M413	Ayurvedic Practices and Concept of Food Production Lab	200	3	0-0-6
Major (Core)	CAT192M401	Global Culinary Traditions & Techniques	200	3	2-1-0

Minor	CAT192N441	Institutional and Bulk Cooking	200	4	0-0-6
Minor	CAT192N401	Food Safety & Quality	200	4	2-1-0
AEC	AEC982A401	Communicative English and Behavioural Science-IV	200	2	2-0-0
		SWAYAM/MOOC			
TOTAL CREDIT FOR 4th SEMESTER					25
5th SEMESTER					
COMPONENT	COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
Major (Core)	CAT192M521	17 Weeks Internship	300	20	
TOTAL CREDIT FOR 5th SEMESTER					20
6th SEMESTER					
COMPONENT	COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
Major (Core)	CAT192M611	World Cuisine Lab - II	300	4	0-0-8
Major (Core)	CAT192M612	Advanced Bakery and Confectionery Lab - I	300	4	0-0-8
Major (Core)	CAT192M601	Entrepreneurship Management	300	4	3-1-0
Major (Core)	CAT192M602	Alcoholic Beverages and Food Pairing	300	4	3-1-0
Minor	CAT192N601	Food & Beverage Management Control	300	4	3-1-0
TOTAL CREDIT FOR 6th SEMESTER					20
7th SEMESTER					
COMPONENT	COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
Major (Core)	CAT192M741	Advanced Culinary Art - I	400	4	1-1-4
Major (Core)	CAT192M742	Advanced Bakery and Confectionery - II	400	4	1-1-4
Major (Core)	CAT192M701	Human Resource Management	400	4	3-1-0
Major (Core)	CAT192M702	Financial Concepts & Food Costing	400	4	3-1-0
Minor	CAT192N711	Gastronomy and Non-Edible display	400	4	1-1-4
TOTAL CREDIT FOR 7th SEMESTER					20

8th SEMESTER					
COMPONENT	COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
Major	CAT192M841	Advance Culinary Art - II	400	4	1-1-4
Minor	CAT192N841	Advanced Food Processing	400	4	1-1-4
Project / Dissertation	CAT192M821	Research Project	400	12	
OR (For the students who do not qualify for a Dissertation of 12 credits)					
Major	CAT192M801	Event and Store Management	400	4	3-1-0
Major	CAT192M802	Restaurant Sales and Marketing	400	4	3-1-0
Major	CAT192M803	Public Relations and Customer Relationship Management	400	4	3-1-0
TOTAL CREDIT FOR 8th SEMESTER					20

Semester-I
Subject Name: Foundation of Cuisine Lab-I Type of Course: Major Paper Code: CAT192M111 Course Level: 100 CourseCredit:3 Scheme of Evaluation: Practical L-T-P-C: 0-0-6-3

Course Objectives:

To provide students with a thorough understanding of fundamental culinary techniques, including stock preparation, egg cookery, sauce formulation, and vegetable and potato dish execution, thereby cultivating essential skills for proficient and versatile practice in a professional culinary environment.

Course Outcomes:

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

CO 1	To Define culinary terms related to stocks, sauces, egg cookery, and vegetable preparations.	BT 1
CO 2	To Explain cooking methods and their significance.	BT 2
CO 3	To Apply techniques in stock, sauce, and egg dish preparations.	BT 3
CO 4	To Analyze and classify various cooking methods and preparations.	BT 4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Stocks Definition of stock, Types of stock, Preparation of stock, Recipes, Storage of stocks, Uses of stocks, Care and precautions Vegetable Cuts– Julienne, jardinière, Macédoines, Brunoise, Paysanne, mignonette, dices, cubes, shred, and mirepoix. Preparation of salad dressings. Basic Cooking methods and pre-preparations, Blanching of Tomatoes and Capsicum, Preparation of concasse, Boiling (potatoes, Beans, Cauliflower, etc.), Frying - (deep frying, shallow frying, sautéing) Auberges, Potatoes, etc., Braising - Onions, Leeks, Cabbage, Starch cooking (Rice, Pasta, Potatoes)	24

II	<p>Egg Cookery - Preparation of a Variety of Egg Dishes</p> <ul style="list-style-type: none"> • Boiled (Soft& Hard) • Fried (Sunny side up, Single fried, Bull’s Eye, Double fried) • Poaches • Scrambled • Omelette (Plain, Stuffed, Spanish) • En cocotte (eggs Benedict) • Simple Egg preparations: • Scotch egg, • Assorted omelettes, • Oeuf Florentine • Oeuf Benedict • Oeuf Farci • Oeuf Portuguese • Oeuf Deur Mayonnaise 	24
III	<p>Sauces - Basic mother sauces</p> <ul style="list-style-type: none"> • Béchamel • Espagnole • Velouté • Hollandaise • Mayonnaise • Tomato <p>Derivatives for each of the six mother sauces:</p> <ul style="list-style-type: none"> • Béchamel (White Sauce)-Mornay Sauce, Mustard Sauce • Espagnole (Brown Sauce)-Demi-Glace, Madeira Sauce • Velouté (Light Stock-Based Sauce)-Allemande Sauce, Suprême Sauce • Hollandaise (Emulsified Butter Sauce)-Béarnaise Sauce, Mousseline Sauce • Mayonnaise (Cold Emulsified Sauce)-Aioli, Tartar Sauce • Tomato Sauce-Marinara Sauce, Creole Sauce 	24
IV	<p>Simple potato preparations</p> <ul style="list-style-type: none"> • Baked potatoes • Mashed potatoes • French fries • Roasted potatoes • Boiled potatoes • Lyonnaise potatoes • Allumettes <p>Vegetable Preparations</p> <ul style="list-style-type: none"> • Boiled vegetables • Glazed vegetables • Fried vegetables • Stewed vegetables. 	24

Total	96
--------------	----

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
Nil	96	30hrs. 1. Project on Food Production Hierarchy and chefs' uniforms 2. Assignments on Various types of Mother Sauce

Text Books:

1. Theory of Catering by Kinton Cesserani, Published by Hodder & Stoughton
2. Practical Cookery by Kinton Cesserani, Published by Hodder & Stoughton

Reference Books:

1. Food Production Operations, Parvinder Bali, Oxford University Press
2. Theory of Cookery, Krishna Arora, Frank Brothers, New Delhi

Additional Reading:

1. Stier, M., & Lynch, P. (2008). The art of creating culinary innovations. *Tourism and Hospitality Research*, 8(4), 337-350.
2. Ruiz, J., Calvarro, J., Sánchez del Pulgar, J., & Roldán, M. (2013). Science and technology for new culinary techniques. *Journal of Culinary Science & Technology*, 11(1), 66-79.

Semester–I**Subject Name: Basics of Bakery and Confectionery Lab****Type of Course: Major****Paper Code: CAT192M112****Course Level: 100****CourseCredit:3****Scheme of Evaluation: Practical****L-T-P-C: 0-0-6-3****Course Objectives:**

To equip students with comprehensive skills and knowledge in baking and dessert preparation, enabling them to master the techniques of bread making, cake creation, cookie preparation, and both hot and cold desserts for professional culinary practice.

Course Outcomes:

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

CO 1	To Define and recall key baking terms for bread, cakes, cookies, and desserts.	BT 1
CO 2	To Explain methods for preparing various breads, cakes, cookies, and desserts.	BT 2
CO 3	To Apply techniques in preparing bread, cakes, cookies, and hot/cold desserts.	BT3
CO 4	To Analyze and classify different types of bread, cakes, cookies, and desserts based on ingredients, techniques, and presentation.	BT 4

Detailed Syllabus:

Modules	Topics/Course content	Periods
I	BREAD MAKING <ul style="list-style-type: none">• Bread Loaf (White and Brown)• Bread Rolls (Various shapes)• French Bread• Brioche	24
II	Demonstration & Preparation of Simple and Enriched Cakes <ul style="list-style-type: none">• Fruit Cake• Rich Cakes• Dundee• Madeira	24

III	SIMPLE COOKIES <ul style="list-style-type: none"> • Nan Khatai • Golden Goodies • Melting moments • Swiss tart 	24
IV	HOT / COLD DESSERTS <ul style="list-style-type: none"> • Caramel Custard, • Bread and Butter Pudding • Queen of Pudding • Soufflé – Lemon / Pineapple 	24
Total		96

Credit Distribution		
Lecture/Tutorial	Practicum	experiential learning
Nil	96	30 Hrs. 1. Design a bakery menu with recipes, cost analysis, and production timelines 2. Prepare white/brown bread loaves and Madeira cake; demonstrate techniques.

Text Books:

1. Basics of Baking by S.C. Dubey, The Society of Indian Bakers, New Delhi 2007
2. Understanding Baking, Nicole Rees & Joseph Amendola, John Wiley & Sons Publications, 2002

Reference Books:

1. Food Production Operations, Parvinder Bali, Oxford University Press
2. Theory of Cookery, Krishna Arora, Frank Brothers, New Delhi

Additional Reading:

1. Edwards, W.P. (Ed.). (2007). The science of bakery products. Royal Society of Chemistry.
2. Martins, Z. E., Pinho, O., & Ferreira, I. M. P. L. V. O. (2017). Food industry by-products used as functional ingredients of bakery products. Trends in Food Science & Technology, 67, 106-128.

Semester-I**Subject Name: Theory of Culinary and Bakery Arts****Course: Major****Paper Code: CAT192M101****Course Level: 100****CourseCredit:2****Scheme of Evaluation: Theory****L-T-P-C: 1-1-0-2****Course Objectives:**

This course introduces students to the essential methods and techniques for preparing bakery products, pastries, and confections, focusing on ingredient functions and baking processes.

Course Outcomes:

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

CO 1	To Define culinary terms, safety protocols, and basic cooking methods, demonstrating a foundational understanding of kitchen practices.	BT 1
CO 2	To Explain various cooking techniques, ingredient roles, and kitchen safety, showing understanding of their application in culinary settings.	BT 2
CO 3	To Apply cooking methods like roasting, grilling, and baking, and prepare bread, cakes, and pastries using industry techniques.	BT 3
CO 4	To Analyze ingredients and techniques, evaluating their impact on food quality, troubleshoot bread and pastry preparation faults.	BT 4

DetailedSyllabus:

Modules	Topics/Course content	Periods
I	Introduction to Cookery <ul style="list-style-type: none"> Levels of skills and experiences required Attitudes and behaviour in the kitchen Importance of personal hygiene Uniforms and protective clothing Knife- Types and its uses Safety procedures in handling kitchen equipment Fire Safety (RACE, PASS, Fire Triangle, Types of Fire Extinguisher) Culinary Terms Aims & Objectives of Cooking Food <ul style="list-style-type: none"> Aims and objectives of cooking food Various textures in cooking Various consistencies in cooking Techniques used in pre-preparation Techniques used in preparation Culinary History <ul style="list-style-type: none"> Origin of modern cookery 	8

	Hierarchy & Kitchen Organization <ul style="list-style-type: none"> • Classical Brigade System • Modern staffing in different hotel categories • Roles of the executive chef • Duties and responsibilities of various chefs • Cooperation with other departments 	
II	Methods of Cooking Food <ul style="list-style-type: none"> • Roasting • Grilling • Frying • Baking • Broiling • Poaching • Boiling Thickening Agents <ul style="list-style-type: none"> • Classification of thickening agents • Role of thickening agents in cooking Vegetable & Fruit Cookery <ul style="list-style-type: none"> • Introduction & Classification of Vegetables • Pigments and colour changes • Effects of heat on vegetables • Cuts of vegetables • Classification of Fruits • Uses of fruits in cookery 	8
III	Introduction to Bakery & Confectionery <ul style="list-style-type: none"> • Equipment used in Bakery • Types of bread, cakes, and cookies • Quality characteristics of bread • Types of ovens • Specialty breads • Regional and national breads Non-Baked Breads: Origin & History <ul style="list-style-type: none"> • Classification of doughs & non-yeast breads • Impoverished yeast dough • Regular yeast dough • Dinner roll dough • Brioche • Rich yeast dough • Laminated yeast dough • Non-leavened bread (soda bread, pita, cornbread, naan, obinaan, patir) 	8
IV	Bakery Ingredients & Bread-Making <ul style="list-style-type: none"> • Introduction to bakery ingredients Role of ingredients used in bakery Shortenings (Fats & Oils) <ul style="list-style-type: none"> • Role of shortenings • Varieties of shortenings • Advantages and disadvantages of using different shortenings Fats & Oils <ul style="list-style-type: none"> • Types and varieties of fats and oils 	8

	Raising Agents <ul style="list-style-type: none"> • Classification of raising agents • Role of raising agents • Actions and reactions of raising agents Sugar <ul style="list-style-type: none"> • Importance of sugar in baking • Types of sugar • Cooking of sugar • Wheat and milling process • Types of flour • Bread-making methods • Bread faults and their causes Introduction to Cake & Pastry <ul style="list-style-type: none"> • Different cake-making methods • Characteristics of cakes • Cake faults and remedies • Different types of pastries 	
Total		32

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential learning
32	Nil	1) Report on kitchen safety, fire procedures, and equipment usage. 2) Demonstrate correct kitchen hygiene practices and safety procedures during.

Text Books:

1. Basics of Baking by S.C. Dubey, The Society of Indian Bakers, New Delhi, 2007
2. Understanding Baking, Nicole Rees & Joseph Amendola, John Wiley & Sons Publications, 2002

Reference Books:

1. Food Production Operations, Parvinder Bali, Oxford University Press
2. Theory of Cookery, Krishna Arora, Frank Brothers, New Delhi

Additional Reading:

1. Edwards, W.P. (Ed.). (2007). The science of bakery products. Royal Society of Chemistry.
2. Martins, Z. E., Pinho, O., & Ferreira, I. M. P. L. V. O. (2017). Food industry by-products used as functional ingredients of bakery products. Trends in Food Science & Technology, 67, 106-128.

Semester-I**Subject Name: Basic Dining Operation****Type of Course: Minor (Restricted)****Paper Code: CAT192N102****CourseLevel:100****CourseCredit:4****Scheme of Evaluation: Theory****L-T-P-C: 3-1-0-4****Course Objectives:**

This course enables students to understand the essential activities of a busboy, focusing on mise-en-scène and mise-en-place, as well as the F&B service equipment used in restaurants.

Course Outcomes:

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

CO 1	To Explain the growth, structure, and roles in the dining and catering industry, analyzing F&B staff duties.	BT 1
CO 2	To Apply essential skills and knowledge of F&B service equipment in practical service settings.	BT 2
CO 3	To Develop menu planning principles and analyze cultural meal structure's influence on service style.	BT 3
CO 4	To Analyze dining service styles and apply procedures in real service situations, including guest interactions.	BT 4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	THE HOTEL & CATERING INDUSTRY <ul style="list-style-type: none">• Introduction to the Hotel Industry and Growth of the hotel Industry in India• Role of Catering establishment in the travel/tourism industry• Types of F&B operations• Classification of Commercial, Residential/Non-residential• Welfare Catering - Industrial/Institutional/Transport such as air, road, rail, sea, etc.• Structure of the catering industry - a brief description of each DEPARTMENTAL ORGANISATION & STAFFING <ul style="list-style-type: none">• Organisation of F&B department of hotel	12
II	FOOD SERVICE AREAS (F & B OUTLETS) <ul style="list-style-type: none">• Specialty Restaurants• Coffee Shop• Cafeteria• Fast Food (Quick Service Restaurants)• Grill Room	12

	<ul style="list-style-type: none"> • Banquets • Bar • Vending Machines • Discotheque <p>ANCILLIARY DEPARTMENTS</p> <ul style="list-style-type: none"> • Pantry • Food pick-up area • Store • Linen room • Kitchen stewarding 	
III	<p>MEALS & MENU PLANNING:</p> <p>Origin of Menu</p> <p>Objectives of Menu Planning</p> <p>Types of Menus</p> <p>Courses of French Classical Menu</p> <ul style="list-style-type: none"> • Sequence • Examples from each course • Cover of each course • Accompaniments <p>French Names of dishes</p> <p>Types of Meals</p> <ul style="list-style-type: none"> • Early Morning Tea • Breakfast (English, American Continental, Indian) • Brunch • Lunch • Afternoon/High Tea • Dinner • Supper 	12
IV	<p>NON-ALCOHOLIC BEVERAGES</p> <p>Classification (Nourishing, Stimulating and Refreshing beverages)</p> <p>Tea</p> <ul style="list-style-type: none"> • Origin & Manufacture • Types & Brands <p>Coffee</p> <ul style="list-style-type: none"> • Origin & Manufacture • Types & Brands <p>Juices and Soft Drinks</p> <ul style="list-style-type: none"> • Cocoa & Malted Beverages • Origin & Manufacture 	12
Total		48

Credit Distribution		
Lecture/Tutorial	Practicum	experiential learning
48	Nil	30 Hrs. 1. Assignments on French Classical Menu 2. Class project on different types of breakfast and their table layout.

Textbooks:

1. R. Singaravelavan, second edition (2016), Food and Beverage Service
2. Cousins, J., Lillicrap, D., & Weekes, S. (2017), Food & Beverage Service, 9th Edition, Hodder Education, London, ISBN- 9781471807954

Reference Books:

1. Erlacher, M. & Keller, S. (2013), Restaurant Service Skill-Training Book, Re Novium, Switzerland, ISBN 978-3-906121-04-8
2. Bagchi, S.N. & Sharma, A. (2006), Text Book of Food & Beverage Service, Third Edition, Jindal Book Service, Delhi, ISBN- 81-8204-028-0

Additional reading:

1. Pursehouse, C. (2012). Sustainability in housing and dining operations. *New Directions for Student Services*, 137(2012), 41-52.
2. Costello, C., Birisci, E., & McGarvey, R. G. (2016). Food waste in campus dining operations: Inventory of pre- and post-consumer mass by food category, and estimation of embodied greenhouse gas emissions. *Renewable Agriculture and Food Systems*, 31(3), 191-201.

Subject Name: BehavioralSciences-1
UG 1st semester
Course code: BHS982A104
Credit:1

Course objectives: To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour when confronted with different situations that are common in modern organisations.

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

CO1: Understand self & the process of self-exploration

CO2: Learn about strategies for the development of healthy self-esteem

CO3: Apply the concepts to build emotional competencies.

Detailed Syllabus:

Modules	Course Contents	Periods
I	Introduction to Behavioral Science Definition and need of Behavioral Science, Self: Definition, components, Importance of knowing self, Identity Crisis, Gender and Identity, Peer Pressure, Self-image: Self-Esteem, Johari Window, Erikson's model.	4
II	Foundations of individual behavior Personality - structure, determinants, types of personalities. Perception: Attribution, Errors in perception. Learning - Theories of learning: Classical, Operant, and Social.	4
III	Behavior and communication. Defining Communication, types of communication, barriers to communication, ways to overcome barriers to communication, importance of non-verbal communication / kinesics, understanding kinesics, relation between behavior and communication.	4
IV	Time and Stress Management Time management: Introduction – the 80:20, sense of time management, secrets of time management, effective scheduling. Stress management: Effects of stress, kinds of stress – sources of stress, coping mechanisms. Relation between time and stress.	4
Total		16

Textbooks

- ☐ J. William Pfeiffer (ed.), *Theories and Models in Applied Behavioral Science, Vol. 3, Management*; Pfeiffer & Company
- ☐ Blair J. Kolasa, *Introduction to Behavioral Science for Business*, John Wiley & Sons Inc.
- ☐ K. Alex, *Soft Skills*; S. Chand.

Type of Course:
AEC(w.e.f.2023-24) UG
programs Semester: 1st
Course Code: CEN982A101
Course Title: CENI: Introduction to effective
communication Total credits: 1
Courselevel:100
L-T-P-C:1-0-0-1

Scheme of Evaluation: Theory and Practical

Course Objective: To understand the four major aspects of communication by closely examining the processes and figuring out the most effective ways to communicate with interactive activities.

