

**CURRICULUM
FOR
Three Year Diploma
In
HOTEL MANAGEMENT & CATERING TECHNOLOGY**

For the State of Uttar Pradesh



**PREPARED BY:
CURRICULUM DEVELOPMENT CELL
INSTITUTE OF RESEARCH DEVELOPMENT & TRAINING
U. P., KANPUR-208002**

PREFACE

An important issue generally debated amongst the planners and educators world over is how technical education can contribute to sustainable development of the societies struggling hard to come in the same bracket as that of the developed nations. The rapid industrialization and globalization has created an environment for free flow of information and technology through fast and efficient means. This has led to shrinking of the world, bringing people from different culture and environment together and giving rise to the concept of world turning into a global village. In India, a shift has taken place from the forgettable years of closed economy to knowledge based and opens economy in the last few decades. In order to cope with the challenges of handling new technologies, materials and methods, we have to develop human resources having appropriate professional knowledge, skills and attitude. Technical education system is one of the significant components of the human resource development and has grown phenomenally during all these years. Now it is time to consolidate and infuse quality aspect through developing human resources, in the delivery system. Polytechnics play an important role in meeting the requirements of trained technical manpower for industries and field organizations.

In order to meet the requirements of future technical manpower, we will have to revamp our existing technical education system and one of the most important requirements is to develop outcome-based curricula of diploma programmes. The curricula for diploma programmes have been revised by adopting time-tested and nationally acclaimed scientific method, laying emphasis on the identification of learning outcomes of diploma programme.

The real success of the diploma programme depends upon its effective implementation. However best the curriculum document is designed, if that is not implemented properly, the output will not be as expected. In addition to acquisition of appropriate physical resources, the availability of motivated, competent and qualified faculty is essential for effective implementation of the curricula.

It is expected of the polytechnics to carry out job market research on a continuous basis to identify the new skill requirements, reduce or remove outdated and redundant courses, develop innovative methods of course offering and thereby infuse the much needed dynamism in the system.

Director
Institute of Research Development & Training, U. P.
Kanpur

ACKNOWLEDGEMENTS

We would like to express our sincere gratitude to the following individuals for their guidance and contributions:

1. Principal Secretary, Technical Education, Govt. of UP, for his exemplary vision and approach.
2. Special Secretary, Technical Education Department, Govt. of UP, for their support and motivation.
3. Director, Technical Education, UP and Director, I.R.D.T., Kanpur, for continuously motivating, guiding, and taking a keen interest in the review of this curriculum.
4. Secretary, Board of Technical Education, UP, for their support in this curriculum review project.
5. All the participants from industry/field organizations, engineering colleges, polytechnics, and other technical institutions for their valuable professional inputs during curriculum workshops.
6. Faculty / Subject Experts from different departments of U.P. Government polytechnics for their efforts in content updating.
7. CDC Officer and other Concerning Staff of IRDT Kanpur for their support and assistance in conducting the Curriculum workshops at different locations.

We acknowledge the significant contributions made by these individuals, which have greatly contributed to the development and improvement of the curriculum.

1. SALIENT FEATURES OF DIPLOMA PROGRAMME

1. Name of the Programme : Three Year Diploma in Hotel Management & Catering Technology
2. Duration of the Programme : Three years (Six Semesters)
3. Entry Qualification : 12th or equivalent as prescribed by JEEC UP
4. Intake : As prescribed by the Board
5. Pattern of the Programme : Semester Pattern
6. NSQF Level : Level – 5
7. Ratio between theory and Practical : 45: 55 (Approx.)
8. Industrial Training : 4-6/14 weeks of industrial training is included after relevant semester break with allowed leaves.
9. Student Centered Activities:
A provision of 3-6 periods per week has been made for organizing Student Centered Activities for overall personality development of students. Such activities will comprise of co-curricular activities such as expert lectures, self-study, games, hobby classes like photography, painting, singing etc. seminars, declamation contests, educational field visits, NCC, NSS and other cultural activities, disaster management and safety etc.
10. Project work:

A project work has been included in the curriculum to enable the student get familiarize with the practices and procedures being followed in the industries and provide an opportunity to work on some live projects in the industry.

EMPLOYMENT OPPORTUNITIES FOR THREE YEAR DIPLOMA COURSE IN HOTEL MANAGEMENT & CATERING TECHNOLOGY

Employment opportunities for individuals who have completed a three-year diploma course in Hotel Management & Catering Technology are diverse and promising. With the hospitality industry experiencing steady growth and globalization, there is a constant demand for skilled professionals in this field. Here are some potential employment avenues:

1. **Hotels and Resorts:** Graduates can find employment in various departments within hotels and resorts, such as front office, housekeeping, food and beverage service, and kitchen operations. They can work in positions ranging from entry-level roles to supervisory or managerial positions.
2. **Restaurants and Cafes:** Many restaurants and cafes require trained professionals to manage their operations efficiently. Graduates can work as restaurant managers, food and beverage supervisors, or culinary experts, ensuring high-quality service and customer satisfaction.
3. **Event Management Companies:** With the rise in corporate events, weddings, conferences, and exhibitions, event management companies seek professionals who can handle event planning, coordination, and execution. Diploma holders in Hotel Management & Catering Technology can excel in event management roles.
4. **Cruise Lines:** The cruise industry offers exciting opportunities for graduates to work onboard luxury cruise liners. They can be employed in various departments such as guest services, food and beverage, housekeeping, or entertainment, providing a memorable experience to passengers.
5. **Airlines and Airports:** Hospitality professionals with a diploma in Hotel Management & Catering Technology can find employment in airline companies and airports. They can work in airline lounges, catering departments, or airport hospitality services, ensuring a pleasant experience for travelers.
6. **Catering and Banquet Services:** Graduates can pursue careers in catering companies and banquet services, organizing and managing food services for corporate events, weddings, parties, and other special occasions. They may be responsible for menu planning, food preparation, and ensuring smooth service.
7. **Food Production and Culinary Services:** There is a constant demand for skilled chefs and culinary experts in the food production industry. Diploma holders can work in commercial kitchens, food processing companies, or start their own catering businesses, showcasing their culinary expertise.
8. **Hospitality Consulting:** Graduates with in-depth knowledge of hotel management and catering technology can explore opportunities in hospitality consulting firms. They can

provide expert advice and assistance to businesses in improving their operations, enhancing guest experiences, and maximizing profitability.

9. **Entrepreneurship:** Armed with the necessary skills and knowledge, diploma holders can venture into entrepreneurship by starting their own restaurants, cafes, catering businesses, or boutique hotels. This allows them to showcase their creativity, culinary skills, and business acumen.
10. **Teaching and Training:** Those passionate about sharing their knowledge and skills can pursue careers in teaching and training institutes offering hospitality courses. They can become instructors, trainers, or faculty members, shaping the next generation of hospitality professionals.

These are just a few examples of the employment opportunities available for individuals who have completed a three-year diploma course in Hotel Management & Catering Technology. The dynamic and ever-growing nature of the hospitality industry ensures a wide range of career options for graduates to explore and excel in.

ABSTRACT OF THE CURRICULUM AREAS

The curriculum for the Hotel Management & Catering Technology course encompasses a comprehensive range of subjects aimed at providing students with a strong foundation in various aspects of the hospitality industry. The following abstract provides an overview of the curriculum areas covered in the syllabus:

The foundation courses in Food Production and Food & Beverage Service introduce students to the fundamental principles and techniques involved in the preparation, presentation, and service of food and beverages. Students develop practical skills, learn about menu planning, and acquire knowledge of different service styles to meet guest expectations.

The Basic Nutrition & Principle of Food Science course provides students with an understanding of the nutritional aspects of food and the scientific principles behind food preparation. Students learn about balanced diets, food preservation techniques, and the impact of nutrition on health.

Basic Accountancy equips students with essential financial management skills required in the hospitality industry. Students learn about budgeting, financial statements, and cost control techniques to ensure effective financial management within a hospitality establishment.

Communication Skill focuses on enhancing students' verbal and written communication abilities. Students learn effective interpersonal communication, professional etiquette, and customer service skills necessary for successful interaction with guests and colleagues.

The foundation courses in Accommodation Operation and Front Office Operation provide students with knowledge and skills related to managing accommodation facilities and front office procedures. Students learn about housekeeping principles, reservation management, guest services, and front desk operations to ensure a seamless guest experience.

Application of Computer equips students with computer literacy and proficiency in relevant software applications used in the hospitality industry. Students learn data management, word processing, and presentation skills necessary for various hospitality-related tasks.

Hotel Engineering introduces students to the basics of hotel infrastructure, maintenance, and safety practices. Students gain knowledge of building systems, equipment, utilities, and learn to ensure proper maintenance and safety within a hotel environment.

The Food Production operation and Food & Beverage Service operation courses focus on developing advanced culinary and service skills. Students learn about advanced cooking techniques, menu planning, food cost control, and gain expertise in providing exceptional food and beverage services.

Front Office Operation and Accommodation Operation courses delve deeper into managing front desk operations and accommodation facilities. Students acquire skills in managing

reservations, handling guest inquiries, ensuring room maintenance, and delivering excellent customer service.

Hotel Accountancy provides students with advanced knowledge of accounting principles specific to the hospitality industry. Students learn financial analysis, budgeting, cost control, and apply accounting techniques in hotel financial management.

Food Safety and Quality emphasizes the importance of maintaining high standards of food safety and quality in hospitality operations. Students learn about food safety regulations, quality control measures, and apply best practices in food production and service.

Management in Tourism explores the principles of tourism management, including marketing strategies, industry trends, and customer relationship management. Students gain an understanding of the tourism industry dynamics and develop skills in managing tourism operations.

Communication Skill in English focuses on enhancing English language proficiency for effective communication in a hospitality setting. Students develop listening, speaking, reading, and writing skills in English and apply them in various hospitality-related contexts.