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

SINo	Course Outcome	Blooms Taxonomy Level
CO1	Identify the elements and processes that make for successful communication and recognize everyday activities that deserve closer attention in order to improve communication skills.	BT1
CO2	Contrast situations that create barriers to effective communication and relate them to methods that are consciously devised to overcome such hindrances.	BT2
CO3	Use language, gestures, and para-language effectively to avoid miscommunication and articulate one's thoughts and build arguments more effectively.	BT3

Detailed Syllabus		
Units	Course Contents	Periods
I	Introduction to effective communication includes understanding the importance of listening skills. The art of listening is crucial in communication, and several factors affect listening. Characteristics of effective listening are key to enhancing communication, and there are specific guidelines for improving listening skills.	5
II	Speaking skills involve the art of speaking and understanding different styles of speaking. There are specific guidelines for improving speaking skills. Oral communication is important, and it requires understanding its guidelines and overcoming potential barriers to ensure effective communication.	5
III	Reading skills involve the art of reading and understanding different styles of reading, such as skimming, surveying, and scanning. There are also specific guidelines for developing reading skills to enhance comprehension and retention.	5
IV	Writing skills involve the art of writing with purpose and clarity. Understanding the principles of effective writing is essential to communicate ideas clearly and concisely.	5

Keywords: Communication, Listening, Speaking, Reading, Writing.

Textbooks:

1. *Business Communication* by Shalini Verma

References:

1. *Business Communication* by P.D. Chaturvedi and Mukesh Chaturvedi
2. *Technical Communication* by Meenakshi Raman and Sangeeta Sharma

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

Semester-I**Subject Name: Computer Applications****Type of Course: SEC****Paper Code: CAT192S111****Course Level: 100****Course Credit: 3****Scheme of Evaluation: Practical****L-T-P-C: 0-0-6-3****Course Objective:**

Students will be able to describe the fundamental use of computers and explain the use of the applications of window

Course Outcomes:

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

CO 1	To define Windows Operations	BT 1
CO 2	To explain Ms-Office	BT 2
CO 3	To make use of working with MsPowerPoint	BT 3
CO 4	To make use of working with MS Excel	BT 3

Detailed Syllabus:

Modules	Topics(if applicable)&Course Contents	Periods
I	A. WINDOWS OPERATIONS A. Creating Folders B. Creating Shortcuts C. Copying Files/Folders D. Renaming Files/Folders E. Deleting Files F. Exploring Windows G. Quick Menus	24
II	MS-OFFICE 2010 - MS WORD CREATING A DOCUMENT A. Entering Text B. Saving the Document C. Editing a Document already saved to Disk D. Getting around the Document E. Find and Replace Operations F. Printing the Document FORMATTING A DOCUMENT A. Justifying Paragraphs B. Changing Paragraph Indents C. Setting Tabs and Margins D. Formatting Pages and ocume	24

	<p>Using Bullets and Numbering</p> <p>F. Headers/Footers</p> <p>G. Pagination</p> <p>SPECIAL EFFECTS</p> <p>A. Print Special Effects (e.g., Bold, Underline, Superscripts, Subscript)</p> <p>B. Changing Fonts</p> <p>C. Changing Case</p> <p>CUT, COPY AND PASTE OPERATION</p> <p>A. Marking Blocks</p> <p>B. Copying and Pasting a Block</p> <p>C. Cutting and Pasting a Block</p> <p>D. Deleting a Block</p> <p>E. Formatting a Block</p> <p>F. Using Find and Replace in a Block</p> <p>USING MS-WORD TOOLS</p> <p>A. Spelling and Grammar</p> <p>B. Mail Merge</p> <p>C. Printing Envelopes and Labels</p> <p>TABLES</p> <p>A. Create</p> <p>B. Delete</p> <p>C. Format</p> <p>GRAPHICS</p> <p>A. Inserting Cliparts</p> <p>B. Symbols (Border/Shading)</p> <p>C. WordArt</p> <p>PRINT OPTIONS</p> <p>A. Previewing the Document</p> <p>B. Printing a Whole Document</p> <p>C. Printing a Specific Page</p> <p>D. Printing a Selected Set</p> <p>E. Printing Several Documents</p> <p>F. Printing More than One Copy</p>	
III	<p>MS OFFICE 2010 - MS EXCEL</p> <p>A. How to use Excel</p> <p>B. Starting Excel</p> <p>C. Parts of the Excel Screen</p> <p>D. Parts of the Worksheet</p> <p>E. Navigating in a Worksheet</p> <p>F. Getting to know mouse pointer shapes</p> <p>CREATING A SPREADSHEET</p> <p>A. Starting a new worksheet</p> <p>B. Entering the three different types of data in a worksheet</p> <p>C. Creating simple formulas</p> <p>D. Formatting data for decimal points</p> <p>E. Editing data in a worksheet</p> <p>F. Using AutoFill</p> <p>G. Blocking data</p> <p>H. Saving a worksheet</p>	24

	<p>I. Exiting Excel</p> <p>MAKING THE WORKSHEET LOOK PRETTY</p> <p>A. Selecting cells to format</p> <p>B. Trimming tables with AutoFormat</p>	
--	--	--

	<p>C. Formatting cells for:</p> <ul style="list-style-type: none"> • Currency • Comma • Percent • Decimal • Date <p>D. Changing columns width and row height</p> <p>E. Aligning text</p> <ul style="list-style-type: none"> • Top to bottom • Text wrap • Reordering orientation <p>F. Using borders</p> <p>GOING THROUGH CHANGES</p> <p>A. Opening workbook files for editing</p> <p>B. Undoing the mistakes</p> <p>C. Moving and copying with drag and drop</p> <p>D. Copying formulas</p> <p>E. Moving and copying with Cut, Copy and Paste</p> <p>F. Deleting cell entries</p> <p>G. Deleting columns and rows from worksheet</p> <p>H. Inserting columns and rows in a worksheet</p> <p>I. Spell checking the worksheet</p> <p>PRINTING THE WORKSHEET</p> <p>A. Previewing pages before printing</p> <p>B. Printing from the Standard toolbar</p> <p>C. Printing a part of a worksheet</p> <p>D. Changing the orientation of the printing</p> <p>E. Printing the whole worksheet in a single page</p> <p>F. Adding a header and footer to a report</p> <p>G. Inserting page breaks in a report</p> <p>H. Printing the formulas in the worksheet</p> <p>ADDITIONAL FEATURES OF A WORKSHEET</p> <p>A. Splitting worksheet window into two or four panes</p> <p>B. Freezing columns and rows on-screen for worksheet title</p> <p>C. Attaching comments to cells</p> <p>D. Finding and replacing data in the worksheet</p> <p>E. Protecting a worksheet</p> <p>F. Function commands</p> <p>MAINTAINING MULTIPLE WORKSHEETS</p> <p>A. Moving from sheet in a worksheet</p> <p>B. Adding more sheets to a workbook</p> <p>C. Deleting sheets from a workbook</p> <p>D. Naming sheet tabs other than sheet 1, sheet 2, and so on</p> <p>E. Copying or moving sheets from one worksheet to another</p> <p>CREATING GRAPHICS/CHARTS</p> <p>A. Using Chart wizard</p> <p>B. Changing the chart with the Chart Toolbar</p> <p>C. Formatting the chart's axes</p> <p>D. Adding a text box to a chart</p> <p>E. Changing the orientation of a 3-D chart</p> <p>A.</p>	
--	---	--

	Using drawing tools to add graphics to chart and worksheet G. Printing a chart with printing the rest of the worksheet data	
IV	MS OFFICE 2010 - MS POWER POINT A. Making a simple presentation B. Using AutoContent Wizards and Templates C. PowerPoint's five views D. Slides <ul style="list-style-type: none"> • Creating slides, re-arranging, modifying • Inserting pictures, objects • Setting up a Slide Show E. Creating an Organizational Chart Internet & E-mail Introduction to Internet; Accessing Websites; e-mail, Sending and Receiving, cc, bcc, e-mail Subscription, Search Engines, searching through various Search Engines, Chatting, Access to Sites; Online Messages, etc.	24
Total		96

Credit Distribution		
Lecture/Tutorial	Practicum	experiential learning
Nil	96	45 Hrs. 1. Assignmentson Various Computer Task

Text Books:

1. *Computer Fundamentals: Concepts, Systems & Applications - 8th Edition*, P.K. Sinha, BPB Publications; 6th Edition
2. *Computer Applications in Business / UGCF*, Hem Chand Jain, H.N. Tiwari, Taxmann

Reference Books:

1. *Applications in Management*, Shrivastava, N. (2010), Computer: Publisher - Wiley India - 2010
2. *Computer Application in Management*, Goel, R., & Kakkar, N.D. (2018), New Age International Publishers
3. *Computer Fundamentals*, R.S. Salaria, Khanna Book Publishing
4. *Introduction to Computer Application*, Apoorv Ojas, Suyash Shrivastava, SBPD Publishing House

Additional reading:

1. *Evaluating the Effectiveness of Computer Applications in Developing English Learning* ([Link to document](#)) Research methods for computer applications, Jo W.
2. Tombaugh (<https://link.springer.com/article/10.3758/BF03203553>)

Semester–II**Subject Name: Foundation of Cuisines Lab II****Type of Course: Major****Paper Code: CAT192M211****Course Level: 100****Course Credit:3****Scheme of Evaluation: Practical****L-T-P C: 0-0-6-3****Course Objectives:**

This course introduces students to essential culinary skills for a professional kitchen, focusing on salad dressings, butchery techniques, cheese processing, and the preparation of classic French dishes.

Course Outcomes:

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

CO 1	To Demonstrate the variety of sandwiches and burgers, including classic and specialty items.	BT 1
CO 2	To Prepare and present different types of salads (green, bound, composed, fruit, grain, and legume), showcasing proper ingredients and presentation techniques.	BT 2
CO 3	To Explain seafood and meat-based appetizers, focusing on proper preparation methods and presentation for service.	BT 3
CO 4	To Define vegetarian and cheese-based appetizers, ensuring correct cooking techniques, flavor balance, and attractive presentation.	BT 4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Sandwiches & Burger <ul style="list-style-type: none"> • Club Sandwich • Grilled Cheese Sandwich • Panini • Egg Salad Sandwich • Classic Cheeseburger • Mushroom Swiss Burger 	24
II	Salads Green Salads <ul style="list-style-type: none"> • Garden Salad • Greek Salad Bound Salads <ul style="list-style-type: none"> • Coleslaw • Russian Composed Salads <ul style="list-style-type: none"> • Niçoise Salad • Caprese Salad Fruit Salads <ul style="list-style-type: none"> • Waldorf 	24

	<ul style="list-style-type: none"> • Tam som Grain and Legume Salads <ul style="list-style-type: none"> • Tabbouleh • Chickpea Salad 	
--	---	--

III	Seafood & Meat-Based Appetizers <ul style="list-style-type: none"> • Shrimp Cocktail • Chicken Wings • Meatballs • Popcorn Shrimp • Fish Fingers. • Dumplings 	24
IV	Vegetarian & Cheese-Based Appetizers <ul style="list-style-type: none"> • Deviled Eggs • Caprese Skewers • Spring Rolls • Onion Rings • Garlic Bread • Crispy Baby Corn • Bread Pizza • Mozzarella Sticks 	24
Total		96

Credit Distribution		
Lecture/Tutorial	Practicum	experiential learning
Nil	96	31 hrs. 1. Demonstration on Cuts of Fish. 2. Demonstration on Cuts of Chicken and Deboning.

Textbooks:

1. *Theory of Catering* by Kinton Cesserani, Published by Hodder & Stoughton
2. *Practical Cookery* by Kinton Cesserani, Published by Hodder & Stoughton

Reference Books:

1. *Food Production Operations*, Parvinder Bali, Oxford University Press
2. *Theory of Cookery*, Krishna Arora, Frank Brothers, New Delhi

Additional reading:

1. Giritlioglu,I.,Batman,O., & Tetik,N.(2011).The knowledge and practice of food safety and hygiene of cookery students in Turkey. Food Control, 22(6), 838-842.

Semester–II

Subject Name: Bakery and Confectionery Techniques Lab

Type of Course: Major

Paper Code: CAT192M212

Course Level: 100

CourseCredit:3

Scheme of Evaluation: Practical

L-T-P-C: 0-0-6-3

Course Objectives:

This course provides students with foundational skills in baking and confectionery, focusing on techniques for cake making, heat transfer principles, and advanced decoration methods for various desserts.

Course Outcomes:

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

CO 1	To Understand ingredients, techniques, and processes for pastries, cold sweets, hot sweets, and cookies.	BT 1
CO 2	To Demonstrate appropriate methods to prepare, bake, and present various pastries, sweets, and cookies.	BT 2
CO 3	To Experiment with techniques, evaluate product quality, and ensure consistency in flavor, texture, and presentation.	BT 3
CO 4	To Create innovative dessert variations, enhancing presentation with creative techniques and decorative elements.	BT 4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	PASTRY: Short Crust <ul style="list-style-type: none">• Jam tarts,• Turnovers Laminated – <ul style="list-style-type: none">• Palmiers,• Danish Pastry,• Cream Horns Choux Paste – <ul style="list-style-type: none">• Eclairs,• Profiteroles	24

II	COLD SWEET <ul style="list-style-type: none"> • Honeycomb mould • Coffee mousse • Lemon sponge • Trifle • Lemon soufflé 	24
III	HOT SWEET <ul style="list-style-type: none"> • Bread & butter pudding • Caramel custard • Albert pudding • Christmas pudding 	24
IV	COOKIES <ul style="list-style-type: none"> • Tri colour biscuits • Chocolate chip Cookies • Chocolate Cream Fingers • Bachelor Buttons. 	24
Total		96

Credit Distribution		
Lecture/Tutorial	Practicum	experiential learning
Nil	96	32hrs. 1. Project on Food Production Hierarchy and chefs' uniforms 2. Assignments on Various types of Mother Sauce

Textbooks:

1. *Basics of Baking* by S.C. Dubey, The Society of Indian Bakers, New Delhi, 2007
2. *Understanding Baking*, Nicole Rees & Joseph Amendola, John Wiley & Sons Publications, 2002

Reference Books:

1. *Food Production Operations*, Parvinder Bali, Oxford University Press
2. *Theory of Cookery*, Krishna Arora, Frank Brothers, New Delhi

Additional reading:

1. Abraham, U. (1993). *Bakery algorithms*. Manuscript, 35.
2. Smith, J. P., Daifas, D. P., El-Khoury, W., Koukoutsis, J., & El-Khoury, A. (2004). *Shelf life and safety concerns of bakery products—A review*. *Critical Reviews in Food Science and Nutrition*, 44(1), 19-55.

Semester–II

Subject Name: Theory of Culinary and Bakery Techniques

Type of Course: Major

Paper Code: CAT192M203

Course Level: 100

Course Credit: 2

Scheme of Evaluation: Theory

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

Course Objectives:

This course introduces students to essential culinary skills for a professional kitchen, focusing on salad dressings, butchery techniques, cheese processing, and the preparation of classic French dishes.

Course Outcomes:

Having completed this module, student will be able–

CO 1	To Apply proper meat, fish, and poultry handling techniques, recognizing cuts and appropriate cooking methods.	BT 1
CO 2	To Create baked goods using precise measurements, apply cake-making methods, and rectify faults effectively.	BT 2
CO 3	To Analyze the processing, types, and culinary uses of milk, cream, cheese, and butter.	BT 3
CO 4	To Compare ingredients, techniques, and classifications of salads, hors d'oeuvres, sandwiches, burgers, sauces, and dressings.	BT 4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Salads: <ul style="list-style-type: none">• Types, Components, Principles, Ingredients, Classification Hors d'Oeuvres: <ul style="list-style-type: none">• Types, Ingredients, Classification Sandwich & Burger <ul style="list-style-type: none">• Types, Components, Principles, Ingredients, Classification Sauces & Gravies <ul style="list-style-type: none">• Difference between sauce and gravy• Derivatives of mother sauces• Contemporary & Proprietary Types of Dressings & Masalas	8

II	MEAT COOKERY <ul style="list-style-type: none"> • Introduction to meat cookery • Cuts of beef/veal • Cuts of lamb/mutton • Cuts of pork • Cuts of Poultry FISH COOKERY <ul style="list-style-type: none"> • Introduction to fish cookery • Classification of fish with examples • Cuts of fish with menu examples • Selection of fish and shell fish • Cooking of fish (effects of heat) 	8
----	--	---

III	BASIC COMMODITIES: Milk <ul style="list-style-type: none"> • Introduction • Processing of Milk • Pasteurisation – Homogenisation • Types of Milk – Skimmed and Condensed • Nutritive Value Cream <ul style="list-style-type: none"> • Introduction • Processing of Cream • Types of Cream Cheese <ul style="list-style-type: none"> • Introduction • Processing of Cheese • Types of Cheese • Classification of Cheese • Curing of Cheese • Uses of Cheese Butter <ul style="list-style-type: none"> • Introduction • Processing of Butter • Types of Butter 	8
IV	Bakery Techniques Measurements: <ul style="list-style-type: none"> • Accurate scaling of ingredients. Metric Formulas and Recipes: <ul style="list-style-type: none"> • Standardized baking measurements. Baker's Percentage: <ul style="list-style-type: none"> • Ratio-based ingredient calculation. Formula Yield: <ul style="list-style-type: none"> • Understanding batch size and production efficiency. The Physics of Heat and Sensory Properties of Food <ul style="list-style-type: none"> • Methods of Heat Transfer: Conduction, convection, radiation. Application of Cake-Making Methods:	8

	<ul style="list-style-type: none"> • Practical implementation of different techniques. Rectifying Cake Faults: <ul style="list-style-type: none"> • Adjusting recipes for better results. 	
Total		32

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential learning
32	Nil	31hrs. Project on Food Production Hierarchy and Chefs' Uniforms Assignments on Various Types of Mother Sauce

Textbooks:

1. Theory of Catering by Kinton Cesserani, Published by Hodder & Stoughton
2. Practical Cookery by Kinton Cesserani, Published by Hodder & Stoughton

Reference Books:

1. Food Production Operations, Parvinder Bali, Oxford University Press
2. Theory of Cookery, Krishna Arora, Frank Brothers, New Delhi

Additional Reading:

1. Giritlioglu, I., Batman, O., & Tetik, N. (2011). The knowledge and practice of food safety and hygiene of cookery students in Turkey. *Food Control*, 22(6), 838-842.
2. Sharples, L. (2004). The world of cookery-school holidays. In *Food Tourism Around the World* (pp. 102-120). Routledge

Semester–II**Subject Name: Advanced Dining Operation****Type of Course: Minor (Restricted)****Paper Code: CAT192N202****CourseLevel:100****CourseCredit:4****Scheme of Evaluation: Theory****L-T-P-C: 3-1-0-4****Course Objectives:**

This course introduces students to essential dining operation skills, focusing on Mise en Place, table-setting techniques, and the sequence of service for casual dining environments.

Course Outcomes:

Having completed this module, a student will be able—

CO 1	To Understand service preparation, types of food service, and sales control systems in hospitality operations.	BT 1
CO 2	To Apply proper techniques for organizing service areas, handling bills, and managing cash in food service.	BT 2
CO 3	To Analyze alcoholic beverage production, classification, and fermentation and distillation processes.	BT 3
CO 4	To Evaluate spirit production methods, proof systems, and create service plans for diverse beverage offerings.	BT 4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	PREPARATION FOR SERVICE <ul style="list-style-type: none"> • Organising Mise-en-scene • Organising Mise en place II TYPES OF FOOD SERVICE <ul style="list-style-type: none"> • Silver service • Pre-plated service • Cafeteria service • Room service • Buffet service • Gueridon service • Lounge service 	12
II	SALE CONTROL SYSTEM <ul style="list-style-type: none"> • KOT/Bill Control System (Manual) • Triplicate Checking System 	12

	<ul style="list-style-type: none"> • Duplicate Checking System • Single Order Sheet • Quick Service Menu & Customer Bill <p>Making bill Cash handling equipment Record keeping (Restaurant Cashier)</p>	
III	<p>ALCOHOLIC BEVERAGE</p> <ul style="list-style-type: none"> • Introduction and definition • Production of Alcohol • Fermentation process • Distillation process • Classification with examples <p>WINES</p> <ul style="list-style-type: none"> • Definition & History • Classification with examples <p>BEER</p> <ul style="list-style-type: none"> • Introduction & Definition • Types of Beer • Production of Beer 	12

IV	<p>SPIRITS</p> <p>Production of Spirit</p> <ul style="list-style-type: none"> • Pot-still method • Patent still method <p>Production of</p> <ul style="list-style-type: none"> • Whisky • Rum • Gin • Brandy • Vodka • Tequilla • APERITIFS • LIQUEURS <p>Different Proof Spirits</p> <ul style="list-style-type: none"> • American Proof • British Proof (Sikes scale) • Gay Lussac (OIML Scale) 	12
Total		48

Credit Distribution		
Lecture/Tutorial	Practicum	experiential learning

48	Nil	33hrs. 1) Create tasting notes for each beverage, comparing production processes and characteristics. 2) Research the production methods for whisky, rum, gin, and vodka.
----	-----	---

Textbooks:

1. Singaravelan second edition(2016), FoodandBeverage service
2. Cousins,J&Lillicrap,D&Weekes,S(2017),Food&BeverageService,9thEdition, Hodder Education, London, ISBN- 9781471807954

Reference Books:

1. Erlacher,M&Keller,S(2013)RestaurantServiceSkill-TrainingBook,ReNovium, Switzerland, ISBN 978-3-906121-04-8
2. Bagchi,S.N&Sharma,A(2006),TextBookofFood&BeverageService,Third Edition, Jindal Book Service, Delhi, ISBN- 81-8204-028-0

Additional Reading:

1. Chen, C. J., Gregoire, M. B., Arendt, S., & Shelley, M. C. (2011). College and university dining services administrators' intention to adopt sustainable practices: Results from US institutions. International Journal of Sustainability in Higher Education, 12(2), 145-162.
2. DiPietro, R. B., Murphy, K. S., Rivera, M., & Muller, C. C. (2007). Multi-unit management key success factors in the casual dining restaurant industry: A case study. International journal of contemporary hospitality management, 19(7), 524-536.

**Type courseware(w.e.f.2023-24) UG
programmes Semester: 2nd Course
Code: CEN982A201
Course Title: CEN II: Approaches to Verbal and Non-Verbal Communication
credits: 1
Courselevel:100
L-T-P-C:1-0-0-1**

Scheme of Evaluation: Theory and Practice

Course Objectives

To introduce the students to the various forms of technical communication and enhance their knowledge in the application of both verbal and non-verbal skills in communicative processes.

Course Outcomes

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO1	Identify The different types of technical communication, their characteristics, their advantages and disadvantages.	BT 1
CO2	Explain The barriers to communication and ways to overcome them.	BT 2
CO3	Discover The means to enhance conversation skills..	BT 3
CO4	Determine The different types of non-verbal communication and their significance.	BT4

Detailed Syllabus

Modules	The different types of non-verbal communication and their significance.	Periods
I	Technology Enabled Communication Communicating about technical or specialized topics, different forms of technology-enabled communication tools used in organizations: telephone, teleconferencing, fax, email, instant messaging, blog, podcast, videos, videoconferencing, social media.	4
II	Communication Barriers Communicating about technical or specialized topics, different forms of technology-enabled communication tools used in organizations: telephone, teleconferencing, fax, email, instant messaging, blog, podcast, videos, videoconferencing, social media.	4
III	Conversation skills/Verbal Communication Conversation – Types of Conversation, Strategies.	4

	For effectiveness, conversation practice, persuasive functions in conversation, telephonic conversation and etiquette, dialogue writing, conversation control.	
IV	Non-verbal Communication Introduction; Body language - Personal appearance, postures, gestures, eye contact, facial expressions. Paralinguistic features - Rate, pause, volume, pitch/intonation/voice modulation. Proxemics, haptics, artifacts, chronemics.	4
Total		16

Textbooks:

1. Rizvi, M. Ashraf. (2017). *Effective Technical Communication*. McGraw-Hill.
2. Chaturvedi, P. D. and Chaturvedi, Mukesh. (2014). *Business Communication*. Pearson.
3. Raman, Meenakshi and Sharma, Sangeeta. (2011). *Technical Communication: Principles and Practice* (2nd Edition). Oxford University Press.

References:

1. Hair, Dan O., Rubenstein, Hannah and Stewart, Rob. (2015). *A Pocket Guide to Public Speaking* (5th edition). St. Martin's. ISBN-13: 978-1457670404
2. Koneru, Aruna. (2017). *Professional Communication*. New Delhi: Tata McGraw Hill. ISBN-13: 978-0070660021
3. Raman, Meenakshi and Singh, Prakash. (2012). *Business Communication* (2nd Edition). Oxford University Press.
4. Sengupta, Sailesh. (2011). *Business and Managerial Communication*. New Delhi: PHI Learning Pvt. Ltd.

Subject Name: Behavioral Sciences-II
UG 2nd semester
Course code: BHS982A204
Credit:1

Course objectives: To increase one's ability to draw conclusions and develop inferences about attitudes and behavior, when confronted with different situations that are common in modern organizations.

On successful completion of the course the students will be able to:		
SINo	Course Outcome	Blooms Taxonomy Level
CO1	Codevelop an elementary level of understanding of culture and its implications on personality of people.	BT 1
CO2	Understand the concept of leadership spirit and to know its impact on the performance of employees.	BT 2
CO3	Understand and apply the concept of motivation in real life.	BT 3

Course outcomes:

Modules	Course Contents	Periods
I	Culture and Personality Culture: Definition, effect, relation with personality, cultural iceberg, overview of Hofstede's framework, discussion of the four dimensions of Hofstede's framework.	4
II	Attitudes and Values Attitude's definition: changing our own attitudes, process of cognitive dissonance, types of values, value conflicts, merging personal and organizational values.	4
III	Motivation Definition of motivation with example, theories of motivation (Maslow, McClelland's theory & Theory X and Y).	4
IV	Leadership Definition of leadership, leadership continuum, types of leadership, importance of leadership, new age leaderships: transformational & transactional leadership, leaders as role models.	4
Total		16

Textbooks:

1. J. William Pfeiffer (ed.), *Theories and Models in Applied Behavioural Science, Vol 3, Management*. Pfeiffer & Company.
2. Blair J. Kolasa, *Introduction to Behavioural Science for Business*. John Wiley & Sons Inc.
3. *Organizational Behaviour* by Kavita Singh. (Vikas Publishers, 3rd Edition).

Semester–II

Subject Name: Guest Handling Skills in Hospitality

Type of Course: SEC

Subject Code: TTM202S211 Course

Level: 100

CourseCredit:3

Scheme of Evaluation: Practical

L-T-P-C – 0-0-6-3

Course objectives:

This is a practical skill enhancement course which is focused on dealing with various types of guests in the field of tourism and hospitality as a whole

Course Outcomes:

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

CO 1	To Understand guest handling, communication, and soft skills for exceptional hospitality service.	BT 1
CO 2	To Apply guest interaction techniques, resolve complaints, and enhance interdepartmental coordination.	BT 2
CO 3	To Develop personal grooming, posture, stress management, and non-verbal communication for professional hospitality conduct.	BT 3
CO 4	To Manage challenging hospitality situations, ensure service recovery, and maintain composure under pressure.	BT 4

Detailed Syllabus:

Module	Content	Periods
I	Introduction to Guest Handling <ul style="list-style-type: none">Importance of guest handling in hospitalityUnderstanding guest expectations and service excellenceFirst impressions and their impact Soft Skills for Hospitality Professionals <ul style="list-style-type: none">Definition and importance of soft skills in guest serviceEmotional intelligence and empathy in guest interactionsTime management and stress handlingConflict resolution and problem-solving Communication Skills in Hospitality <ul style="list-style-type: none">Verbal vs. non-verbal communicationActive listening and effective questioning techniquesHandling difficult conversations with guestsCultural sensitivity in communication	24

	<p>Practical Tasks for Guest Handling Training</p> <ul style="list-style-type: none"> - Students role-play welcoming guests, handling check-ins, and assisting with luggage. - Visit a hotel/restaurant to study how staff handle guests and report findings. - Handle guest complaints such as overbooked rooms or incorrect food orders. - Research and present customs, greetings, and etiquette of international guests. - Role-play interactions with unhappy guests, practicing professional and calm responses. 	
II	<p>Guest Handling Techniques</p> <ul style="list-style-type: none"> • Steps of guest interaction (Welcoming, Assisting, Resolving, Thanking) • Handling guest complaints and difficult situations • Personalized service and guest engagement • Dealing with VIP guests, long-stay guests, and international travelers <p>Telephone Handling Skills</p> <ul style="list-style-type: none"> • Professional telephone etiquette in hospitality • Call answering, transferring, and taking messages • Dealing with guest inquiries and complaints over the phone • Effective voice modulation and tone in telephone communication <p>Interdepartmental Communication in Hotels</p> <ul style="list-style-type: none"> • Importance of teamwork in guest service • Communication between Front Office, Housekeeping, Food & Beverage, and Security • Handling guest requests efficiently through coordination • Standard operating procedures (SOPs) for interdepartmental communication <p>Practical Tasks for Guest Handling Training</p> <ul style="list-style-type: none"> - Students practice the four steps of guest interaction: Welcoming, Assisting, Resolving, and Thanking, in different scenarios. - Create mock complaint scenarios (e.g., room issues, service delays) and train students on resolution techniques. - Telephone Role-Play – Simulate answering guest calls with a professional greeting, assisting inquiries, and ending with courtesy. - Students practice coordinating a guest's request (e.g., extra towels, room service, security assistance) between departments. - Have students develop and follow SOPs for common interdepartmental communications, such as room cleaning requests or special guest needs. 	24

III	<p>Personality Development for Hospitality Professionals</p> <ul style="list-style-type: none"> • Building confidence and positive attitude • Importance of self-discipline and professionalism • Stress management techniques for hospitality staff • Developing leadership and teamwork skills <p>Grooming and Posture in Hospitality</p> <ul style="list-style-type: none"> • Professional appearance and personal hygiene • Dress code and uniform etiquette • Correct posture and body language for hospitality professionals • Maintaining a welcoming and approachable demeanor <p>Non-Verbal Communication in Hotels</p> <ul style="list-style-type: none"> • Importance of body language in guest interaction • Eye contact, gestures, and facial expressions • Understanding guest body language and responding appropriately • Avoiding negative body language in service situations <p>Practical Tasks for Guest Handling Training</p> <ul style="list-style-type: none"> - Students participate in public speaking, mock interviews, and guest interaction role-plays. - Teach relaxation techniques like deep breathing, mindfulness, and quick stress relief methods for handling high-pressure hospitality situations. - Students follow a grooming checklist and evaluate their own and peers' professional appearance. - Posture & Body Language Drill – Train students on proper standing, sitting, and walking posture in a hospitality setting. - Body Language Role-Play – Students practice positive body language cues such as open gestures, active listening posture, and eye contact. - Negative Body Language Avoidance Task – Students act out poor service body language (crossed arms, lack of eye contact) and correct it with professional alternatives. 	24

IV	<p>Handling Situations in Hospitality (From a Chef's Perspective)(SOP)</p> <ul style="list-style-type: none"> • Dealing with Angry or Dissatisfied Guests • Managing Overbooking and Limited Menu Availability • Handling Special Requests and Emergency Situations • Recovering Guest Experience After a Service Failure • Dealing with Food Temperature Complaints • Guest Complains About Portion Size • Guest Sends Back an Under/Overcooked Dish • Foreign Object Found in Food • Dealing with Last-Minute Large Orders • Handling an Overcrowded Kitchen During Peak Hours • Running Out of a Key Ingredient Mid-Service • Dealing with Negative Online Reviews About Food • Miscommunication Between Kitchen and Service Staff • Handling VIP Guests or Celebrity Diners • Emergency Situations (Fire, Gas Leak, or Health Issue in the Kitchen) <p>Practical Tasks for Guest Handling Training</p> <ul style="list-style-type: none"> - Guest Complaint Resolution Role-Play – Simulate scenarios where guests complain about food quality, temperature, or delays, and train chefs on professional responses. - Service Recovery Exercise – Practice offering alternatives such as complimentary dishes, discounts, or personal apologies after a service failure. - Handling Overbooked Reservations – Role-play explaining to guests why a dish is unavailable while providing alternative recommendations. - Allergy & Dietary Restriction Training – Simulate handling requests for vegan, gluten-free, or allergy-friendly meals, ensuring safe kitchen practices. - Apology & Compensation Role-Play – Train students on how to communicate apologies sincerely and offer solutions without blame. - Kitchen Safety Drill – Practice emergency response protocols, including fire safety and first-aid training. 	24
	Total	96

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential learning
Nil	96 Hrs.	30 Hrs. 1. Projects and assignments on various guest handling techniques. 2. Role play on different situations handlings.

Text Books:

1. *Hotel Front Office: A Training Manual*, Andrews, S. (2015), Tata McGraw Hill.
2. *Hotel Front Office Operations & Management*, Tewari, J. (2016), Oxford University Press.

Reference Books:

1. *Hospitality Reception & Front Office - Procedures & Systems*, Negi, J. (2009), Publisher S. Chand.
2. *The Art of Dealing with People*, Les Giblin, Embassy Books; First Edition (1 January 2001).
3. *Human Psychology*, Dr. Mukta Goyal, Notion Press (21 July 2021).
4. *Food and Beverage Service 2e*, Singaravelavan, R., Oxford University Press; Second Edition (17 June 2016).

Additional Reading:

1. An Assessment of Key Hotel Guest Contact Personnel in Handling Guest Complaints. [Link](#)
2. How To Handle Hotel Guest Complaints. [Link](#)

Semester–III

Subject Name: Cuisines of India Lab – I

Type of Course: Major

Paper Code: CAT192M311

Course Level: 200

CourseCredit:3

Scheme of Evaluation: Practical

L-T-P-C: 0-0-6-3

Course Objectives:

This course equips students with a rich diversity of Indian regional cuisines, understanding their historical influences, ingredients, cooking techniques, and cultural significance to develop a strong foundation in traditional Indian culinary practices.

Course Outcomes:

Having completed this module, a student will be able to:

CO 1	To Understand the historical, geographical, and cultural influences on various regional Indian cuisines, identifying key ingredients, cooking methods, and traditional food practices.	BT 1
CO 2	To Demonstrate proficiency in preparing authentic Indian dishes by applying appropriate cooking techniques, spice combinations, and presentation skills in a professional culinary environment.	BT 2
CO 3	To Analyze and innovate traditional Indian recipes by incorporating modern culinary trends, sustainable practices, and health-conscious modifications while maintaining authenticity and flavor balance.	BT3

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Regional Indian Cuisine (West Indian Cuisine) <i>Class 1: Gujarati Cuisine</i> <ul style="list-style-type: none">• Rice/Roti: Gujarati Khichdi• Vegetarian: Batata Nu Shaak (Potato Tomato Curry) & Kurkuri Bhindi <i>Class 2: Rajasthani Cuisine</i> <ul style="list-style-type: none">• Rice/Roti: Bajra Roti• Vegetarian: Gatte Ki Sabzi• Non-Vegetarian: Laal Maas <i>Class 3: Goan Cuisine</i> <ul style="list-style-type: none">• Rice/Roti: Coconut Pulao• Vegetarian: Cabbage Foogath• Non-Vegetarian: Galina Xacutti (Goan Chicken Curry)	24

II	<p>Regional Indian Cuisine (North Indian Cuisine) <i>Class 4: Kashmiri Cuisine</i></p> <ul style="list-style-type: none"> • Rice/Roti: Kashmiri Pulao • Vegetarian: Razma Gogji (Rajma & Turnip Curry) • Non-Vegetarian: Rogan Josh <p><i>Class 5: Punjabi Cuisine</i></p> <ul style="list-style-type: none"> • Rice/Roti: Makki Di Roti • Vegetarian: Sarson Da Saag • Non-Vegetarian: Butter Chicken <p><i>Class 6: Mughlai Cuisine</i></p> <ul style="list-style-type: none"> • Rice/Roti: Zafrani Pulao • Vegetarian: Shahi Paneer • Non-Vegetarian: Murg Musallam 	24
III	<p>Regional Indian Cuisine (Central Indian Cuisine) <i>Class 7: Maharashtrian Cuisine</i></p> <ul style="list-style-type: none"> • Rice/Roti: Masala Bhat • Vegetarian: Bharli Vangi (Stuffed Brinjal) • Non-Vegetarian: Kolhapuri Chicken <p><i>Class 8: Festival Feasts of India</i></p> <ul style="list-style-type: none"> • Rice/Roti: Biryani (Hyderabadi Style) • Vegetarian: Dal Makhani • Non-Vegetarian: Nalli Nihari <p><i>Class 9: Royal Awadhi Cuisine</i></p> <ul style="list-style-type: none"> • Rice/Roti: Sheermal • Vegetarian: Dum Aloo Awadhi • Non-Vegetarian: Yakhni Pulao 	24
IV	<p>Regional Indian Cuisine (South Indian Cuisine) <i>Class 10: Chettinad Menu</i></p> <ul style="list-style-type: none"> • Kozhi Rasam (Spicy Chicken Broth) • Chettinad Chicken Curry (Spiced Chicken Curry) • Curd Rice (Tempered Yogurt Rice) • Veechu Parotta (Layered Flaky Bread) <p><i>Class 11: Kerala Menu</i></p> <ul style="list-style-type: none"> • Ulli Vada (Onion Fritters) • Meen Moilee (Coconut Milk Fish Curry) • Malabar Parotta (Flaky Layered Flatbread) • Sambharam (Spiced Buttermilk) 	24

	<p><i>Class 12: Karnataka Menu</i></p> <ul style="list-style-type: none"> • Maddur Vada (Crispy Lentil Fritters) • Mysore Rasam with Steamed Rice (Spiced Tamarind Soup with Rice) • Majjige (Spiced Buttermilk) 	
--	--	--

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential learning
Nil	96	<p>30hrs.</p> <ol style="list-style-type: none"> 1. Modern Twist to Traditional Indian Dishes" – Select a classic Indian dish and innovate it using modern culinary techniques or fusion flavors (e.g., Millet Biryani, Vegan Butter Chicken, or Air-Fried Samosas). 2. Sustainable Cooking – Develop a zero-waste Indian dish using local ingredients.

Textbooks:

1. Modern Cookery for Teaching & Trade (Vol. 1 & 2) – Thangam E. Philip, Orient Blackswan
2. Practical Cookery for Indian Cuisine" – David Foskett& Victor Ceserani, Hodder Education

Reference Books:

1. Food Production Operations, Parvinder Bali,OxfordUniversity Press
2. Culinary Art of Indian Cuisine – PulapakaSusheela, Notion Press

Additional Reading:

1. Abraham, S., & Kannan, R. K. (2015). The potential of culinary tourism in India. *ANVESHAK-International Journal of Management*, 4(2), 133-148.
2. Jain, A., &Bagler, G. (2018). Culinary evolution models for Indian cuisines. *Physica A: Statistical Mechanics and its Applications*, 503, 170-176.

Semester – III
Subject Name: Indian Confectionary Lab Type of Course: Major Code: CAT192M312 Course Level: 200 Course Credit: 3 Scheme of Evaluation: Practical L-T-P-C: 0-0-6-3

Course Objective:

After this semester, students will understand ingredients, classify sweets, master techniques, analyse faults, and gain practical knowledge of regional, fusion, and commercial desserts, including production techniques and innovative plating methods.