Human Resource Management provides students with an understanding of the principles of managing human resources in the hospitality industry. Students learn about recruitment, training, employee relations, and develop skills to create a positive work environment.

Industrial Training offers students the opportunity to gain practical experience in a hospitality organization for 20 weeks. Students apply theoretical knowledge and skills in a real-world work environment, develop professionalism, and work ethics through hands-on training.

Advance Food Production Operation and Advance Food & Beverage Operation courses focus on developing advanced culinary techniques, creative food preparation skills, and expertise in managing complex food and beverage operations.

Food & Beverage Management covers the principles of managing food and beverage operations, including menu planning, pricing, and cost control. Students learn effective management strategies to ensure profitability and customer satisfaction.

Financial Management provides students with knowledge of financial management principles and practices specific to the hospitality industry. Students learn financial

analysis, budgeting, forecasting, and apply financial management techniques in hospitality operations.

Strategic Management emphasizes strategic planning and decision-making processes in the hospitality industry. Students learn to analyze industry trends, competitive positioning, and apply strategic management principles in hospitality business operations.

Environmental Education & Disaster Management focuses on sustainable practices and risk management strategies in the hospitality industry. Students gain knowledge of environmental sustainability, disaster management, and apply measures to ensure sustainable operations.

Front Office Management covers advanced techniques in front office management. Students develop skills in managing reservations, guest services, revenue management, and apply effective leadership and operational strategies.

Accommodation Management focuses on the principles of managing accommodation operations, including room inventory management, revenue management, and ensuring guest satisfaction. Students develop effective management practices for the accommodation department.

Facility Planning provides students with knowledge of facility planning and design in the hospitality industry. Students understand space utilization, layout, ergonomics, and apply facility planning principles in the development of hospitality properties.

Tourism Marketing explores marketing concepts and strategies specific to the tourism industry. Students learn market research, branding, promotional activities, and apply effective marketing techniques to attract and retain tourists.

The Research Project allows students to develop research skills applicable to the hospitality industry. Students conduct research on a specific topic related to hotel management and catering technology and present findings and recommendations based on their research.

Overall, the curriculum provides students with a comprehensive understanding of the diverse aspects of hotel management and catering technology, equipping them with the necessary knowledge, skills, and competencies to pursue successful careers in the hospitality industry.

PROGRAM OUTCOMES (POs)

P01: Basics and Discipline specific Knowledge

Assimilate knowledge of basic mathematics, science, engineering fundamentals, and electronics and communication engineering.

P02: Problem's Analysis and solution

Identify, analyse and solve problems using standard methods and established techniques.

P03: Design and Development

Design solutions for technical problems.

Assist in designing components, systems, or processes to meet specific requirements.

P04: Engineering Tools, Experimentation, and Testing

Use modern engineering tools and appropriate techniques to conduct experiments as per BIS standard.

P05: Socio/ Economic /Environmental impact assessment/remedy.

Apply relevant technologies while considering societal needs, environmental impact keeping in view sustainable and ethical responsibilities.

P06: Project Management and Communication

Apply engineering management principles, work effectively as an individual or in a team, and communicate clearly on activities.

P07: Lifelong Learning

Recognize the importance of continuous learning and actively pursue self-improvement to keep pace with technological developments.

STUDY AND EVALUATION SCHEME FOR DIPLOMA PROGRAMME IN HOTEL MANAGEMENT AND CATERING TECHNOLOGY

FIRST SEMESTER

Sr. No.	SUBJECTS	STUDY SCHEME Periods/Week			Credits	MARKS IN EVALUATION SCHEME										Total Marksof Internal & External	Exam Type
						INTERNAL ASSESSMENT			EXTERNAL ASSESSMENT								
		L	T	P		Th	Pr	Tot	Th	Hrs	Pr	Hrs	Tot				
1.1	FOUNDATION COURSE IN FOOD PRODUCTION	2	-	4	3	40	60	100	60	3	100	6	160	260	Practicum		
1.2	FOUNDATION COURSE IN FOOD & BEVERAGE SERVICE	2	-	4	3	40	60	100	60	3	100	6	160	260	Practicum		
1.3	FOUNDATION COURSE IN ACCOMODATION OPERATION	2	-	4	3	40	60	100	60	3	40	3	100	200	Practicum		
1.4	FOUNDATION COURSE IN FRONT OFFICE	2	-	3	3	40	60	100	60	3	40	3	100	200	Practicum		
1.5	COMMUNICATION SKILLS IN ENGLISH *	3	-	2	4	40	60	100	60	3	40	3	100	200	Practical		
1.6	INTRODUCTION TO IT AND AI *	2	-	4	4	40	60	100	60	3	40	3	100	200	Practicum		
#Student Centered Activities		-	-	2	-	-	50	50	-	-	-	-	-	50	-		
Total		13	-	23	20	240	410	650	360	18	360	24	720	1370	-		

* Common with other diploma programmes.

Student Centered Activities will comprise of co-curricular activities like extension lectures, games, hobby clubs e.g. photography etc., seminars, declamation contests, educational field visit, Library, N.C.C., NSS, Cultural Activities and self-study etc.

Note -

- 1) Each period will be 60 minutes duration.
- 2) Each session will be of 16 weeks.
- 3) Effective teaching will be at least 14 weeks.

STUDY AND EVALUATION SCHEME FOR DIPLOMA PROGRAMME IN HOTEL MANAGEMENT AND CATERING TECHNOLOGY

SECOND SEMESTER

Sr. No.	SUBJECTS	STUDY SCHEME Periods/Week			Credits	MARKS IN EVALUATION SCHEME									Total Marksof Internal & External	Exam Type
						INTERNAL ASSESSMENT			EXTERNAL ASSESSMENT							
		L	T	P		Th	Pr	Tot	Th	Hrs	Pr	Hrs	Tot			
2.1	FOOD PRODUCTION OPERATIONS	2	-	5	4	40	60	100	60	3	100	6	160	260	Practicum	
2.2	FOOD & BEVERAGE SERVICE OPERATION	2	-	4	4	40	60	100	60	3	100	6	160	260	Practicum	
2.3	FRONT OFFICE OPERATION	2	-	4	3	40	60	100	60	3	40	3	100	200	Practicum	
2.4	ACCOMODATION OPERATION	2	-	4	3	40	60	100	60	3	40	3	100	200	Practicum	
2.5	BASIC ACCOUNTANCY	3	-	-	3	40	-	40	60	3	-	-	60	100	Theory	
2.6	BASIC NUTRITION & PRINCIPLE OF FOOD SCIENCE	3	-	-	3	40	-	40	60	3	-	-	60	100	Theory	
2.7	(Q) ENVIRONMENTAL SCIENCES	3	-	-	-	-	-	-	60*	3	-	-	60*	-	Audit	
#Student Centered Activities		-	-	2	-	-	50	50	-	-	-	-	-	50	-	
Total		17	-	19	20	240	290	530	360	21	280	18	640	1170	-	

* Common with other diploma programmes,

(Q) It is compulsory to appear and to pass the examination, but marks will not be included for percentage and division of obtained marks.

Student Centred Activities will comprise of co-curricular activities like extension lectures, games, hobby clubs e.g. photography etc., seminars, declamation contests, educational field visits, N.C.C., NSS, Cultural Activities and self study etc.

Note: Industrial training of 4-6 weeks duration to be organized after 2nd semester exam. It will be assessed & evaluated in the 3rd semester.

GUIDELINES FOR ASSESSMENT OF STUDENT-CENTRED ACTIVITIES (SCA)

It was discussed and decided that the maximum marks for SCA should be 50 as it involves a lot of subjectivity in the evaluation. The marks may be distributed as follows-

1- 15 Marks for general behaviour and discipline

(by HODs in consultation with all the teachers of the department)

2- 10 Marks for attendance as per following:

(by HODs in consultation with all the teachers of the department)

a) 75 - 80% 06 Marks

b) 80 - 85% 08 Marks

c) Above 85% 10 Marks

3- *** Even Semester:**

25 Marks maximum for Sports/NCC/Cultural/Co-curricular/NSS activities as per following:
(by In-charge Sports/NCC/Cultural/Co-curricular/NSS)

- a) State/National Level participation
- b) Participation in two of above activities
- c) Inter-Polytechnic level participation

****Odd Semester:**

25 Marks maximum

- a) Language Lab Practices / foreign language practices
- b) Group Discussion and Personality Development
- c) Industrial Visits/Industrial Talks
- d) Power Point Presentations and Resume Making
- e) Development of Aptitude and Reasoning Skills
- f) Participation in the technical Exhibitions, Symposiums, Seminars, Workshops at the Institute /District/State/National Level.

DETAILED CONTENTS OF VARIOUS SUBJECTS

First Semester

1.1 FOUNDATION COURSE IN FOOD PRODUCTION

L T P

2 - 4

RATIONALE

The Foundation Course in Food Production provides a comprehensive understanding of the fundamental principles and skills required in the culinary arts industry, serving as a strong foundation for aspiring chefs and individuals pursuing a career in food production. The course covers various topics including cookery skills, culinary history, kitchen hierarchy, organization and layout, equipment and fuel, menu planning, aims and objectives of cooking food, and basic principles of food production. Students gain practical knowledge and theoretical understanding of essential areas such as vegetable and fruit cookery, stocks, soups, sauces, meat cookery, egg cookery, fish cookery, and rice, cereals, and pulses, enabling them to excel in professional kitchen environments.

LEARNING OUTCOME

The learning outcomes of the Foundation Course in Food Production include developing comprehensive knowledge and skills in culinary arts, understanding the historical and cultural aspects of cookery, gaining proficiency in kitchen organization and safety, acquiring familiarity with various cooking equipment and fuels, mastering menu planning principles, and achieving expertise in key areas of food production such as vegetable and fruit cookery, stocks, soups, sauces, meat cookery, egg cookery, fish cookery, and rice, cereals, and pulses.