Course Outcomes:

Having completed this module, a student will be able –

CO 1	To Develop an understanding of the historical evolution, regional diversity, and cultural significance of Indian confectionery.	BT 1
CO 2	To Analyze the impact of regional ingredients, including dairy and non-dairy bases, sweeteners, cooking mediums, and spices, on the texture and flavor of Indian sweets.	BT 2
CO 3	To Demonstrate proficiency in preparing traditional sweets from various regions of India, including North, East, Northeast, South, West, and Central India.	BT 3
CO 4	To Identify common faults in sweet-making, troubleshoot errors, and apply traditional techniques to enhance taste, texture, and presentation.	BT 4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
1	Regional Indian Sweets (North India) <ul style="list-style-type: none"> Kashmiri: Modur, Pulav, Phirni (Savory) Kachori Punjabi: Atta Halwa, Rabri (Savory) Samosa Nimke Khurma Chirote Suji Halwa, Milk cake, Kalakand 	24
2	Regional Indian Sweets (East India) <ul style="list-style-type: none"> Bengali: Rasgulla, Mishti Doi (Savory) Kati Roll Odia: Chhena Poda, Khaja (Savory) Aloo Tikki Kajukatti, Murukku, Pavbhaji 	24
3	Regional Indian Sweets (South India) <ul style="list-style-type: none"> Tamil Nadu: Mysore Pak, Kozhukattai (Savory) Idli Kerala: Ada Pradhaman, Motichur, laddu (Savory) Parippu, Vada Regional Indian Sweets (West India) <ul style="list-style-type: none"> Maharashtrian: Puran Poli, Shrikhand (Savory) Vada Pav Gujarati: Mohanthal, Basundi (Savory) Dhokla 	24
	Regional Indian Sweets (Central India)	

4	<ul style="list-style-type: none"> Awadhi: Malai, Gilori, Makhan Malai (Savory) Panipuri Hyderabadi: Double Ka, Meetha, Sewaiyan (Savory) Chapli Kebab Regional Indian Sweets (Northeast India) <ul style="list-style-type: none"> Assamese: Til, Pitha, Narikol Laru Chak-hao 	24
Total		96

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
Nil	96	30 1. Assignments – Research on different equipment used in Indian confectionery and their manufacturers. 2 Project Work – Case study on regional sweets and their commercial production. 3 Live Demonstrations – Hands-on practice in making traditional and modern fusion desserts.

Text Books:

1. "Basics of Baking" by S.C. Dubey, The Society of Indian Bakers, New Delhi, 2007
2. "Understanding Baking" by Nicole Rees & Joseph Amendola, John Wiley & Sons Publications, 2002

Reference Books:

1. "Professional Baking" (Fifth Edition) by Wayne Gisslen, John Wiley & Sons, 2009
2. "Theory of Bakery & Patisserie" by P.S. Bali, Oxford University Press, New Delhi, 2018

Additional Readings:

1. "How Baking Works" by Paula I. Figoni, John Wiley & Sons Publications, 2010

Semester – III**Subject Name:** Indian Culinary and Confectionery Traditions**Type of Course:** Major**Code:** CAT192M343**Course Level:**200**Course Credit:** 2**Scheme of Evaluation:** Theory**L-T-P-C:** 1-1-0-2**Course Objective:**

To develop a comprehensive understanding of India's regional cuisines, traditional ingredients, culinary techniques, and Ayurvedic principles, fostering cultural appreciation and holistic culinary practices.

Course Outcomes:

Having completed this module, a student will be able –

CO 1	To Understand regional Indian cuisines, explore factors like geography, history, festivals, and cooking traditions.	BT 1
CO 2	To Identify ingredients, cooking mediums, and sweeteners unique to various Indian states and communities.	BT 2
CO 3	To Analyze Ayurveda's impact on Indian food, focusing on holistic living, nutrition, and healing practices.	BT 3
CO 4	To Master regional dish preparation, applying traditional techniques, flavor balancing, and Ayurvedic meal planning.	BT 4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
1	REGIONAL INDIAN CUISINE <ul style="list-style-type: none"> • Introduction to Regional Indian Cuisine • Heritage of Indian Cuisine • Factors that affect eating habits in different parts of the country • Cuisine and its highlights of different states/regions/communities to be discussed under: <ul style="list-style-type: none"> • Geographic location • Historical background • Seasonal availability • Special equipment • Staple diets • Specialty cuisine for festivals and special occasions STATES <ul style="list-style-type: none"> • Andhra Pradesh, Bengal, Goa, Gujarat, Karnataka, Kashmir, Kerala, Madhya Pradesh, Maharashtra, North Eastern States, Punjab, Rajasthan, Tamil Nadu and Uttar Pradesh/Uttaranchal DISCUSSIONS <ul style="list-style-type: none"> • Indian Breads, Indian Sweets, Indian Snacks 	12

2	Regional Influences & Traditional Ingredients <ul style="list-style-type: none"> Dairy-Based Sweets: Role of milk, khoya, chhena, ghee in sweets Non-Dairy Alternatives: Use of coconut milk, almond paste, lentil-based sweets Types of Indian Sweets & Fault Analysis Sweeteners & Their Regional Uses: <ul style="list-style-type: none"> Jaggery: Common in South & East India Refined Sugar: Used in modern sweet-making Honey & Date Syrup: Traditional natural sweeteners Palm Sugar: Specialty in coastal regions Cooking Mediums & Their Impact: <ul style="list-style-type: none"> Ghee: Richness & aroma in North and West India Coconut Oil: Coastal region influences Mustard Oil: Used in select East Indian sweets Grains & Pulses in Indian Sweets: <ul style="list-style-type: none"> Rice-Based Sweets: Payasam, Kheer, Pitha Wheat-Based Sweets: Halwa, Balushahi Lentil & Millet-Based Sweets: Moong Dal Halwa, Ragi Ladoo Exploration of Spices & Flavoring Agents <ul style="list-style-type: none"> Cardamom & Saffron: Widely used for aroma and taste Rose Water & Kewra: Mughal influence, cooling properties Nutmeg & Mace: Traditional warming spices for sweets 	12
3	Holistic Living & Ayurveda Concepts <ul style="list-style-type: none"> The Ayurveda concept of holistic living Tools of Ayurveda: Tridosha (Vata, Pitta, Kapha), Panchamahabhuta, Agni, Dhatus, Malas, Ojas Importance of food in Ayurveda: Concept of Ahara (food) as medicine Food combinations, compatibility (ViruddhaAhara) Ingredients & utensils used in Ayurvedic cooking Classification of food based on Ayurveda: Sattvic, Rajasic, and Tamasic foods 	12
4	Ayurvedic Nutrition, Meal Planning & Home Remedies <ul style="list-style-type: none"> Concept of Rasa (taste) and its effect on body & mind Ayurvedic approach to digestion & metabolism Daily dietary regimen (Dincharya) and seasonal dietary regimen (Ritucharya) Ayurvedic meal planning based on Dosha types Healing foods & Ayurvedic superfoods Concept of fasting (Upavasa) and detoxification in Ayurveda Homemade Ayurvedic medicines & remedies: Use of herbs and spices for common ailments (cold, digestion, immunity, skin care) Preparation and benefits of Ayurvedic oils (Taila) and herbal pastes (Lepa) 	12
Total		48

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
48	Nil	48 1 - Regional Indian Thali Exploration. 2 - Research Ayurvedic concepts like Tridosha (Vata, Pitta, Kapha), Rasa (taste), and Sattvic, Rajasic, and Tamasic foods. .

Text Books:

- 1) Achaya, K. T. (1994). *Indian Food: A Historical Companion* (1st ed.). Oxford University Press.
- 2) Karan, Pratibha. (2009). *Biryani: The Food of India* (1st ed.). Random House India.

Reference Books:

- 1) Pant, Pushpesh. (2010). *India: The Cookbook* (1st ed.). Phaidon Press.
- 2) Kalra, Jiggs. (2007). *Prashad: Cooking with Indian Masters* (1st ed.). Allied Publishers.

Additional Readings:

"Traditional and Ayurvedic foods of Indian origin" -This paper explores the principles of Ayurveda related to food, including the impact of dietary patterns on physical and mental states, and emphasizes the importance of a stable, healthy diet.

https://www.sciencedirect.com/science/article/pii/S2352618115000438?utm_source=chatgpt.com

Semester – III
Subject Name: Menu Knowledge& Planning Type of Course: Minor (Restricted) Code: CAT192N301 Course Level:200 Course Credit: 4 Scheme of Evaluation: Theory L-T-P-C: 3-1-0-4

Course Objective:

To develop students' competency in menu planning and analysis by incorporating culinary principles, nutritional balance, cost efficiency, market trends, and consumer preferences.

Course Outcomes:

Having completed this module; a student will be able –

CO 1	To Explain menu planning principles, considering cuisine, nutrition, and customer preferences.	BT 1
CO 2	To Analyze pricing, portion control, and ingredient selection for profitability.	BT 2
CO 3	To Apply menu engineering to optimize sales and business performance.	BT 3
CO 4	To Develop cost-effective menus based on market trends and operational feasibility.	BT 4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
1	MEALS & MENU PLANNING: <ul style="list-style-type: none"> A. Origin of Menu B. Objectives of Menu Planning C. Types of Menus D. Courses of French Classical Menu E. Sequence F. Examples from each course G. Cover of each course H. Accompaniments I. French Names of dishes J. Types of Meals K. Early Morning Tea L. Breakfast (English, American Continental, Indian) M. Brunch N. Lunch O. Afternoon/High Tea P. Dinner Q. Supper 	12
2	MENU PLANNING: <ul style="list-style-type: none"> • Basic principles of menu planning – recapitulation 	12

	<ul style="list-style-type: none"> • Points to consider in menu planning for various volume feeding outlets such as Industrial, Institutional, and Mobile Catering Units • Principles of planning for quantity food production with regard to <ul style="list-style-type: none"> • Space allocation • Equipment selection • Staffing <p>Planning menus for –</p> <ul style="list-style-type: none"> • School/college students Industrial workers • Hospitals • Outdoor parties • Theme dinners • Transport facilities, cruise lines, airlines, railway <p>Nutritional factors for the above</p>	
3	<p>MENU MERCHANDISING:</p> <ul style="list-style-type: none"> • Elements to Strengthen Menu Merchandising • Menu Control • Menu Structure • Pricing of Menu • Menu as a Marketing Tool • Constraints of Menu Planning. <p>INDENTING</p> <ul style="list-style-type: none"> • Principles of Indenting for volume feeding • Portion sizes of various items for different types of volume feeding • Modifying recipes for indenting for large scale catering • Practical difficulties while indenting for volume feeding 	12
4	<p>MENU ENGINEERING:</p> <ul style="list-style-type: none"> • Definition and Objectives: Menu Engineering • Menu Matrix (Stars, Plow Horses, Puzzles, Dogs). • Why Menu Engineering • Three main elements : Demand, Menu Mix, Contribution. • Advantages. 	12
Total		48

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
48	Nil	45 Hrs. Task: Select a restaurant or café and analyze its menu based on pricing, popularity, and profitability. - Categorize menu items using the Menu Engineering Matrix (Stars, Plow Horses, Puzzles, Dogs). - Suggest modifications (pricing, portion size, placement) for better profitability.

--	--	--

Text Books:

1. Hotel Front Office: Operations and Management" – Jatashankar R. Tewari
2. Food Production Operations" – Parvinder S. Bali

Reference Books:

1. Food & Beverage Service" – R. Singaravelavan
2. Introduction to Hospitality Management" – R.K. Malhotra
3. Catering Management: An Integrated Approach" – M. Sethi & R. Malhan

Additional Readings:

Kiiski, R. (2023). Creating a Dynamic Menu Engineering Model for Food and Beverage Operations at Company X.

Semester – III	
Subject Name: Tourism & Hospitality Operations Type of Course: Interdisciplinary (Open) Code: CAT1921301 Course Level: 200 Course Credit: 03 Scheme of Evaluation: Theory L-T-P-C: 2-1-0-3	

Course Objective: To equip students with fundamental knowledge of hospitality operations, including front office, housekeeping, food and beverage service, and kitchen management, ensuring seamless coordination between different departments in a hospitality establishment.

Course Outcomes:

Having completed this module, a student will be able to:

CO 1	To Explain hospitality departments' roles and coordination for efficient operations.	BT 1
CO 2	To Demonstrate guest handling, communication, and service skills for better customer experience	BT 2
CO 3	To Apply hygiene, sanitation, and safety protocols in food and beverage operations.	BT 3
CO 4	To Implement cost control and resource management strategies to improve efficiency and profitability.	BT 4

Detailed Syllabus:

Units	Topics/Course content	Periods
I	Introduction to Tourism & Hospitality <ul style="list-style-type: none"> Definition & Scope of Tourism & Hospitality Interrelation Between Tourism & Hospitality Key Sectors in the Hospitality Industry <ul style="list-style-type: none"> Accommodation Transportation Recreation & Entertainment Travel & Tourism Services Impact of Tourism on the Hospitality Industry 	12
II	Unit 2: Accommodation & Front Office Operations <i>Types of Accommodation</i> <ul style="list-style-type: none"> Hotels, Resorts, Motels, B&B, Home Stays, etc Capsule Hotels, Hostels, Car Camping, Vacation Rentals, etc. Front Office Operations <ul style="list-style-type: none"> Guest Cycle: Pre-arrival, Arrival, Stay, Departure, Post-departure Reservation Handling: FITs, GITs, TAs, Airlines 	12

	<ul style="list-style-type: none"> ○ Room Categories & Tariff Plans ○ Guest Complaint Handling & Service Recovery ○ Technology in Front Office 	
III	Unit 3: Housekeeping & Facility Management <ul style="list-style-type: none"> • Housekeeping Department Structure & Functions • Cleaning & Maintenance Standards • Guest Room & Public Area Maintenance • Laundry & Linen Management • Safety & Hygiene in Housekeeping • Sustainable Practices in Hospitality Operations 	12
IV	Unit 4: Tourism Operations & Travel Management <ul style="list-style-type: none"> • Types of Tourism <ul style="list-style-type: none"> ○ Leisure, Business, Medical, Adventure, Cultural, Eco-tourism, etc • Tourism Organizations & Regulations <ul style="list-style-type: none"> ○ National & International Tourism Organizations (UNWTO, IATA, WTTC) • Transportation in Tourism <ul style="list-style-type: none"> ○ Air, Rail, Cruise, Road ○ Role of Airlines, Railways, and Cruise Liners in Tourism • Tour Package & Itinerary Planning <ul style="list-style-type: none"> ○ FIT vs. GIT Packages ○ Destination & Experience-Based Tourism 	12
Total		48

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
48	Nil	45 Hrs. <ol style="list-style-type: none"> 1) Hotel Visit: Observe front office operations in real-time. Conduct interviews with front desk staff to understand guest handling procedures. 2) Practical Demonstration: Practice bed-making, room setup, and cleaning protocols. Conduct a mock drill on handling emergencies like fires or medical incidents. 3) Virtual Tours: Organize virtual tours of UNESCO heritage sites in India.

Text Book:

1. Sudhir Andrews (2007); *Front Office Management & Operations*, Tata McGraw Hill Education, New Delhi.
2. Rakesh Puri; *Front Office Operations & Management*.
3. Jatashankar R. Tiwari (2009); *Hotel Front Office Operations & Management*, OUP India, New Delhi.

Reference Books:

1. Gary K. Vallen, Jerome J. Vallen (2013); *Check-In Check-Out Managing Hotel Operations*, Pearson, New Delhi.
2. Sue Baker, Jeremy Huyton, Pam Bradley (2001); *Principles of Hotel Front-Office Operations*, Cengage Learning EMEA, New Delhi.
3. Colin Dix, Chris Baird (2006); *Front Office Operations*, Pearson Education India, New Delhi.

Additional Reading:

1. Sushil Kumar Bhatnagar; *Front Office Management*.
2. Sudhir Andrews (2009); *Hotel Front Office Training Manual*, Tata McGraw-Hill Education, New Delhi.

Subject Name: Behavioural Sciences-III UG 3rdsemester
Course code: BHS982A304
Credit:1

Course objectives: To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations. To enable the students to understand the process of problem solving and creative thinking.

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

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

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

Detailed Syllabus:

Modules	Course Contents	Periods
I	Problem Solving Process Defining problem, the process of problem solving, barriers to problem solving (Perception, Expression, Emotions, Intellect, surrounding environment).	4
II	Thinking as a Tool for Problem Solving What is thinking: The Mind/Brain/Behaviour Critical Thinking and Learning: <ul style="list-style-type: none">• Making Predictions and Reasoning.• Memory and Critical Thinking.• Emotions and Critical Thinking.	4
III	Creative Thinking Definition and Meaning of Creativity The nature of creative thinking: Convergent and Divergent thinking, Idea generation and evaluation (Brainstorming), Image generation and evaluation. The six-phase model of Creative Thinking: ICEDIP model.	4
IV	Building Emotional Competence Emotional Intelligence – Meaning, components, importance and relevance. Positive and negative emotions. Healthy and unhealthy expression of emotions.	4
Total		16

Textbooks:

1. J. William Pfeiffer (ed.), *Theories and Models in Applied Behavioural Science, Vol 3, Management*, Pfeiffer & Company.
2. Blair J. Kolasa, *Introduction to Behavioural Science for Business*, John Wiley & Sons Inc.

Type of Course: AEC (w.e.f. 2023-24)
UG Programmes
Semester: 3rd
Course Code: CEN982A301
Course Title: CEN III – Fundamentals of Business Communication
Total Credits: 1
Course Level: 200
L-T-P-C: 1-0-0-1

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

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

SINo	Course Outcome	Blooms Taxonomy Level
CO1	Define and list business documents using appropriate formats and styles, demonstrating proficiency in written communication for various business contexts.	BT1
CO2	Demonstrate confident verbal communication skills through persuasive presentations, active listening, and clear articulation to.	BT2
CO3	Define and identify different life skills and internet competencies required in personal and professional life.	BT3

Detailed Syllabus		
Modules	Course Contents	Periods
I	Presentation Skills Importance of presentation skills, essential characteristics of a good presentation, stages of a presentation, visual aids in presentation, effective delivery of a presentation.	5
II	Business Writing Report writing: Importance of reports, types of reports, format of reports, structure of formal reports. Proposal writing: Importance of proposal, types of proposal, structure of formal proposals. Technical articles: Types and structure.	5
III	Preparing for Jobs Employment communication and its importance, knowing the four-step employment process, writing resumes, guidelines for a good resume, writing cover letters. Interviews: Types of interview, what does a job interview assess, strategies of success at interviews, participating in group discussions.	5

IV	Digital Literacy and Life Skills Digital Literacy: Digital skills for the '21st century', college students and technology, information management using Webspaces, Dropbox, directory, and folder renaming conventions. Social media technology and safety, Web 2.0. Life Skills: Overview of life skills: Meaning and significance of life skills, life skills identified by WHO: self-awareness, empathy, critical thinking, creative thinking, decision making, problem-solving, effective communication, interpersonal relationships, coping with stress, coping with emotion. Application of Life Skills: Opening and operating bank accounts, applying for PAN, passport, online bill payments, ticket booking, gas booking.	5
Total		20

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

Textbooks:

1. *Business Communication* by P.D. Chaturvedi and Mukesh Chaturvedi.

Semester – III
Subject Name: Food Carving and Plating Styles Type of Course: Skill Enhancement Course Code: CAT192S311 Course Level: 200 Course Credit: 3 Scheme of Evaluation: Practical L-T-P-C: 0-0-6-3

Course Objective:

After the successful completion of this course, students will be able to:

- Master fundamental and advanced techniques of fruit and vegetable carving.
- Develop artistic and creative plating skills using sauces, garnishes, and textures.
- Create intricate centerpiece carvings for buffet displays and fine dining.
- Enhance food presentation through modern plating elements.
- Apply food styling techniques for photography and visual appeal.