DETAILED CONTENT

1. INTRODUCTION TO COOKERY

1. Levels of skills and experiences
2. Attitudes and behaviour in the kitchen
3. Personal hygiene
4. Uniforms & protective clothing
5. Safety procedures in handling equipment

2. CULINARY HISTORY

1. Origin of modern cookery

3. HIERARCHY AREA OF DEPARTMENT AND KITCHEN

1. Classical Brigade
2. Modern staffing in various category hotels
3. Roles of executive chef
4. Duties and responsibilities of various chefs
5. Cooperation with other departments

4. KITCHEN ORGANIZATION AND LAYOUT

1. General layout of the kitchen in various organizations
2. Layout of receiving areas
3. Layout of service and wash-up

5. EQUIPMENT AND FUEL

1. Various fuels used: Advantages and disadvantages of each
2. Different equipment and tools used in food production

6. BASIC MENU PLANNING

1. Types of Menus
2. Menu Planning Principles

7. AIMS & OBJECTS OF COOKING FOOD

1. Aims and objectives of cooking food
2. Various textures
3. Various consistencies
4. Techniques used in pre-preparation
5. Techniques used in preparation

8. BASIC PRINCIPLES OF FOOD PRODUCTION

i) VEGETABLE AND FRUIT COOKERY

1. Introduction - classification of vegetables
2. Pigments and color changes
3. Effects of heat on vegetables
4. Cuts of vegetables
5. Classification of fruits
6. Uses of fruit in cookery
7. Salads and salad dressings

ii) STOCKS

1. Definition of stock
2. Types of stock
3. Preparation of stock
4. Recipes
5. Storage of stocks
6. Uses of stocks
7. Care and precautions

iii) SOUPS

1. Classification with examples
2. Basic recipes
3. Consommés
4. Garnishes and accompaniments

iv) SAUCES

1. Classification of sauces
2. Recipes for mother sauces
3. Derivatives

v) MEAT COOKERY

1. Introduction to meat cookery
2. Cuts of beef/veal
3. Cuts of lamb/mutton
4. Cuts of pork
5. Variety meats (offal's)

vi) EGG COOKERY

1. Introduction to egg cookery
2. Structure of an egg
3. Selection of egg
4. Uses of egg in cookery
5. Methods of cooking eggs

vii) FISH COOKERY

1. Introduction to fish cookery
2. Classification of fish with examples
3. Cuts of fish
4. Selection of fish and shellfish
5. Cooking of fish (effects of heat)

viii) RICE, CEREALS & PULSES

1. Introduction
2. Classification and identification
3. Cooking of rice, cereals, and pulses
- 4

. Varieties of rice and other cereals

9. METHODS OF COOKING FOOD

1. Roasting
 2. Grilling
 3. Frying
 4. Baking
 5. Broiling
 6. Poaching
 7. Boiling
- Principles of each of the above
 - Care and precautions to be taken

- Selection of food for each type of cooking

10. BAKERY

i) PASTRY

1. Short crust
2. Laminated
3. Choux
4. Hot water/Rough puff
 - Recipes and methods of preparation
 - Differences
 - Uses of each pastry
 - Care to be taken while preparing pastry
 - Role of each ingredient
 - Temperature of baking pastry

ii) SIMPLE BREADS

1. Principles of bread making
2. Simple yeast breads
3. Role of each ingredient in bread making
4. Baking temperature and its importance

iii) PASTRY CREAMS

1. Basic pastry creams
2. Uses in confectionery
3. Preparation and care in production

11. CULINARY TERMS

1. List of culinary (common and basic) terms
2. Uses in confectionery
3. Preparation and care in production

12. COMMODITIES

i) Flour

1. Structure of wheat
2. Types of wheat
3. Types of Flour
4. Processing of Wheat-Flour
5. Uses of Flour in Food Production
6. Cooking of Flour (Starch)

ii) Shortenings (Fats & Oils)

1. Role of Shortenings
2. Varieties of Shortenings
3. Advantages and Disadvantages of using various Shortenings
4. Fats & Oils – Types, varieties, storage

iii) Raising Agents

1. Classification of Raising Agents
2. Role of Raising Agents
3. Actions and Reactions

iv) Sugar

1. Importance of Sugar
2. Types of Sugar
3. Cooking of Sugar - various
4. Uses of Sugar

13. BASIC COMMODITIES

i) Milk

1. Introduction
2. Processing of Milk
3. Pasteurization - Homogenization
4. Types of Milk - Skimmed and Condensed
5. Nutritive Value

ii) Cream

1. Introduction
2. Processing of Cream
3. Types of Cream

iii) Cheese

1. Introduction
2. Processing of Cheese
3. Types of Cheese
4. Classification of Cheese
5. Curing of Cheese
6. Uses of Cheese

iv) Butter

1. Introduction
2. Processing of Butter
3. Types of Butter

14. BASIC INDIAN COOKERY

i) Condiments & Spices

1. Introduction to Indian food
2. Spices used in Indian cookery
3. Role of spices in Indian cookery
4. Indian equivalent of spices (names)

ii) Masalas

1. Blending of

spices and concept of masalas

2. Different masalas used in Indian cookery

- Wet masalas
- Dry masalas

3. Composition of different masalas

4. Varieties of masalas available in regional areas

5. Special masala blends

iii) Thickening Agents

1. Role of thickening agents in Indian cuisine

2. Types of thickening agents

15. FRENCH TERMS

a. La matériel de cuisine (The kitchen and its utensils)

b. Hierarchy of kitchen personnel

c. Methods of cooking

d. Egg & Farinaceous

e. Cuts of vegetables

f. Cuts of fish

g. Cuts of Meat

- Lamb/Mutton
- Pork
- Beef
- Veal

h. Simple menu terminology & grammar

Note: French terms should be taught along with the relevant topics.

PRACTICALS

FIRST TERM: INTRODUCTION TO COOKERY

Demonstration classes & simple application by students

PART A: BASIC WESTERN CUISINE

- | | |
|--------|-------------------------|
| 1. | Vegetables |
| 1.1. | Varieties of Vegetables |
| 1.2. | Classification |
| 1.3. | Cuts of Vegetables: |
| 1.3.1. | Julienne |
| 1.3.2. | Jardinière |

- 1.3.3. Mignonette
- 1.3.4. Dices
- 1.3.5. Cubes
- 1.3.6. Macedoine
- 1.3.7. Paysanne
- 1.3.8. Shred
- 1.3.9. Concasse
- 1.3.10. Mirepoix
- 1.4. Blanching of Tomatoes & Capsicum
- 1.5. Methods of Cooking Vegetables:
 - 1.5.1. Boiling (Potatoes, Beans, Cauliflower)
 - 1.5.2. Frying (Aubergine, Potatoes)
 - 1.5.3. Steaming (Cabbage)
 - 1.5.4. Baking (Potatoes, Turnip)
 - 1.5.5. Braising (Onion, Leeks, Cabbage)
2. Stocks
 - 2.1. Demonstration and preparation of:
 - 2.2. White stock
 - 2.3. Brown stock
 - 2.4. Fish stock
3. Sauces
 - 3.1. Demonstration & preparation of basic mother sauces and 2-3 derivatives of each:
 - 3.2. Béchamel (+Cheese sauce, Mornay, Mustard sauce, Parsley sauce)
 - 3.3. Espagnole (+Lyonnaise Madeira, Charcutiere)
 - 3.4. Tomato (+Creole, Italienne, Piquante)
 - 3.5. Veloute (+Supreme, Allemande, Mornande)
 - 3.6. Hollandaise (+Paliese, Béarnaise)
 - 3.7. Mayonnaise (Tartare, Cocktail)
4. Soups
 - 4.1. Classification of soups
 - 4.2. Preparation of basic soups:
 - 4.3. Consommé (Royale, Carmen, Clermont, Ambassadrice, Julienne)
 - 4.4. Cream (Tomato, Spinach, Vegetables)
 - 4.5. Puree (Lentil, Peas, Carrot)
 - 4.6. Cut vegetables (Scotch Broth, Minestrone)
 - 4.7. Veloute (Crème de volaille princesse, Veloute dame blanche/marie-louise)
 - 4.8. National soup (Mulligatawny, French onion)
 - 4.9. Bisque (Prawn, Shrimp)
5. Egg Cookery
 - 5.1. Preparation of varieties of egg dishes:

- 5.2. Boiled (Soft & Hard)
- 5.3. Fried (Sunny side up, Double fried)
- 5.4. Poached
- 5.5. Scrambled
- 5.6. Omelette (Plain, Stuffed)
- 5.7. En cocotte (Eggs Benedict)
- 5.8. Starch (Rice, Pasta, Potato)

6. Fish Mongery
 - 6.1. Identification & classification of fish (e.g., flat fish, round fish, shellfish, cephalopods)
 - 6.2. Cuts of Fish (e.g., Fillet, Darne, Troncon, Paupiette, Goujons)
 - 6.3. Preparation of simple fish dishes such as:
 - 6.4. Saumon frille
 - 6.5. Pomfret Meuniere
 - 6.6. Sole Nornay
 - 6.7. Fish Orly
 - 6.8. Fish Colbert
 - 6.9. Fish a l'anglaise

7. Poultry
 - 7.1. Cuts of Poultry
 - 7.2. Preparation and jointing of Chicken
 - 7.3. Preparation of Simple Dishes such as:
 - 7.3.1. Poulet roti a l'anglaise
 - 7.3.2. Poulet grille diable
 - 7.3.3. Poulet sauté chasseur
 - 7.3.4. Poulet sauté Maryland

8. Meat
 - 8.1. Identification of various cuts
 - 8.2. Carcass demonstration of Lamb and Pork
 - 8.3. Preparation of Basic Cuts such as:
 - 8.3.1. Lamb and Pork Chops
 - 8.3.2. Tornado, Fillet, Steak, and Escalope
 - 8.3.3. Roast leg of Lamb
 - 8.3.4. Stew