Course Outcomes:

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

SINo	Course Outcome	Blooms Taxonomy Level
CO 1	Execute basic carving techniques for fruits and vegetables.	BT1
CO 2	Perform advanced carving on pumpkins, watermelons, and themed designs.	BT2
CO 3	Apply modern plating techniques using sauces, textures, and garnishes.	BT3
CO 4	Design artistic buffet presentations for event catering. & Develop food styling skills for photography, menus, and marketing.	BT4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
1	Basic Fruit & Vegetable Carving <ul style="list-style-type: none"> • Introduction to food carving – Importance, history, tools, and materials • Basic fruit carving – Apple swan, tomato rose, cucumber fan • Basic vegetable carving – Carrot flowers, radish roses, onion lotus • Simple plating & arrangement – Combining carved elements for presentation 	24
2	Advanced Carving – Watermelon, Pumpkin & Thematic Designs <ul style="list-style-type: none"> • Watermelon carving – Floral theme, peacock design, face carving • Pumpkin carving – Indian motifs, Halloween theme, abstract art • Themed fruit baskets & buffet displays – Melon bowl, pineapple swan, mixed fruit arrangement 	24

3	Sauce Plating, Garnishing & Decorative Elements <ul style="list-style-type: none"> • Sauce plating techniques – Swirls, smears, dots, brush strokes • Modern garnishes & textures – Coral tuile, edible flowers, parmesan crisp • Full plate composition – Complete dish presentation with sauces & garnishes 	24
4	Buffet Displays, Event Styling & Final Showcase <ul style="list-style-type: none"> • Artistic buffet presentation – Designing a plated buffet centerpiece • Final carving & plating project – Personalized creative showcase • Final display & assessment – Students present their complete works 	24
Total		96

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
Nil	96	45 Hrs. 1. Projects & Assignments Related to Plating & Presentation 2. Live Demonstrations & Showcasing

Text Books:

Working the Plate: The Art of Food Presentation
 Food Presentation Secrets By Cara Hobday

Reference Books:

Decorative Art of Japanese Food Carving
 Culinary Carving and Plate Decorating | Bakedeco

Additional Readings:

World Of Sauces: A Handy Book For Sauce Making

Semester–IV
Subject Name: Northeast India and Eastern Cuisine Lab Type of Course: Major Paper Code: CAT192M411 Course Level: 200 Course Credit: 3 Scheme of Evaluation: Practical L-T-P-C: 0-0-6-3

Course Objectives:

This course provides students with an in-depth exploration of Indian regional cuisines, focusing on their historical influences, ingredients, cooking methods, and cultural importance, thereby building a solid foundation in traditional Indian culinary practices.

Course Outcomes:

Having completed this module, a student will be able to:

CO 1	To find historical, geographical, and cultural influences on regional Indian cuisines, focusing on key ingredients and techniques.	BT 1
CO 2	To Demonstrate authentic Indian dishes using proper techniques, spice blends, and presentation skills.	BT 2
CO 3	To Innovate traditional recipes with modern trends, sustainability, and health-conscious modifications while preserving authenticity.	BT3

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Regional Indian Cuisine (Northeast Indian Cuisine) Menu 1: Manipuri Menu <ul style="list-style-type: none"> • Chamthong (Kangshoi) (Vegetable Stew) • Singju (Fermented Soybean & Raw Vegetable Salad) • Steamed Rice with Eromba (Fermented Fish & Vegetable Mash) • Nga Ataoba (Fried Fish with Local Spices) Menu 2: Assamese Menu <ul style="list-style-type: none"> • Steamed Joha Rice (Aromatic Rice) • Masor Tenga (Tangy Fish Curry) • Kukura Mankho (Assamese Chicken Curry) • Khar with Black Dal (Traditional Alkaline Dish) • Bengena Pitika (Mashed Eggplant) 	24

	<p>Menu 3: Sikkimese Menu</p> <ul style="list-style-type: none"> • Thukpa (Noodle Soup) • Momos/Shyaphaley (Dumplings or Fried Meat Patties) • Dal BhatTarkari (Rice, Lentils, and Vegetables) • Sel Roti (Rice Flour Doughnut) 	
II	<p>Menu 4: Naga Menu</p> <ul style="list-style-type: none"> • Smoked Chicken with Bamboo Shoot • Akhuni (Fermented Soybean) Chutney • Galho (Naga-style Rice Porridge) <p>Menu 5: Tripuri Menu</p> <ul style="list-style-type: none"> • Mui Borok (Fermented Fish with Vegetables) • Mosdeng Serma (Spicy Tomato Chutney) • Butter Tea <p>Menu 6: Nepali Menu</p> <ul style="list-style-type: none"> • Sel Roti (Sweet Rice Doughnut) • Aloo Tama (Potato and Bamboo Shoot Curry) • Gundruk Ko Jhol (Fermented Leafy Green Soup) 	24
III	<p>Menu 7: Mizo Menu</p> <ul style="list-style-type: none"> • Buhchang (Sticky Rice) • Bai (Traditional Mizo Stew) • Pawhlo (Fish Wrapped in Banana Leaf) • Bekang Chhum (Fermented Soybean Chutney) <p>Menu 8: Arunachali Menu</p> <ul style="list-style-type: none"> • Oying Vegetable Stew (Mishmi Cuisine) – (Stew made with spinach, mushrooms, and foraged greens) • Fermented Bamboo Shoot with Mustard Leaves • (tangy side dish served with rice) • Marua Sabji (Finger Millet & Greens) <p>Menu 9: Meghalayan (Khasi) Menu</p> <ul style="list-style-type: none"> • Ja Stem (Rice made with turmeric) • Muli Khleh (Radish salad with perilla seeds) • Doh syiar Neijong (Chicken with Black Sesame) 	24

	<ul style="list-style-type: none"> Tungtap (Fermented fish chutney with onions, garlic and Sichuan peppercorn) 	
IV	<p>Regional Indian Cuisine (Eastern Indian Cuisine)</p> <p>Menu 10: Bengali Menu</p> <ul style="list-style-type: none"> Shorshe Ilish (Mustard Hilsa Fish Curry) Luchi-Alur Dom (Deep-Fried Flatbread with Spiced Potatoes) <p>Menu 11: Bihari Menu</p> <ul style="list-style-type: none"> Litti Chokha (Baked Wheat Balls with Spiced Mashed Vegetables) Sattu Paratha (Stuffed Gram Flour Flatbread) Champaran Mutton (Ahuna Mutton) (Slow-Cooked Mutton in Sealed Pot) <p>Menu 12: Odia Menu</p> <ul style="list-style-type: none"> Dalma (Lentils Cooked with Vegetables) Pakhala Bhata (Fermented Rice with Water) Chingudi Malai Curry (Prawns Cooked in Coconut Milk) 	24

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
Nil	96	30hrs. 3. Heritage Walk Observation – Visit a local historical site, take pictures, and describe the cultural importance with tourist experience insights. 4. Mystery Ingredient Challenge – Cook a dish using only 5 pre-selected ingredients and explain the concept.

Textbooks:

- Modern Cookery for Teaching & Trade (Vol. 1 & 2) – Thangam E. Philip, Orient Blackswan
- Practical Cookery for Indian Cuisine" – David Foskett& Victor Ceserani, Hodder Education

Reference Books:

3. Food Production Operations, Parvinder Bali, Oxford University Press
4. Culinary Art of Indian Cuisine – PulapakaSusheela, Notion Press

Additional Reading:

3. Abraham, S., & Kannan, R. K. (2015). The potential of culinary tourism in India. *ANVESHAK-International Journal of Management*, 4(2), 133-148.
4. Jain, A., & Bagler, G. (2018). Culinary evolution models for Indian cuisines. *Physica A: Statistical Mechanics and its Applications*, 503, 170

Semester – IV
Subject Name: World Cuisine Lab - I Type of Course: Major Code: CAT192M412 Course Level: 200 Course Credit: 3 Scheme of Evaluation: Practical L-T-P-C: 0-0-6-3

Course Objective:

After the successful completion of this semester, students will be able to understand Indian confectionery ingredients, classify traditional and modern sweets, master preparation techniques, analyze faults, and explore regional, fusion desserts, and plating methods.

Course Outcomes:

Having completed this module, a student will be able –

CO 1	To Understand the historical and cultural influences on European and American cuisines.	BT 1
CO 2	To Learn about essential ingredients, stocks, sauces, and classical cooking techniques.	BT 2
CO 3	To Acquire hands-on experience in preparing traditional Continental dishes.	BT3
CO 4	To Identify and troubleshoot faults in Continental cuisine preparation.	BT 4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
1	Spanish Cuisine <ul style="list-style-type: none"> Gazpacho (Cold Tomato-Based Soup) Paella (Traditional Spanish Rice Dish) Pollo En Pepitoria (Chicken in Almond & Saffron Sauce) Italian Cuisine <ul style="list-style-type: none"> Minestrone (Vegetable Soup) Ravioli Arrabbiata (Stuffed Pasta with Spicy Tomato Sauce) Fettuccine Carbonara (Pasta with Eggs, Cheese, and Bacon) German Cuisine <ul style="list-style-type: none"> Linsensuppe (Lentil Soup) Sauerbraten (Marinated Pot Roast) 	24

	<ul style="list-style-type: none"> Spätzle (Soft Egg Noodles) 	
2	<p>British Cuisine</p> <ul style="list-style-type: none"> Scotch Broth (Traditional Scottish Soup) Roast Chicken (Classic British Sunday Roast) Yorkshire Pudding (Savory Baked Pudding) <p>Greek Cuisine</p> <ul style="list-style-type: none"> Soupe Avgolemono (Lemon & Egg Chicken Soup) Moussaka À La Grecque (Layered Eggplant & Meat Casserole) Dolmas (Stuffed Vine Leaves) <p>French Cuisine</p> <ul style="list-style-type: none"> Coq au Vin (Chicken Braised in Wine) Ratatouille (Provençal Vegetable Stew) Quiche Lorraine (Savory Egg and Cheese Tart) 	24
3	<p>Belgian Cuisine</p> <ul style="list-style-type: none"> Waterzooi (Creamy Fish or Chicken Stew) Moules-Frites (Mussels with Fries) Belgian Waffles <p>Dutch Cuisine</p> <ul style="list-style-type: none"> Erwtensoep (Dutch Pea Soup) Stamppot (Mashed Potatoes with Vegetables) Poffertjes (Mini Pancakes) <p>American Cuisine</p> <ul style="list-style-type: none"> Clam Chowder (New England Style) BBQ Ribs (Southern-Style Smoked Ribs) Apple Pie (Classic American Dessert) 	24
4	<p>Portuguese Cuisine</p> <ul style="list-style-type: none"> Caldo Verde (Traditional Kale Soup) Bacalhau à Brás (Shredded Cod with Eggs and Potatoes) Pastéis de Nata (Portuguese Custard Tart) <p>Mexican Cuisine</p> <ul style="list-style-type: none"> Tortilla Soup (Traditional Tomato & Corn Soup) Enchiladas Verdes (Corn Tortillas with Green Sauce) Churros (Fried Dough Pastry with Sugar & Cinnamon) <p>French Menu</p>	24

	<ul style="list-style-type: none"> • French Onion Soup • Coq au Vin • Crème Brûlée <p>Italian Menu</p> <ul style="list-style-type: none"> • Caprese Salad • Lasagna al Forno • Hand Made Pasta 	
Total		96

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
Nil	96	30 Research Assignment: Study on regional variations in French and American cuisine. Project Work: Case study on the evolution of a classic continental dish. Live Demonstrations: Hands-on practice in preparing classical European dishes with emphasis on plating. Industry Visit (Optional): Visit to a fine-dining restaurant or bakery specializing in European cuisine.

2. Text Books:

1. *Escoffier: The Complete Guide to the Art of Modern Cookery* – Auguste Escoffier
2. *Classical Cooking the Modern Way* – Eugen Pauli

3. Reference Books:Additional Readings:

1. *Professional Cooking* – Wayne Gisslen
2. *Le Cordon Bleu's Complete Cooking Techniques*

Semester – IV
Subject Name: Ayurvedic Practices and Concepts of Food Production Lab Type of Course: Major Code: CAT192M413 Course Level: 200 Course Credit: 3 Scheme of Evaluation: Practical L-T-P-C: 0-0-6-3

Course Objective:

Course Outcomes:

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

CO 1	To Explain Ayurvedic nutrition principles and benefits of infusions, decoctions, and fermented drinks.	BT 1
CO 2	To Demonstrate Ayurvedic dairy processing and home remedies.	BT 2
CO 3	To Apply Ayurvedic cooking, fermentation, and preservation techniques.	BT3
CO 4	To Create and present a complete Ayurvedic meal plan.	BT 4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
1	Module 1: Ayurvedic Beverages & Dairy Processing Ayurvedic Infusions & Decoctions <ul style="list-style-type: none"> Tulsi Kadha Ginger-Turmeric Tea Herbal Kashayam Amla Juice Ayurvedic Beverages & Fermented Drinks <ul style="list-style-type: none"> Buttermilk (Takra) Fermented Rice Drink (Panta Bhat) Herbal Kanji Ayurvedic Dairy Processing (Butter, Ghee, Paneer) <ul style="list-style-type: none"> Traditional Butter (Makkhan) from Curd Clarified Butter (Ghee) – Process & Benefits 	24

	<ul style="list-style-type: none"> • Making Paneer (Chhena) Using Lemon Juice 	
2	<p>Ayurvedic Home Remedies & Traditional Recipes</p> <p>Ayurvedic Desserts & Snacks</p> <ul style="list-style-type: none"> • Chyawanprash • Dates & Nut Laddu • Herbal Ghee <p>Homemade Ayurvedic Medicines</p> <ul style="list-style-type: none"> • Triphala Churna • Ashwagandha Tonic • Ajwain & Honey Syrup for Digestion <p>Ayurvedic Pastes & Oils</p> <ul style="list-style-type: none"> • Turmeric & Sandalwood Paste for Skin • Neem & Tulsi Oil for Hair 	24
3	<p>Module 3: Advanced Ayurvedic Cooking & Preservation</p> <p>Sprouting & Fermentation</p> <ul style="list-style-type: none"> • Sprouted Moong & Fenugreek Salad • Fermented Millet Porridge <p>Ayurvedic Soups & Broths</p> <ul style="list-style-type: none"> • Moringa & Drumstick Soup • Lentil & Black Pepper Rasam <p>Traditional Ayurvedic Pickles & Preserves</p> <ul style="list-style-type: none"> • Amla Pickle • Ginger-Lemon Preserve 	24
4	<p>Ayurvedic Breakfast & Meal Preparation</p> <ul style="list-style-type: none"> • Moong Dal Chilla • Red Rice Porridge <p>Satvik Thali</p> <p>(Red Rice, Moong Dal, Seasonal Vegetables, Ghee, Buttermilk)</p> <p>Final Review</p>	24

	<ul style="list-style-type: none"> Students prepare and present a full Ayurvedic meal including beverages, snacks, and dairy products 	
Total		96

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
Nil	96	45 Hrs. 1. Assignments on Various types of Ayurvedic Home Remedies 2. Projects and assignments related to various Ayurvedic Ingredients

Text Books:

1. Principles and Practice of Ayurvedic Medicine by Rustomjee NaserwanjeeKhory
2. Ayurvedic Medicine: The Principles of Traditional Practice by Sebastian Pole

Reference Books:

4. The Ayurvedic Cookbook: A Personalized Guide to Good Nutrition and Health
5. Ayurveda: A Life of Balance

Additional Readings:

1. Ayurvedic Nutrition and Cooking

Semester–IV
Subject Name: Global Culinary Operations & Techniques Type of Course: Major PaperCode: CAT192M401 Course Level: 200 CourseCredit:3 Scheme of Evaluation: Theory L-T-P-C: 2-1-0-3

Course Objectives:

The course aims to develop proficiency in larder operations, charcuterie, forcemeats, brining, curing, pâtés, mousses, and aspic preparation while emphasizing equipment handling, larder control, and professional culinary techniques essential for cold kitchen management.

Course Outcomes:

Having completed this module, student will be able–

CO 1	To Explain larder layout, equipment, and control systems.	BT 1
CO 2	To Demonstrate knowledge of charcuterie, forcemeats, brines, cures, and marinades.	BT 2
CO 3	To Prepare ham, bacon, galantines, pâtés, mousse, and chaud froid.	BT3
CO 4	To Apply techniques for aspic, gelée, quenelles, parfaits, and roulades	BT 4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	LARDER LAYOUT & EQUIPMENT <ul style="list-style-type: none"> • Introduction of Larder Work • Definition • Equipment found in the larder • Layout of a typical larder with equipment and various sections TERMS & LARDER CONTROL <ul style="list-style-type: none"> • Common terms used in the Larder and Larder control • Essentials of Larder Control • Importance of Larder Control • Devising Larder Control Systems 	12

	<ul style="list-style-type: none"> Leasing with other Departments Yield Testing <p>DUTIES AND RESPONSIBILITIES OF THE LARDER CHEF</p> <ul style="list-style-type: none"> Functions of the Larder Hierarchy of Larder Staff Sections of the Larder Duties & Responsibilities of larder Chef 	
II	<p>CHARCUTERIE</p> <p>SAUSAGE</p> <ul style="list-style-type: none"> Introduction to charcuterie Sausage – Types & Varieties Casings – Types & Varieties Fillings – Types & Varieties Additives & Preservatives <p>FORCEMEATS</p> <ul style="list-style-type: none"> Types of forcemeats Preparation of forcemeats Uses of forcemeats <p>IBRINES, CURES & MARINADES</p> <ul style="list-style-type: none"> Types of Brines Preparation of Brines Methods of Curing Types of Marinades Uses of Marinades Difference between Brines, Cures & Marinades 	12
III	<p>HAM, BACON & GAMMON</p> <ul style="list-style-type: none"> Cuts of Ham, Bacon & Gammon. Differences between Ham, Bacon & Gammon Processing of Ham & Bacon Green Bacon Uses of different cuts <p>GALANTINES</p> <ul style="list-style-type: none"> Making of galantines Types of Galantine Ballotines <p>PATES</p> <ul style="list-style-type: none"> Types of Pate Pate de foie gras Making of Pate Commerical pate and Pate Maison Truffle – sources, Cultivation and uses and Types of truffle. 	12

IV	<p>MOUSE & MOUSSELINE</p> <ul style="list-style-type: none"> • Types of mousse • Preparation of mousse • Preparation of mousseline • Difference between mousse and mousseline <p>CHAUD FROID</p> <ul style="list-style-type: none"> • Meaning of Chaud froid • Making of chaudfroid& Precautions • Types of chaud froid • Uses of chaud froid <p>ASPIC & GELEE</p> <ul style="list-style-type: none"> • Definition of Aspic and Gelee • Difference between ASPIC & GELEE • Making of Aspic and Gelee • Uses of Aspic and Gelee <p>QUENELLES, PARFAITS, ROULADES</p> <ul style="list-style-type: none"> • Preparation of Quenelles, Parfaits and Roulades 	12
----	---	----

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential learning
48	Nil	30hrs. 5. Heritage Walk Observation – Visit a local historical site, take pictures, and describe the cultural importance with tourist experience insights. 6. Mystery Ingredient Challenge – Cook a dish using only 5 pre-selected ingredients and explain the concept.

Textbooks:

5. *Modern Cookery for Teaching & Trade (Vol. 1 & 2)* – Thangam E. Philip, Orient Blackswan
6. *Practical Cookery for Indian Cuisine* – David Foskett & Victor Ceserani, Hodder Education

Reference Books:

5. *Food Production Operations*, Parvinder Bali, Oxford University Press
6. *Culinary Art of Indian Cuisine* – Pulapaka Susheela, Notion Press

Additional Reading:

5. Abraham, S., & Kannan, R. K. (2015). The potential of culinary tourism in India. *ANVESHAK-International Journal of Management*, 4(2), 133-148.
6. Jain, A., & Bagler, G. (2018). Culinary evolution models for Indian cuisines. *Physica A: Statistical Mechanics and its Applications*, 503, 170.

Semester – IV**Subject Name:** Institutional and Bulk Cooking**Type of Course:** Minor (Restricted)**Code:** CAT192N411**Course Level:** 200**Course Credit:** 4**Scheme of Evaluation:** Practical**L-T-P-C:** 0-0-8-4**Course Objective:**

This course aims to equip students with the essential skills and knowledge required for institutional and bulk cooking. It covers the principles of large-scale meal preparation, menu planning, and food safety in institutional kitchens. Students will learn to manage equipment, handle various institutional food service needs (such as hospital and hostel menus), and maintain high standards of quality, consistency, and hygiene in bulk cooking. The course blends both theoretical understanding and practical experience to prepare students for real-world institutional cooking environments.

Course Outcomes:

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

CO 1	To Understand the principles, challenges, and operational requirements of institutional and bulk cooking, including the history and evolution of institutional food service.	BT 1
CO 2	To Develop proficiency in planning, preparing, and presenting large-scale meals for various institutional settings (e.g., hospitals, hostels, schools, corporate catering) while ensuring nutritional balance, cost-efficiency, and food safety.	BT 2
CO 3	To Master the usage of specialized kitchen equipment, bulk cooking techniques, and methods for maintaining quality control in large-scale food preparation.	BT3
CO 4	To Apply food safety, hygiene standards, and troubleshooting techniques to identify and resolve issues that arise in bulk cooking, ensuring consistency, quality, and proper meal presentation.	BT 4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
1	<p>Hostel Menu (Vegetarian) Meal preparation for 1,000 students over three days in the hostel kitchen.</p> <p>Students will plan, prepare, and serve balanced vegetarian meals for hostel residents, ensuring variety, nutrition, and efficiency in large-scale cooking. They will focus on bulk meal preparation, maintaining quality and taste, and optimizing workflow in a high-volume kitchen.</p> <ul style="list-style-type: none"> • Understanding large-scale meal planning and portion control • Efficient kitchen organization and workflow management • Techniques for bulk cooking while maintaining consistency and quality • Ensuring hygiene and food safety in a hostel kitchen setup • Cost control and inventory management for large-scale cooking 	24
2	<p>Anny Sheva Menu (Community Kitchen) Cooking meals for the Anny Sheva community kitchen for three days.</p> <p>Students will prepare nutritious meals for a community kitchen, focusing on feeding a large group while minimizing waste and utilizing locally available ingredients. The emphasis will be on cost-effective, wholesome, and simple cooking for community welfare.</p> <ul style="list-style-type: none"> • Cooking within a limited budget while maintaining nutrition and taste • Community-based cooking and understanding social responsibility • Efficient use of ingredients and reducing food wastage • Cooking with limited resources and adapting to different kitchen setups • Understanding dietary requirements for diverse groups 	24
3	<p>Function Menu Catering for three college functions.</p> <p>Students will design and execute menus for three different college events, considering themes, guest preferences, and presentation. They will focus on event catering techniques, buffet setups, and time management under pressure.</p> <ul style="list-style-type: none"> • Menu planning and execution for special events • Understanding the logistics of function catering • Food presentation and plating techniques for events • Managing kitchen operations under time constraints • Customer service and interaction in a catering environment 	24

4	Hostel Menu (Non-Vegetarian) Meal preparation for 1,000 students over three days in the hostel kitchen. Students will prepare non-vegetarian meals in bulk, ensuring proper handling and cooking techniques for meat, poultry, and seafood while maintaining hygiene and safety standards in a hostel kitchen. <ul style="list-style-type: none"> • Proper handling and storage of non-vegetarian ingredients • Bulk cooking techniques for meat and poultry • Ensuring hygiene and safety in non-vegetarian meal preparation • Balancing protein-rich meals with complementary dishes • Efficient use of kitchen equipment for large-scale cooking 	24
Total		96

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
Nil	96	30 Assignments: Research and report on specialized kitchen equipment used in institutional cooking. Prepare a case study on designing a meal plan for a specific institutional kitchen (hospital, school, or corporate). Project Work: Design and cost a full menu for an institution (e.g., a week-long menu for a hospital or school). Participate in live catering events or field visits to understand the logistical challenges of bulk cooking. Practical Demonstrations: Execute and present large-scale cooking tasks: cooking for a mock hostel or corporate event with real-time supervision.

Text Books:

1. "Professional Cooking" by Wayne Gisslen – John Wiley & Sons, 2009
2. "The Art of Catering" by John L. Headrick – Delmar Cengage Learning, 2005

Reference Books:

1. **Institutional Food Management** – Mohini Sethi
2. **Food Service Management: Principles and Practices** – June Payne-Palacio & Monica Theis

Semester – IV
Subject Name: Food Safety & Quality Type of Course: Minor (Restricted) Code: CAT192N401 Course Level: 200 Course Credit: 4 Scheme of Evaluation: Theory L-T-P-C: 3-1-0-4

Course Objective:

After the successful completion of this course, students will be able to:

- Understand the fundamental principles of food safety, hygiene, and sanitation.
- Identify different types of food hazards, contaminants, and foodborne pathogens.
- Explain food spoilage, preservation techniques, and the role of microorganisms in food processing.
- Comprehend national and international food laws, standards, and regulations.
- Implement food safety management systems such as HACCP, TQM, and GMP.

Course Outcomes:

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

CO 1	To Explain the basics of food safety, hygiene, and microbial contamination.	BT1
CO 2	To Identify food spoilage causes, preservation techniques, and the role of beneficial microbes.	BT2
CO 3	To Understand foodborne diseases, food additives, contaminants, and adulterants.	BT3
CO 4	To Analyze food laws, regulations, and quality assurance techniques.	BT4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
1	Introduction to Food Safety & Microbiology Basic Concepts & Food Hazards - Introduction to Food Safety - Types of Food Hazards & Risks (Biological, Chemical, and Physical) - Food Contaminants (Natural & Added) - Introduction to Food Hygiene & its Importance Microorganisms in Food - General Characteristics of Microorganisms - Factors Affecting Growth (Intrinsic & Extrinsic) - Common Foodborne Microorganisms (Bacteria, Fungi, Viruses, Parasites)	12
2	Food Spoilage, Preservation & Role of Microorganisms Foodborne Diseases & Prevention - Types: Infections & Intoxications - Common Pathogens & Their Effects - Preventive Measures Food Additives & Contaminants - Introduction & Types of Food Additives (Preservatives, Antioxidants, Sweeteners, Colors, Flavors, Emulsifiers)	12

	<ul style="list-style-type: none"> - Food Contaminants (Pesticides, Bacterial Toxins, Mycotoxins, Seafood Toxins, Metallic Contaminants, Packaging Residues) - Food Adulteration & Detection Methods 	
3	Foodborne Diseases, Additives & Adulteration <ul style="list-style-type: none"> - Foodborne Diseases & Prevention - Types: Infections & Intoxications - Common Pathogens & Their Effects Preventive Measures <ul style="list-style-type: none"> - Food Additives & Contaminants - Introduction & Types of Food Additives (Preservatives, Antioxidants, Sweeteners, Colors, Flavors, Emulsifiers) - Food Contaminants (Pesticides, Bacterial Toxins, Mycotoxins, Seafood Toxins, Metallic Contaminants, Packaging Residues) Food Adulteration & Detection Methods	12
4	Food Laws, Hygiene & Quality Assurance <ul style="list-style-type: none"> - Food Laws & Regulations - National Laws: PFA, FPO, MPO, Essential Commodities Act - International Standards: Codex Alimentarius, ISO, WTO - Consumer Protection Act Hygiene & Sanitation in the Food Sector <ul style="list-style-type: none"> - General Principles of Food Hygiene - Good Hygiene Practices (GHP) for Equipment, Work Area, & Personnel - Cleaning & Disinfection (Methods & Agents in Hospitality) - Wastewater & Waste Disposal Quality Assurance & Recent Concerns <ul style="list-style-type: none"> - TQM, GMP & Risk Assessment - HACCP (Principles & Implementation) - Emerging Pathogens & Genetically Modified Foods - New Trends in Food Packaging & Technology 	12
Total		48

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
48	Nil	45 Hrs. Assignments on Various types of Adulteration Projects and assignments related to Quality Assurance & Recent Concerns

Text Books:

- i. Modern Food Microbiology by Jay. J.
- ii. Food Microbiology by Frazier and Westhoff

Reference Books:

- iii. Food Safety by Bhat & Rao
- iv. Safe Food Handling by Jacob M.
- v. Food Processing by Hobbs Betty

Additional Readings:

- v. PFA Rules

Type of Course: AEC (w.e.f. 2023-24)
UG Programmes
Semester: 1st
Course Code: CEN982A101
Course Title: CEN I: Introduction to Effective Communication
Total Credits: 1
Course Level: 100
L-T-P-C: 1-0-0-1

Scheme of Evaluation: Theory and Practical

Course Objective: To understand the four major aspects of communication by closely examining the processes and figuring out the most effective ways to communicate with interactive activities.

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

SINo	Course Outcome	Blooms Taxonomy Level
CO1	Identify the elements and processes that make for successful communication and recognize everyday activities that deserve closer attention in order to improve communication skills.	BT1
CO2	Contrast situations that create barriers to effective communication and relate them to methods that are consciously devised to overcome such hindrances.	BT2
CO3	Use language, gestures, and para-language effectively to avoid miscommunication and articulate one's thoughts and build arguments more effectively.	BT3

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

Keywords: Communication, Listening, Speaking, Reading, Writing

Textbooks:

1. Business Communication by Shalini Verma

References:

Business Communication by P.D. Chaturvedi and Mukesh Chaturvedi

Technical Communication by Meenakshi Raman and Sangeeta Sharma

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

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

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

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

SINo	Course Outcome	Blooms Taxonomy Level
CO1	Demonstrate understanding the importance of verbal and non-verbal skills while delivering an effective presentation.	BT2
CO2	Develop professional documents to meet the objectives of the workplace.	BT3
CO3	Define and identify different life skills and internet competencies required in personal and professional life.	BT3

Detailed Syllabus		
Units	Course Contents	Periods
I	Presentation Skills Importance of presentation skills, essential characteristics of a good presentation, stages of a presentation, visual aids in presentation, effective delivery of a presentation.	5
II	Business Writing Report Writing: Importance of reports, types of reports, format of reports, structure of formal reports. Proposal Writing: Importance of proposals, types of proposals, structure of formal proposals. Technical Articles: Types and structure.	5
III	Preparing for Jobs Employment Communication and its Importance: Knowing the four-step employment process, writing resumes, guidelines for a good resume, writing cover letters. Interviews: Types of interviews, what does a job interview assess, strategies for success at interviews, participating in group discussions.	5

IV	Digital Literacy and Life Skills Digital Literacy: Digital skills for the '21st century', college students and technology, information management using Web space, Dropbox, directory, and folder renaming conventions. Social Media Technology and Safety, Web 2.0. Life Skills: Overview of life skills: meaning and significance of life skills, life skills identified by WHO: self-awareness, empathy, critical thinking, creative thinking, decision making, problem-solving, effective communication, interpersonal relationships, coping with stress, coping with emotion. Application of life skills: opening and operating bank accounts, applying for PAN, passport, online bill payments, ticket booking, gas booking	5
	Application of life skills: opening and operating bank accounts, applying for PAN, passport, online bill payments, ticket booking, gas booking	

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

Textbook:

Business Communication by P.D. Chaturvedi and Mukesh Chaturvedi

References:

Business Communication by Shalini Verma

Technical Communication by Meenakshi Raman and Sangeeta Sharma

Credit Distribution		
Lecture/Tutorial	Practicum	experiential learning
15 hours		10 hours Movie/Documentary screening Field visits teaching seminars Library visits

Semester – V

Subject Name: Internship
Type of Course: Major
Code: CAT192M521
Course Level: 300
Course Credit: 20
Scheme of Evaluation: Practical
L-T-P-C: 0-0-3-20

Course Objective:

The course aims to develop proficiency in basic and advanced bakery and cookery, focusing on global cuisines, plating, hygiene, inventory management, sustainability, kitchen operations, menu costing, entrepreneurship, teamwork, and problem-solving skills.

Internship Guidelines & Evaluation:

This internship provides students with hands-on training in a **reputed branded 5-star hotel or luxury resort property in India or abroad for 17 weeks**. The program is designed to equip students with industry-relevant skills in four key operational departments..

- **Duration:** 17 weeks (including assessment)
- **Departments Covered:** Rotation across **Food Production & Bakery**
- **Assessment Criteria:**
 1. **Daily Logbook & Attendance** – 10%
 2. **Supervisor's Evaluation (Performance & Discipline)** – 40%
 3. **Final Internship Report** – 20%
 4. **Presentation & Viva Voce** – 30%

Semester – VI
Subject Name: World Cuisine Lab - II Type of Course: Major Code: CAT192M611 Course Level: 300 Course Credit: 4 Scheme of Evaluation: Practical L-T-P-C: 0-0-8-4

Course Objective:

This course aims to equip trainees with comprehensive knowledge and practical skills in preparing diverse international cuisines. It focuses on authentic techniques, cultural significance, and proper kitchen practices to enhance their culinary proficiency and appreciation of global gastronomy.

Course Outcomes:

Having completed this module, a student will be able –

CO 1	To Demonstrate proficiency in fundamental and advanced bakery and cookery techniques, including bread-making, pastries, global cuisines, and gourmet plating.	BT 1
CO 2	To Apply hygiene, safety, and inventory management practices to ensure quality control, sustainability, and operational efficiency in kitchen and bakery settings.	BT 2
CO 3	To Develop problem-solving, teamwork, and leadership skills to handle real-world challenges in professional culinary and bakery environments.	BT 3
CO 4	To Understand menu costing, entrepreneurship, and kitchen management to enhance business acumen and operational success in the food industry.	BT 4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
1	Chinese 01 <ul style="list-style-type: none"> Prawn Ball Soup Fried Wantons Sweet & Sour Chicken Hakka Noddles Chinese 02 <ul style="list-style-type: none"> Hot & Sour soup Beans Sichwan Stir Fried Chicken & Peppers Chinese Fried Rice Chinese 03 <ul style="list-style-type: none"> Sweet Corn Soup Shao Mai Tung-Po Mutton Yangchow Fried Rice 	32
	Chinese 04 <ul style="list-style-type: none"> Wonton Soup Spring Rolls Stir Fried Lamb& Celery 	

2	<ul style="list-style-type: none"> • Chow Mein Chinese 05 <ul style="list-style-type: none"> • Prawns in Garlic Sauce • Fish Szechwan • Hot & Sour Cabbage • Steamed Noddles 	32
3	Japanese <ul style="list-style-type: none"> • Sushi Rolls, • Tempura, • Matcha Cheesecake Oriental <ul style="list-style-type: none"> • Peking Duck, • Dim Sum, • Mooncake Indochinese <ul style="list-style-type: none"> • Hakka Noodles • Chilli Paneer • Manchow Soup 	32
4	Arabic <ul style="list-style-type: none"> • Shawarma, • Hummus with Pita • Baklava Vietnamese <ul style="list-style-type: none"> • Pho • Banh Mi • Vietnamese Spring Rolls Mexican <ul style="list-style-type: none"> • Tacos • Al Pastor • Enchiladas • Churros Thai <ul style="list-style-type: none"> • Pad Thai, • Green Curry • Mango Sticky Rice 	32
Total		128

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
Nil	128	30 Research Assignment: Study on regional variations in French and American cuisine. Project Work: Case study on the evolution of a classic continental dish. Live Demonstrations: Hands-on practice in preparing classical European dishes emphasizing plating. Industry Visit (Optional): Visit to a fine-dining restaurant or bakery specializing in European cuisine.

Text Books:

3. *Escoffier: The Complete Guide to the Art of Modern Cookery* – Auguste Escoffier
4. *Classical Cooking the Modern Way* – Eugen Pauli

4. Reference Books: Additional Readings:

1. *Professional Cooking* – Wayne Gisslen
2. *Le Cordon Bleu's Complete Cooking Techniques*

Semester – VI
Subject Name: Advance Bakery and Confectionery Lab Type of Course: Major Code: CAT192M612 Course Level: 300 Course Credit: 4 Scheme of Evaluation: Practical L-T-P-C: 0-0-8-4

Course Objective:

The course aims to equip trainees with a comprehensive understanding of international baked goods and desserts, emphasizing the mastery of traditional techniques, cultural significance, and refined skills in preparation, presentation, and adherence to professional kitchen standards.

Course Outcomes:

Having completed this module; a student will be able –

CO 1	To Demonstrate proficiency in preparing a variety of international baked goods and desserts using authentic techniques and methods.	BT 1
CO 2	To Analyze the cultural significance and origin of diverse baked products, enhancing global culinary awareness.	BT 2
CO 3	To Apply proper kitchen practices, including hygiene, safety, and organization, while executing complex recipes.	BT 3
CO 4	To Develop skills in presentation and plating, showcasing creativity and attention to detail in the final product.	BT 4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
Unit 1	Menu-1 <ul style="list-style-type: none"> Grissini, Tiramisu Menu-2 <ul style="list-style-type: none"> Pumpernickel, Apfel Strudel Menu-3 <ul style="list-style-type: none"> Yorkshire Curd Tart, Crusty Bread 	32
Unit 2	Menu-4 <ul style="list-style-type: none"> Baklava, Harlequin Bread Menu-5 <ul style="list-style-type: none"> Baguette, Crêpe Normandy Menu-6 <ul style="list-style-type: none"> Croissants, Black Forest Cake 	32
Unit 3	Menu-7 <ul style="list-style-type: none"> Pizza Base, Honey Praline Parfait Menu-8 <ul style="list-style-type: none"> Danish Pastry, Cold Cheesecake Menu-9 <ul style="list-style-type: none"> Soup Rolls, Chocolate Truffle Cake 	32
	Menu-10	

Unit 4	<ul style="list-style-type: none"> Gingerbread, Blancmange Menu-11 Lavash, Chocolate Parfait Menu-12 Cinnamon & Raisin Rolls, Soufflé Chaud Vanille 	32
Total		128

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
Nil	128	45 Hrs. 1. Recipe Innovation and Fusion Creation. 2. Ingredient Substitution and Dietary Adaptation - Adapt a traditional recipe to meet specific dietary requirements without compromising flavor or texture.

Text Books:

- 1) "The Art of French Pastry" by Jacquy Pfeiffer and Martha Rose Shulman.
- 2) "The Bread Baker's Apprentice: Mastering the Art of Extraordinary Bread" by Peter Reinhart

Reference Books: "Advanced Bread and Pastry: A Professional Approach"

Author: Michel Suas

Publisher: Delmar Cengage Learning

Year: 2008

ISBN: 978-1418011697

Additional Readings: "Technology of Breadmaking" by Stanley P. Cauvain "Technology of Breadmaking" by Stanley P. Cauvain

Semester – VI
Subject Name: Entrepreneurship Management Type of Course: Major Code: CAT192M601 Course Level: 300 Course Credit: 4 Scheme of Evaluation: Theory L-T-P-C: 3-1-0-4

Course Objective:

Course Outcomes:

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

CO 1	To Demonstrate proficiency in fundamental and advanced bakery and cookery techniques, including bread-making, pastries, global cuisines, and gourmet plating.	BT 1
CO 2	To Apply hygiene, safety, and inventory management practices to ensure quality control, sustainability, and operational efficiency in kitchen and bakery settings.	BT 2
CO 3	To Develop problem-solving, teamwork, and leadership skills to handle real-world challenges in professional culinary and bakery environments.	BT 3
CO 4	To Understand menu costing, entrepreneurship, and kitchen management to enhance business acumen and operational success in the food industry.	BT 4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
Unit 1	ENTREPRENEURIAL PERSPECTIVE Meaning and Definition of Entrepreneurship Concept of Entrepreneurship History of Entrepreneurship Development Role of Small & Medium Enterprises (SME) in Economic Development Functions of an Entrepreneur <ul style="list-style-type: none"> Primary Functions Secondary Functions Other Functions Types of Entrepreneurs <ul style="list-style-type: none"> Aggressive/Innovative, Imitative/Adoptive, Fabián, Drone, Empirical, Rational, Cognitive 	12
Unit 2	UNIT 2: MANAGEMENT CONCEPTS 1. Understanding Management 2. Management Levels and Skills 3. Managers: Roles, Tasks & Responsibilities 4. Management Functions 5. Characteristics of an Efficient Manager	12
	UNIT 3: FORMS OF BUSINESS OWNERSHIP	

Unit 3	<ol style="list-style-type: none"> 1. Sole Proprietorship <ul style="list-style-type: none"> ○ Meaning ○ Salient Features ○ Advantages & Disadvantages 2. Partnership <ul style="list-style-type: none"> ○ Meaning ○ Salient Features ○ Advantages & Disadvantages 3. Company <ul style="list-style-type: none"> ○ Meaning ○ Salient Features ○ Types of Companies 4. Franchise 	12
Unit 4	<p>□ Barriers to Entrepreneurship</p> <ul style="list-style-type: none"> • Environmental Barriers • Financial Barriers • Personal Barriers • Societal Barriers • Political Barriers 	12
Total		48

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
48	Nil	<ul style="list-style-type: none"> - Create a social media business page (Instagram, Facebooketc) and develop a marketing strategy and promote a product/service. - Financial Planning for a Startup - Choose a business idea and create an estimated budget.

Text Books:

- "Patterns of Entrepreneurship Management" (6th Edition) by Jack M. Kaplan and Anthony C. Warren
- "Essentials of Entrepreneurship and Small Business Management" by Norman M. Scarborough

Reference Books: The Art of the Start - by Guy Kawasaki

Additional Readings: "Entrepreneurship Development in India: Challenges and Opportunities" by Dr. S. Chandrasekaran

[\(PDF\) Understanding the Concept of Entrepreneurship Management and Its Contribution in Organization](#)

Semester – VI
Subject Name: Food & Beverages Management Control Type of Course: Minor Code: CAT192N601 Course Level: 300 Course Credit: 4 Scheme of Evaluation: Theory L-T-P-C: 3-1-0-4

Course Objective:

The course aims to equip trainees with knowledge and practical skills in cost dynamics, sales and inventory control, beverage and sales management, budgetary and variance analysis, and the design and layout of kitchens, stewarding, and storage areas in hospitality operations.

Course Outcomes:

Having completed this module; a student will be able –

CO 1	To Demonstrate the ability to classify costs and apply cost control measures to manage expenses effectively.	BT 1
CO 2	To Apply sales and inventory control techniques to improve accuracy and reduce wastage in F&B operations.	BT 2
CO 3	To Implement beverage and sales control procedures to prevent fraud and ensure proper cash handling practices.	BT 3
CO 4	To Analyze budgets, variances, and break-even points to make informed financial decisions.	BT 4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
Unit 1	COST DYNAMICS A. Elements of Cost B. Classification of Cost SALES CONCEPTS A. Various Sales Concept B. Uses of Sales Concept INVENTORY CONTROL A. Importance B. Objective C. Method D. Levels and Technique E. Perpetual Inventory F. Monthly Inventory G. Pricing of Commodities Comparison of Physical and Perpetual Inventory	12
Unit 2	BEVERAGE CONTROL A. Purchasing B. Receiving C. Storing D. Issuing	12

	<ul style="list-style-type: none"> E. Production Control F. Standard Recipe G. Standard Portion Size H. Bar Frauds I. Books maintained J. Beverage Control <p>SALES CONTROL</p> <ul style="list-style-type: none"> A. Procedure of Cash Control B. Machine System C. ECR D. NCR E. Preset Machines F. POS G. Reports H. Thefts I. Cash Handling <p>BUDGETARY CONTROL</p> <ul style="list-style-type: none"> A. Define Budget B. Define Budgetary Control C. Objectives D. Frame Work E. Key Factors F. Types of Budget G. Budgetary Control 	
Unit 3	<p>VARIANCE ANALYSIS</p> <ul style="list-style-type: none"> A. Standard Cost B. Standard Costing C. Cost Variances D. Material Variances E. Labour Variances F. Overhead Variance G. Fixed Overhead Variance H. Sales Variance I. Profit Variance <p>BREAKEVEN ANALYSIS</p> <ul style="list-style-type: none"> A. Breakeven Chart B. P V Ratio C. Contribution D. Marginal Cost 	12
Unit 4	<p>KITCHEN LAY OUT & DESIGN</p> <ul style="list-style-type: none"> A. Principles of kitchen layout and design B. Areas of the various kitchens with recommended dimension C. Factors that affect kitchen design D. Placement of equipment E. Flow of work F. Space allocation G. Kitchen equipment, manufacturers and selection H. Layout of commercial kitchen (types, drawing a layout of a Commercial kitchen) I. Budgeting for kitchen equipment <p>KITCHEN STEWARDING LAYOUT AND DESIGN</p> <ul style="list-style-type: none"> A. Importance of kitchen stewarding B. Kitchen stewarding department layout and design C. Equipment found in kitchen stewarding department 	12

	STORES – LAYOUT AND DESIGN A. Stores layout and planning (dry, cold and bar) B. Various equipment of the stores C. Work flow in stores	
Total		48

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
48	Nil	Restaurant Cost Management Simulation - Assignment on control techniques in a simulated restaurant environment by managing inventory, sales, and budgeting.

Text Books: "Food and Beverage Cost Control" (6th Edition) by *Lea R. Dopson* and *David K. Hayes*

Reference Books: "Principles of Food, Beverage, and Labour Cost Controls" (10th Edition) by *Paul R. Dittmer* and *J. Desmond Keefe III*

Additional Readings:

"Food and Beverage Cost Control" by Lea R. Dopson and David K. Hayes

https://archive.org/details/foodbeveragecost0000dops?utm_source=chatgpt.com

Semester – VII
Subject Name: Advanced Culinary Art - I Type of Course: Major Code: CAT192M741 Course Level: 400 Course Credit: 4 Scheme of Evaluation: Theory+Practical L-T-P-C: 1-1-4-4

Course Objective:

This course aims to deepen students' understanding and application of global culinary techniques focusing on spices, herbs, fermentation, and contemporary garnishing and seasoning methods. Emphasis is laid on sensory development, recipe innovation, ingredient functionality, and fusion cooking in a professional kitchen setup.

Course Outcomes:

Having completed this module; a student will be able –

CO 1	Identify and classify global herbs and spices based on origin and use.	BT 1
CO 2	Explain and demonstrate the culinary application of herbs and spices.	BT 2
CO 3	Apply fermentation and dehydration techniques in recipe development.	BT 3
CO 4	Analyze and execute advanced garnishing, seasoning, and flavor profiling.	BT 4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
Unit 1	Understanding Spices and Their Uses Around the World <ul style="list-style-type: none"> Classification of spices (warming, cooling, aromatic, pungent) Regional spice blends: Garam masala, Ras el hanout, Chinese Five-Spice, Cajun, etc. Spice toasting, tempering, and oil infusion techniques Recipe-based practicals: Tandoori Masala Chicken, Moroccan Tagine, Thai Curry Paste 	32
Unit 2	Understanding Herbs and Their Uses Around the World <ul style="list-style-type: none"> Classification: Soft vs hard herbs, fresh vs dried Global herb usage: Basil, Dill, Parsley, Rosemary, Sage, Lemongrass, Curry Leaves Herb infusions, oils, vinaigrettes, marinades Practicals: Herb-crusted Lamb, Chimichurri Sauce, Basil Oil Pasta 	32
Unit 3	Fermentation, Dehydration, and Their Uses <ul style="list-style-type: none"> Natural vs controlled fermentation (pickling, kimchi, sourdough, kombucha) Dehydration methods: Air-drying, oven-drying, freeze-drying Fermentation in sauces and condiments 	32

	<ul style="list-style-type: none"> • Practicals: Fermented Hot Sauce, Dehydrated Beet Chips, Sauerkraut 	
Unit 4	Garnishing, Seasoning, and Flavoring <ul style="list-style-type: none"> • Advanced seasoning: Balancing salt, acid, fat, heat • Garnish as functional and aesthetic element • Legumes, sauces, edible flowers • Fusion Dish Plating, Elevated Indian Thali, Seasoning Challenges 	32
Total		128

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
Nil	128	Recipe Innovation & Fusion Creation: Students will create an original recipe combining two or more global cuisines. Must include a documented concept, ingredient list, cooking technique, presentation, and sensory evaluation. (Example: Fermented Herb Risotto with Smoked Paneer Foam) Ingredient Substitution & Dietary Adaptation: Students adapt a traditional high-calorie or allergen-rich dish into a health-conscious or dietary-specific format (gluten-free, vegan, diabetic-friendly) without compromising taste and texture. (Example: Vegan Butter Chicken with Jackfruit)

Text Books:

- “**The Flavor Bible**” – Karen Page & Andrew Dornenburg
- “**Culinary Artistry**” – Andrew Dornenburg
- “**On Food and Cooking**” – Harold McGee
- “**Modernist Cuisine: The Art and Science of Cooking**” – Nathan Myhrvold

Reference Books

- **Spice: The History of a Temptation** – Jack Turner
- “**Salt Fat Acid Heat**” – Samin Nosrat
- “**The Art of Fermentation**” – Sandor Katz
- “**Herbs & Spices: The Cook's Reference**” – Jill Norman

Additional Readings

- Research articles on fermentation from **NOMA Fermentation Lab**
- Online tools: **FlavourPairing.com**, **ChefSteps**, **MolecularRecipes.com**
- Culinary documentaries: *Chef's Table*, *Cooked*, *Street Food* on Netflix

Semester – VII
Subject Name: Advanced Bakery and Confectionery - II Type of Course: Major Code: CAT192M742 Course Level: 400 Course Credit: 4 Scheme of Evaluation: Theory+Practical L-T-P-C: 1-1-4-4

Course Objective:

To equip students with advanced knowledge and hands-on skills in global bakery and confectionery arts, focusing on chocolate processing, modern confectionery trends, new-age menu planning, and globally trending bakery products. The course encourages creative exploration, technical precision, and innovative presentation in bakery and pastry kitchens.

Course Outcomes:

Having completed this module; a student will be able –

CO 1	Identify and classify global chocolate varieties and techniques in chocolate artistry.	BT 1
CO 2	Explain and recreate trending confectionery products and concepts.	BT 2
CO 3	Apply creative techniques to design a new bakery/confectionery menu.	BT 3
CO 4	Analyze international bakery trends and incorporate them into innovative product development.	BT 4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
Unit 1	Chocolate Processing and Art <ul style="list-style-type: none"> • Bean-to-bar chocolate processing • Types of chocolates: dark, milk, white, ruby • Tempering, molding, sculpting, and enrobing techniques • Use of transfer sheets, airbrushing, bonbons, pralines 	32
Unit 2	Trending Confectionery <ul style="list-style-type: none"> • Modern sugar work, jellies, gummies, and pâte de fruit • Vegan, keto, gluten-free confectionery, • Flavored marshmallows, nougat, caramel arts, and lollipops, Candy 	32
Unit 3	Developing a New Bakery/Confectionery Menu <ul style="list-style-type: none"> • Menu planning principles: theme, seasonality, costing, dietary needs • Fusion concepts and international desserts • Plating and presentation techniques for pâtisserie 	32
Unit 4	Global Trending Bakery Items <ul style="list-style-type: none"> • Artisan bread, croissant, cruffin, cronuts 	32

	<ul style="list-style-type: none"> • International pastries: Mille-feuille, Kouign-amann, Choux au Craquelin • Molecular and plated bakery presentations 	
Total		128

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
Nil	128	<p>Chocolate Art Showcase Project: Students create a thematic chocolate showpiece using professional tempering and sculpting techniques. E.g., Nature-inspired centerpieces, festival themes, etc.</p> <p>Confectionery Innovation: Develop a new confectionery product based on a trend (e.g., health-conscious, regional fusion, or nostalgia-based products). E.g., Vegan Gond Laddoo Truffles, Jaggery Caramel Bars</p> <p>Live Bakery Counter Setup: Organize a live bakery display of trending international and regional bakery items with menu cards, costing sheets, and tasting feedback.</p>

Text Books:

- Professional Baking – Wayne Gisslen
- Chocolates and Confections – Peter P. Greweling
- Advanced Bread and Pastry – Michel Suas

Reference Books

- The Art of the Chocolatier – Ewald Notter
- Patisserie: Mastering the Fundamentals of French Pastry – Christophe Felder
- Modernist Bread – Nathan Myhrvold & Francisco Migoya

Additional Readings

- Journals: Journal of Culinary Science & Technology, Baking & Snack Magazine
- Online platforms: The French Pastry School, Callebaut Chocolate Academy, Sourdough Library
- YouTube & Masterclasses: Amaury Guichon, Cedric Grolet, Dominique Ansel

Semester–VII
Subject Name: Human Resource Management Type of Course: Major Paper Code: CAT192M701 Course Level: 400 CourseCredit: 4 Scheme of Evaluation: Theory L-T-P-C: 3-1-0-4

Course Objectives:

To familiarize students with Human Resources functions in the hospitality and culinary industry including recruitment, performance management, legal compliance, motivation, training, and employee relations.

Course Outcomes:

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

CO 1	To understand the role of HRM in hospitality and the culinary industry	BT 1
CO 2	To apply recruitment, training, and retention strategies.	BT 2
CO 3	To analyze employee performance and appraisal systems.	BT 4
CO 4	To evaluate the impact of motivation and industrial relations on workforce efficiency.	BT 5

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Introduction to HRM <ul style="list-style-type: none"> • HRM: Definition, Scope, Functions, Role of HR Manager • Strategic Human Resource Planning, • Job Description & Job Specification • Workforce Forecasting & Succession Planning 	24
II	Recruitment, Selection, and Training <ul style="list-style-type: none"> • Sources & Methods of Recruitment • Selection Process & Interviews • Orientation & Induction, Career Planning and Development • Training Types: On-the-job, Off-the-job, TNA 	24

III	Performance & Compensation Management <ul style="list-style-type: none"> • Performance Appraisal Methods, Compensation & Benefits • KPIs, 360-degree feedback, Incentives and Rewards • Incentives, Bonus, ESOPs • Career Planning and Development Industrial Relations & Trade Unions HR Information Systems (HRIS) HRM in the Digital Age (e-HRM) HRM and Sustainability (Green HRM)	24
IV	Labor Law, Grievances, and Leadership <ul style="list-style-type: none"> • Industrial Relations Act, Minimum Wages Act, Shop & Establishment Act • Grievance Handling Procedures • Leadership Styles and Theories • Ethics & Employee Engagement 	24
Total		96

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
Nil	96	30hrs. 1) Job Analysis Activity: Students interview a working professional and prepare a Job Description and Job Specification. 2) HR Policy Drafting: In groups, students create an HR policy manual for a startup (e.g., leave, attendance, code of conduct).

Text Books:

Human Resource Management: Text and Cases

By V.S.P. Rao

– Indian perspective with case studies and practical insights.

Reference Books:

Human Resource Management

By Gary Dessler

– Covers fundamentals, recruitment, training, compensation, and legal aspects.

Additional Reading:

- The International Journal of Human Resource Management
- Human Resource Management Journal (Wiley Online Library)
- Asian Journal of Management and HRD

Semester – VII
Subject Name: Gastronomy and Non-Edible Display Type of Course: Major Code: CAT192N711 Course Level: 400 Course Credit: 4 Scheme of Evaluation: Practical L-T-P-C: 0-0-8-4

Course Objective:

To provide practical knowledge and skills in modern gastronomy techniques and non-edible artistic displays. This course aims to enhance sensory creativity, presentation aesthetics, and the use of advanced culinary science and artistic tools in food and beverage spaces.

Course Outcomes:

Having completed this module; a student will be able –

CO 1	Understand the role and evolution of gastronomy and non-edible displays in culinary arts.	BT 1
CO 2	Apply modernist techniques and visual presentation tools in dish styling and buffet setups.	BT 2
CO 3	Create non-edible decorative pieces using sugar, chocolate, salt dough, and bread dough.	BT 3
CO 4	Design thematic, artistic culinary presentations for competitions and hospitality spaces.	BT 4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
1	Spherification & Gelification <ul style="list-style-type: none"> Mango or Passion Fruit Caviar – Basic reverse spherification Yogurt or Tomato Ravioli – Large spheres with burst-in-mouth texture Basil or Mint Pearls – Served as garnish on soups or amuse-bouche Aloe Vera or Green Tea Gels – Used in wellness or fusion desserts Foams, Espumas & Airs <ul style="list-style-type: none"> Lemon Air or Soy Lecithin Foam – Served on cocktails or ceviche Beetroot Espuma – With goat cheese and crackers Basil Foam – Paired with tomato consommé Coffee Air – As a topping for deconstructed tiramisu 	32

Unit 2	<p><i>Smoked & Deconstructed Items</i></p> <ul style="list-style-type: none"> • Smoked Butter or Cheese Dome – Using a smoking gun • Deconstructed Caesar Salad – Elements separated but paired sensorially • Smoked Tomato Soup Shot – With rosemary essence • Smoked Chocolate Truffle – Infused with chili or clove smoke <p><i>Temperature & Texture Contrasts</i></p> <ul style="list-style-type: none"> • Nitrogen Ice Cream / Instant Sorbet – Using liquid nitrogen • Hot Gelatin Sphere (e.g., Miso Dashi sphere) – Temperature reversal • Warm Chocolate Sphere with Cold Mousse Inside – Served as a plated desse 	32
Unit 3	<p><i>Modern Appetizers and Starters</i></p> <ul style="list-style-type: none"> • Cucumber Tube with Chive Mousse – Rolled and gelled • Compressed Watermelon Cubes with Feta Foam – Using vacuum technique • Edible Soil with Root Vegetable Textures – Inspired by Nordic cuisine • Savory Macarons (e.g., Tomato-Basil) – For amuse-bouche service <p><i>Avant-Garde Desserts</i></p> <ul style="list-style-type: none"> • Deconstructed Lemon Tart – Lemon curd spheres, meringue shards, citrus air • Chocolate Textures Plate – Sponge, soil, ganache, tuile, and sphere • Mirror Glazed Dome with Molecular Center – High-end pastry technique • Fruit Leather Rolls & Nitrogen-Dipped Berries – Fusion of modern & local 	32
Unit 4	<p><i>Salt Dough Display</i></p> <ul style="list-style-type: none"> • Made from a mixture of flour, salt, and water • Easy to mold and air dries or bakes hard • Common for making: <ul style="list-style-type: none"> ○ Showpieces ○ Miniature breads ○ Rustic or ethnic displays <p>Tallow Sculpting or Suet Art</p>	32

	Ice Display (Ice Sculptures)	
Total		128

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
Nil	128	Art in Culinary Exhibitions: Plan and execute a showpiece for an in-house exhibition or inter-college competition. Themed Display Setup: Prepare a complete table setup for a hotel buffet event or banquet using non-edible decorative arts.

Text Books:

- The Art of the Confectioner – Ewald Notter
- Molecular Gastronomy: Exploring the Science of Flavor – Hervé This
- The Professional Pastry Chef – Bo Friberg

Reference Books

- Culinary Artistry – Andrew Dornenburg & Karen Page
- The Flavor Bible – Karen Page
- Plating for Gold – Tish Boyle

Additional Readings

- Online Masterclasses by Amaury Guichon, Cedric Grolet (for sugar/chocolate artistry)
- Journals: International Journal of Gastronomy and Food Science
- Platforms: Callebaut Chocolate Academy, Sosa Ingredients, Modernist Cuisine Lab

Semester – VII
Subject Name: Financial Concepts & Food Costing Type of Course: Major Code: CAT192M702 Course Level: 400 Course Credit: 4 Scheme of Evaluation: Theory L-T-P-C: 3-1-0-4

Course Objective:

To enable students to analyze financial statements, apply food costing techniques, create budgets, evaluate variances, and make data-driven decisions for culinary and hospitality operations.

Course Outcomes:

Having completed this module, a student will be able –

CO 1	To interpret financial statements relevant to food business.	BT 1
CO 2	To calculate and manage food and labor cost.	BT 2
CO 3	To Design budgets and control mechanisms in kitchen operations.	BT 3
CO 4	To analyze cost variances and apply break-even analysis.	BT 4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
1	Financial Statements <ul style="list-style-type: none"> • Balance Sheet, Income Statement, Cash Flow • Basic Accounting Principles • Profit & Loss Analysis for Restaurants 	12
2	Food Costing Principles <ul style="list-style-type: none"> • Standard Recipes and Portion Control • AP/EP Cost, Yield Test, Waste Management • Menu Pricing Strategies: Markup, Prime Cost, Contribution Margin 	12
3	Budgeting and Control Systems <ul style="list-style-type: none"> • Types of Budgets – Operating, Capital, Cash • Budget Preparation for Restaurants • Variance Analysis – Material, Labor, Overhead 	12
4	Break-even Analysis & Cost Control <ul style="list-style-type: none"> • Break-even Charts and Margin of Safety • Labor Productivity & Scheduling • Theft Prevention, Stock Control, Inventory Techniques 	12
Total		48

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
48	Nil	45 Hrs. Task: Select a restaurant or café and analyze its menu based on pricing, popularity, and profitability. - Categorize menu items using the Menu Engineering Matrix (Stars, Plow Horses, Puzzles, Dogs). - Suggest modifications (pricing, portion size, placement) for better profitability.

Text Books:

3. Hotel Front Office: Operations and Management" – Jatashankar R. Tewari
4. Food Production Operations" – Parvinder S. Bali

Reference Books:

6. Food & Beverage Service" – R. Singaravelavan
7. Introduction to Hospitality Management" – R.K. Malhotra
8. Catering Management: An Integrated Approach" – M. Sethi & R. Malhan

Additional Readings:

Kiiski, R. (2023). Creating a Dynamic Menu Engineering Model for Food and Beverage Operations at Company X.

Semester – VIII
Subject Name: Advance Culinary Art - II Type of Course: Major Code: CAT192M841 Course Level: 400 Course Credit: 4 Scheme of Evaluation: Theory+Practical L-T-P-C: 1-1-4-4

Course Objective:

To equip students with advanced culinary skills through practical exposure to modern menu planning, global food trends, microgreens, and specialized institutional catering. This course emphasizes creativity, precision, and adaptability in professional kitchen environments.

Course Outcomes:

Having completed this module; a student will be able –

CO 1	Identify key elements and stages of menu development for diverse audiences.	BT 1
CO 2	Interpret and apply global food trends in culinary innovation.	BT 2
CO 3	Demonstrate the usage and culinary applications of microgreens and garnishes.	BT 3
CO 4	Analyze the requirements of hospital and specialized catering meal plans.	BT 4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
Unit 1	Developing a New Menu <ul style="list-style-type: none"> Elements of a balanced menu (course sequence, color, texture, variety) Nutritional, cultural, and economic factors in menu planning Costing, portion control, plating and presentation 	32
Unit 2	Global Trending Foods <ul style="list-style-type: none"> Contemporary cuisines: Korean, Mediterranean, Mexican, Nordic, etc. Health trends: Keto, Vegan, Gluten-Free, Plant-based Trending dishes: Ramen, Avocado Toast, Buddha Bowls, Sushi Burritos 	32
	Micro greens & Edible Garnishes <ul style="list-style-type: none"> Types of micro greens and their health benefits 	

Unit 3	<ul style="list-style-type: none"> • Growing micro greens in-house • Role in fine-dining plating and nutrition 	32
Unit 4	Understanding Hospital & Specialized Catering Food <ul style="list-style-type: none"> • Nutrition-based meal planning (diabetic, renal, post-operative) • Institutional catering (school, corporate, airline, defense) • Soft diets, allergen-free diets, low-fat/salt plans 	32
Total		128

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
Nil	128	Recipe Innovation & Fusion Creation: Develop a unique recipe fusing global trends with Indian roots. Must include R&D notes, sensory evaluation, plating, and presentation. E.g., Jackfruit Taco with Kimchi Salsa Ingredient Substitution & Dietary Adaptation: Modify a traditional high-fat or allergen-rich recipe into a suitable dish for dietary-specific consumption (e.g., vegan, gluten-free, renal diets). E.g., Gluten-Free Ragi Pasta with Basil Pesto

Text Books:

- Professional Cooking – Wayne Gisslen
- The New Professional Chef – The Culinary Institute of America
- Modern Menu Engineering – Michael Kasavana & Donald Smith
- The Art of Plating – ChefsTalk Publishing

Reference Books:

- Advanced Food Science and Nutrition – Sumati Mudambi
- Nutrition for Foodservice and Culinary Professionals – Karen Eich Drummond
- Modernist Cuisine: The Art and Science of Cooking – Nathan Myhrvold
- Global Cuisines and Cultures – The Culinary Institute of America

Additional Readings:

- Culinary trend reports: The Food People, Whole Foods, Mintel
- YouTube Channels: ChefSteps, Gastro Obscura, Noma Projects
- Articles: Journal of Culinary Science & Technology, Food & Wine, Fine Dining Lovers

Semester – VIII
Subject Name: Advanced Food Processing Type of Course: Minor Code: CAT192N841 Course Level: 400 Course Credit: 4 Scheme of Evaluation: Theory+Practical L-T-P-C: 1-1-4-4

Course Objective:

To equip students with practical skills in traditional and modern food processing techniques including fermentation, preservation, packaging, and value addition of both vegetarian and non-vegetarian products, with a strong emphasis on shelf life extension and commercial readiness.

Course Outcomes:

Having completed this module; a student will be able –

CO 1	Identify various traditional and modern food processing techniques.	BT 1
CO 2	Explain the functions of preservatives and processing methods.	BT 2
CO 3	Prepare, process, and preserve food products across categories.	BT 3
CO 4	Analyze shelf-life, safety, and packaging standards of processed foods.	BT 4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
Unit 1	Fermented & Preserved Products <i>Pickling Techniques</i> – Oil, Brine, Vinegar Base • Mango, Bamboo Shoot, Mixed Veg, Lemon, Ghost Pepper Jam, Jelly & Marmalade Processing • Strawberry Jam, Orange Marmalade, Apple Jelly, Guava Cheese Dairy Processing • Paneer, Ghee, Yogurt, Flavored Butter, Whey Beverage Meat/Fish Processing • Pork Sausage, Dried Fish, Pickled Fish, Jerky, Pâté	32
Unit 2	RTE & RTC Food Products <i>Ready-to-Eat Meals</i> • Poha, Chicken Curry, Khichdi, Momos (frozen) Ready-to-Cook Products • Frozen Paratha, Kebabs, Marinated Meats, Pizza Base	32

	<i>Instant Mixes</i> • Dosa/Idli Batter, Cake Mix, Brownie Mix	
Unit 3	Frozen Foods & Retail Items <i>Frozen Snacks</i> • Samosa, Spring Rolls, Nuggets, Hash Browns <i>Packaged Snacks & Beverages</i> • Namkeens, Energy Bars, Juices, Cold Coffee, Squash <i>Packaged Desserts</i> • Choco Lava Cake, Rasgulla (TIN)	32
Unit 4	Preservative Science & Application <i>Natural Preservatives</i> – Salt, Sugar, Vinegar, Oil <i>Chemical Preservatives</i> – Sodium Benzoate, Potassium Sorbate, BHT, Nitrites <i>Biopreservatives</i> – LAB, Nisin, Natamycin <i>Preservation Techniques</i> – Dehydration, Vacuum sealing, Smoking, Retort	32
Total		128

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
Nil	128	Guest Expert Workshop / Demo Live demonstration & Q&A by an industry expert or food entrepreneur on product standardization, FSSAI guidelines, HACCP in preservation. 4 Packaging & Labeling Analysis Comparative study of processed food packaging—materials, shelf-life info, FSSAI marks, and consumer appeal. Includes supermarket fieldwork or brand analysis report.

Text Books:

- Fellows, P. (2009). Food Processing Technology: Principles and Practice. Woodhead Publishing.
- Norman N. Potter, Food Science, Springer.

Reference Books:

- Handbook of Food Processing Equipment by George D. Saravacos
- Modern Food Preservation Techniques – Wiley India
- FSSAI Manuals and Guidelines for Food Safety and Preservation

Additional Readings:

- FAO & WHO documents on Food Preservation
- Articles from journals: LWT – Food Science and Technology, International Journal of Food Science
- Packaging guidelines from Indian Institute of Packaging (IIP)

Semester – VIII
Subject Name: Research Project Type of Course: Project / Dissertation Paper Code: CAT192M821 Course Level: 400 Course Credit: 12 Scheme of Evaluation: Project L-T-P-C: 4-8-0-12

Course Objective:

This course is designed to enable students to undertake independent, original research by applying research methodology principles. It guides them through identifying a problem, designing appropriate methodology, collecting and analyzing data, and preparing a formal dissertation report. The course fosters critical thinking, ethical research practices, academic writing skills, and effective presentation of research findings.

Course Outcomes:

Having completed this module, a student will be able

CO 1	To Identify and define a relevant research problem through literature review and topic analysis.	BT 1
CO 2	To Develop a structured research design and formulate research objectives and hypotheses.	BT 2
CO 3	To Apply appropriate methods for data collection, analysis, and interpretation.	BT 3
CO 4	To Create and present a well-documented research report with clarity, originality, and academic integrity.	BT 4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Introduction to Research and Topic Selection <ul style="list-style-type: none"> Understanding the Nature and Scope of Research Projects Guidelines for Dissertation Writing and Formatting Identification of Research Problem and Area of Study Review of Literature and Gap Identification 	12
II	Research Design and Proposal Development <ul style="list-style-type: none"> Formulating Objectives and Hypotheses Designing the Methodology (Qualitative / Quantitative / Mixed) Research Proposal Preparation and Approval Process Ethical Considerations and Plagiarism Awareness 	12

III	Data Collection and Analysis <ul style="list-style-type: none"> • Tools and Techniques for Data Collection • Primary and Secondary Data Handling • Data Coding, Tabulation and Processing • Statistical and Thematic Analysis Methods (Software Support Optional) 	12
IV	Dissertation Writing and Viva Preparation <ul style="list-style-type: none"> • Structuring the Report: Introduction, Methodology, Results, Discussion, and Conclusion • Referencing Styles (APA/MLA/Chicago) • Final Submission Guidelines • Viva-Voce Preparation and Presentation Skills 	12
Total		48

Credit Distribution		
Lecture/ Tutorial	Practicum	Experiential Learning
48	x	30 Hrs. Course related assignments

Text Books:

1. **Kothari, C. R., & Garg, G.** (2019). *Research Methodology: Methods and Techniques* (4th Edition). New Age International Publishers.
2. **Kumar, R.** (2022). *Research Methodology: A Step-by-Step Guide for Beginners* (6th Edition). SAGE Publications.
3. **Cooper, D. R., & Schindler, P. S.** (2017). *Business Research Methods* (13th Edition). McGraw-Hill Education.

Reference Books:

1. **Sekaran, U., & Bougie, R.** (2020). *Research Methods for Business: A Skill Building Approach* (8th Edition). Wiley India.
2. **Saunders, M., Lewis, P., & Thornhill, A.** (2019). *Research Methods for Business Students* (8th Edition). Pearson Education.
3. **Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M.** (2013). *Business Research Methods* (9th Edition). Cengage Learning.

Additional Readings:

1. **Neuman, W. L.** (2014). *Social Research Methods: Qualitative and Quantitative Approaches* (7th Edition). Pearson.

2. **Bryman, A., & Bell, E.** (2015). *Business Research Methods* (4th Edition). Oxford University Press.
3. **Walliman, N.** (2017). *Your Undergraduate Dissertation: The Essential Guide for Success* (2nd Edition). SAGE Publications.
4. **Day, R. A., & Gastel, B.** (2016). *How to Write and Publish a Scientific Paper* (8th Edition). Cambridge University Press.

Semester – VIII
Subject Name: Event and Store Management Type of Course: Major Code: CAT192M801 Course Level: 400 Course Credit: 4 Scheme of Evaluation: Theory L-T-P-C: 3-1-0-4

Course Objective:

To impart knowledge and practical understanding of planning, executing, and evaluating hospitality-related events and efficiently managing procurement, storage, and inventory systems for food businesses.

Course Outcomes:

Having completed this module; a student will be able –

CO 1	To Plan different types of culinary and hospitality events from concept to closure.	BT 1
CO 2	To Execute vendor coordination, logistics, budgeting, and legal compliance.	BT 2
CO 3	To Apply principles of modern store layout, inventory systems, and procurement models.	BT 3
CO 4	To Utilize digital tools and forecasting models in event and store management.	BT 4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
1	Foundations of Event Management <ul style="list-style-type: none"> • Event typology: Social, Corporate, Cultural, Culinary • Objectives and stakeholder analysis • Legal permits, licensing, and ethical considerations • Feasibility studies and SWOT for events • Budgeting and contingency planning 	12
2	Planning & Execution of Events <ul style="list-style-type: none"> • Gantt Charts, Event Timelines, Checklists • Vendor sourcing, contract management, sponsorship • Technology in events: AR/VR, hybrid events, apps • Risk assessment, insurance, and crisis management • Post-event report and ROI calculation 	12
	Store Layout and Operations <ul style="list-style-type: none"> • Types of food stores (dry, cold, frozen, bar) • Layout planning and workflow design 	

3	<ul style="list-style-type: none"> • Ergonomics in store design • Store documentation (bin cards, stock register, GRN) • Bar coding, QR inventory, warehouse management 	12
4	Procurement and Inventory Systems <ul style="list-style-type: none"> • Centralized vs decentralized purchasing • Forecasting demand and managing supply chain • Inventory valuation models: FIFO, LIFO, FEFO • EOQ, ABC, and VED Analysis • Audits and wastage control systems 	12
Total		48

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
48	Nil	45 Hrs. Task: Select a restaurant or café and analyze its menu based on pricing, popularity, and profitability. - Categorize menu items using the Menu Engineering Matrix (Stars, Plow Horses, Puzzles, Dogs). - Suggest modifications (pricing, portion size, placement) for better profitability.

Text Books:

5. Hotel Front Office: Operations and Management" – Jatashankar R. Tewari
6. Food Production Operations" – Parvinder S. Bali

Reference Books:

9. Food & Beverage Service" – R. Singaravelavan
10. Introduction to Hospitality Management" – R.K. Malhotra
11. Catering Management: An Integrated Approach" – M. Sethi & R. Malhan

Additional Readings:

Kiiski, R. (2023). Creating a Dynamic Menu Engineering Model for Food and Beverage Operations at Company X.

Semester – VIII
Subject Name: Restaurant Sales and Marketing Type of Course: Major Code: CAT192M802 Course Level: 400 Course Credit: 4 Scheme of Evaluation : Theory L-T-P-C: 3-1-0-4

Course Objective:

To equip students with sales strategies and marketing concepts tailored for restaurants, including digital platforms, consumer engagement, branding, pricing strategies, and campaign analysis.

Course Outcomes:

Having completed this module; a student will be able –

CO 1	To Create strategic marketing plans for restaurants using STP and branding.	BT 1
CO 2	To Leverage digital media, analytics, and influencer networks to grow brand visibility.	BT 2
CO 3	To Apply menu engineering and psychological pricing strategies to improve sales.	BT 3
CO 4	To Evaluate restaurant marketing campaigns and consumer behavior through KPIs.	BT 4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
1	Principles of Restaurant Marketing <ul style="list-style-type: none"> • Restaurant marketing mix: 7 Ps • Positioning and brand identity • STP Model application for dining businesses • Customer personas and consumer behavior 	12
2	Sales Strategy and Menu Engineering <ul style="list-style-type: none"> • Menu layout psychology and design • Contribution margin and menu item classification (Star, Plowhorse, Puzzle, Dog) • Upselling, suggestive selling, bundling • Table turnover strategies and dynamic pricing 	12
	Digital & Social Media Marketing <ul style="list-style-type: none"> • Social media trends in F&B: Instagram, Zomato, Swiggy • SEO/SEM for restaurant websites 	

3	<ul style="list-style-type: none"> • Email marketing campaigns and remarketing • Influencer marketing and user-generated content 	12
4	Marketing Analytics and Campaign Design <ul style="list-style-type: none"> • KPIs: customer acquisition cost, ROI, click-through rate • Google Analytics, Meta Ads Manager basics • Loyalty programs and customer retention models • Designing a complete campaign with performance metrics 	12
Total		48

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
48	Nil	45 Hrs. Task: Select a restaurant or café and analyze its menu based on pricing, popularity, and profitability. - Categorize menu items using the Menu Engineering Matrix (Stars, Plow Horses, Puzzles, Dogs). - Suggest modifications (pricing, portion size, placement) for better profitability.

Text Books:

7. Hotel Front Office: Operations and Management" – Jatashankar R. Tewari
8. Food Production Operations" – Parvinder S. Bali

Reference Books:

12. Food & Beverage Service" – R. Singaravelavan
13. Introduction to Hospitality Management" – R.K. Malhotra
14. Catering Management: An Integrated Approach" – M. Sethi & R. Malhan

Additional Readings:

Kiiski, R. (2023). Creating a Dynamic Menu Engineering Model for Food and Beverage Operations at Company X.

Semester – VIII
Subject Name: Public Relations and Customer Relationship Management Type of Course: Major Code: CAT192M803 Course Level: 400 Course Credit: 4 Scheme of Evaluation : Theory L-T-P-C: 3-1-0-4

Course Objective:

To develop student proficiency in handling customer service, improving customer retention, managing public relations crises, and building strong guest relationships in a hospitality context.

Course Outcomes:

Having completed this module; a student will be able –

CO 1	To Explain PR strategies and stakeholder engagement for hospitality brands.	BT 1
CO 2	To Apply CRM tools and techniques to improve guest loyalty and retention.	BT 2
CO 3	To Handle customer feedback, manage service recovery, and prevent conflicts.	BT 3
CO 4	To Build brand reputation through emotional branding and communication ethics.	BT 4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
1	Fundamentals of PR and Branding <ul style="list-style-type: none"> • Definition, importance, tools of PR • Writing effective press releases and media kits • Brand storytelling and image building • Managing press conferences and media interviews 	12
2	Customer Relationship Management Concepts <ul style="list-style-type: none"> • Lifecycle of CRM: acquisition, conversion, retention • Database management and personalization • CRM technologies: Salesforce, Zoho, Freshdesk • Loyalty programs and referral systems 	12
3	Brand Reputation & Experience Marketing <ul style="list-style-type: none"> • Online reputation management and review responses • The experience economy in hospitality • Emotional branding and sensory experience mapping • Measuring customer satisfaction (NPS, CSAT, CES) 	12
4	Brand Reputation & Experience Marketing <ul style="list-style-type: none"> • Online reputation management and review responses • The experience economy in hospitality • Emotional branding and sensory experience mapping • Measuring customer satisfaction (NPS, CSAT, CES) 	12

Total	48
--------------	-----------

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
48	Nil	45 Hrs. Task: Select a restaurant or café and analyze its menu based on pricing, popularity, and profitability. - Categorize menu items using the Menu Engineering Matrix (Stars, Plow Horses, Puzzles, Dogs). - Suggest modifications (pricing, portion size, placement) for better profitability.

Text Books:

9. Hotel Front Office: Operations and Management" – Jatashankar R. Tewari
10. Food Production Operations" – Parvinder S. Bali

Reference Books:

15. Food & Beverage Service" – R. Singaravelavan
16. Introduction to Hospitality Management" – R.K. Malhotra
17. Catering Management: An Integrated Approach" – M. Sethi & R. Malhan

Additional Readings:

Kiiski, R. (2023). Creating a Dynamic Menu Engineering Model for Food and Beverage Operations at Company X.