PART B: BAKERY & PATISSERIE

1. **Bread making**
 - 1.1. Demonstration + Preparation of Simple and enriched bread, recipes
 - 1.2. Bread Loaf (White and Brown)
 - 1.3. Bread rolls (Various shapes)
 - 1.4. French Bread e. Brioche

2. **Simple Cakes** - Demonstration + Preparation of Simple and enriched Cakes, recipes - Sponge, Genoese, Fatless, Swiss roll - Fruit Cake - Rich Cakes - Dundee, Madeira
3. **Pastry**
 - 3.1. Demonstration and preparation of dishes using varieties of Pastry
 - 3.2. Short Crust - Jam tarts, Turnovers
 - 3.3. Laminated - Palmiers, Khara Biscuits, Danish Pastry, Cream Horns d. Choux Paste - Éclairs, Profiteroles
4. **Simple Cookies** - Demonstration and preparation of simple cookies like Nan Khatai, Golden Goodies, Melting moments, Swiss tart, Tri-color biscuits, Chocolate chip Cookies, Chocolate Cream fingers, Bachelor Buttons.
5. **Hot/Cold Desserts**
 - 5.1. Caramel Custard, Bread and Butter Pudding, Queen of Pudding, Souffle - Lemon/Pineapple, Mousse Chocolate Coffee) Bavaroise, Diplomat Pudding, Apricot Pudding.
 - 5.2. Steamed Pudding - Albert Pudding, Cabinet Pudding

PART C: BASIC INDIAN CUISINE

1. **Rice, cereals & pulses**
 - 1.1. Identification of various varieties of rice, cereals, and pulses
 - 1.2. Simple preparations such as - Boiled rice (draining & absorption method) - Fried rice - Various simple dal preparations - Wheat products like chapatties, parathas, phulkas, pooris
2. **Indian masalas**
 - 2.1. Composition of basic Indian masalas - Green - White - Brown - Tandoori
 - 2.2. Preparation of these and incorporation in simple dishes such as Vindaloo, korma, tikka, safed mas, navarattan korma.
 - 2.3. Thickening, coloring, and souring agents

2ND TERM: INDIVIDUAL STUDENT PRACTICAL

Topic: Practical classes to incorporate simple menus both Indian and Continental comprising of the following dishes. Each institute to formulate their own combination.

1. **Soups**
 - 1.1. Cream - Vegetable, Spinach, Tomato, Green peas
 - 1.2. Consommé with garnishes like royale, Carmen, madrilène, Clermont, Celestine
 - 1.3. National soups - Oxtail, Mulligatawny, Minestrone, vichyssoise
2. **Fish**
 - 2.1. Fish Orly, a'langlaise, Colbert, Meuniere, poached fish, grilled fish, baked fish such as Florentine, Mornay, Portuguese

3. Entrée
 - 3.1. Lamb stew, hot pot, hamburgers, shepherd's pie, Scotch egg, grilled steaks & lamb/pork chops, casseroles, roast chicken/leg of lamb, beef
4. Potato
 - 4.1. All basic preparations such as boiled, baked, roast
 - 4.2. French fries, Lyonnaise, mashed/creamed, parsley/parisienne
5. Vegetables
 - 5.1. Boiled vegetables: cabbage, cauliflower, beans
 - 5.2. Glazed vegetables: carrot, radish, turnip
 - 5.3. Fried vegetables: aubergines
 - 5.4. Stewed vegetables: courgette provencale, baked beans, ratatouille
 - 5.5. Braised vegetables: onion, leeks, cabbage
6. Salads
 - 6.1. Basic simple salads & dressings
 - 6.2. Cole slaw, salade nicoise
 - 6.3. Russian Salad, beetroot salad
 - 6.4. Potato salad, fruit salad
 - 6.5. Carrot & celery, Waldorf salad
7. Cold Sweet
 - 7.1. Honeycomb mould, butterscotch sponge, coffee mousse, lemon sponge, trifle, blancmange, chocolate mousse, lemon soufflé
8. Hot Sweet
 - 8.1. Bread & butter pudding, caramel custard, Albert pudding, Christmas pudding
 - 8.2. Indian sweets - simple ones like chicoti, gajjar halwa, kheer
 - 8.3. Indian rice - dishes such as jeera pulao, vegetable pulao, lemon rice, aloo gobi ki tehri, khichdi.
 - 8.4. Indian breads - chapatis, pooris, parathas, missi roti
 - 8.5. Indian meat/chicken dishes - korma, baffat, safed mas, shahjehani, jhalfrazie, hussainey curry, rogan josh, Tandoori chicken
 - 8.6. Vegetable preparation: salads, raitas, foogath, thoran, bhajees, bhujjia, cucumbers, dahi wadas, preparation of paneer

INSTRUCTIONAL STRATEGY

The instructional strategy for the course will involve a combination of practical demonstrations, hands-on training, and theoretical knowledge. The following methods will be utilized:

1. **Demonstrations:** The instructor will demonstrate various techniques and recipes related to bakery, patisserie, and Indian cuisine. This will provide students with a visual understanding of the processes involved.
2. **Practical Training:** Students will have the opportunity to practice the techniques learned during the demonstrations. They will be given hands-on training to prepare a variety of dishes, including bread, cakes, pastries, cookies, and Indian cuisine.
3. **Recipe Analysis:** Students will analyze recipes to understand the ingredients, measurements, and cooking methods. This will help them develop a deeper understanding of the recipes and the science behind them.
4. **Group Work:** Students will be encouraged to work in groups to plan and execute menus incorporating the skills and knowledge gained during the course. This will promote teamwork and creativity in menu planning.
5. **Discussions and Q&A Sessions:** Regular discussions and Q&A sessions will be held to clarify doubts, reinforce learning, and encourage critical thinking.

MEANS OF ASSESSMENT

To assess students' progress and understanding of the course material, the following assessment methods will be used:

- **Assignments and Quiz/Class Tests:** Regular assignments and quizzes will be given to assess students' theoretical knowledge and understanding of concepts.
- **Mid-term and End-term Written Tests:** Comprehensive written tests will be conducted at the mid-term and end of the term to evaluate students' overall understanding of the course content.

RECOMMENDED BOOKS

The following books are recommended as additional references for the course:

1. Le Rol A. Polsom - The Professional Chef (4th edition)
2. Paul Hamlyn - Larousse Gastronomique – Cookery Encyclopedia
3. Jane Grigson - The Book of Ingredients
4. Wane Gisslen - Professional Cooking
5. H.L.Cracknel and G.Noble - The New Catering Repertoire (Vol-I)

6. Escoffier - The Complete Guide to the Art of Modern Cookery
7. Philip E. Thangam - Modern Cookery (Vol-I) For teaching & trade
8. Readers Digest Association Ltd. - The Cookery Year
9. Frederic H.Semerschmid and John F. Nicolas - Professional Chef's – Art of Garde Manager (4th Edition)
10. Mary Reynolds - Italian Cooking for Pleasure
11. Digvijay Singh - Cooking Delights of Maharajas
12. Madhur Jaffrey - Cookbook (Food for Family & Friends)
13. Leto M.J. & Bode W.K.H - The Larder Chef (Food Preparation & Presentation) (3rd edition)
14. Wayne Gisslen - Professional Baking
15. Lundberg, Donald E. & Kotsehevar - Understanding Cookery
16. Crnsknell & Kauffmann - Practical Professional Cookery
17. W.K.H. Bode - Classical Food Preparation & Presentation
18. Ceserani, Kinton & Foskett - Contemporary Cookery
19. Ceserani & Kinton - Cookery – An Introduction
20. Bernald Davis - Food Commodities
21. Madhur Jaffrey - A Taste of India
22. Time Life Service - The Cooking of India
23. Wayne Gisslen - Professional Baking
24. John Fuller - Chef Manual of Kitchen Management
25. Henry Smith - Classical Recipes of the World
26. ICMR, New Delhi - Nutritive Value of Indian Foods
27. Jaggl Ceon & Sons - Le Repertoire de la Cuisine
28. William Margaret - Food Fundamentals
29. Prashad
30. Understanding Baking/Bakery

SUGGESTED DISTRIBUTION OF MARKS

Topic No.	Time Allotted (Periods) (T+P)	Marks Allotted (%)
1	5	6
2	5	6
3	6	7

4	6	7
5	6	7
6	6	7
7	6	7
8	6	7
9	6	7
10	5	6
11	5	6
12	6	7
13	6	7
14	5	7
15	5	6
Total	84	100

1.2 FOUNDATION COURSE IN FOOD & BEVERAGE SERVICE

L T P
2 - 4

RATIONALE

The foundation course in Food & Beverage Service provides students with essential knowledge and skills in the field of hospitality and service. It aims to develop a strong foundation in various aspects of food and beverage service, including table setting, guest interactions, menu knowledge, order taking, and service techniques. This course is essential for individuals aspiring to pursue careers in the hospitality industry, as it equips them with the fundamental competencies required to deliver exceptional service and create memorable dining experiences for guests.

LEARNING OUTCOME

The learning outcomes of the foundation course in Food & Beverage Service include acquiring comprehensive knowledge of food and beverage service principles, developing proficient skills in table setup and service techniques, enhancing communication and interpersonal skills to engage with guests effectively, and understanding the importance of teamwork and professionalism in the hospitality industry. Students will also gain practical experience in handling various types of food and beverage operations, demonstrating competence in providing exceptional service and ensuring customer satisfaction.

DETAILED CONTENT

- 1. THE HOTEL & CATERING INDUSTRY**
 - 1.1. Introduction to the Hotel Industry and Growth of the hotel Industry of India
 - 1.2. Role of Catering establishment in the travel/tourism industry
 - 1.3. Types of F&B operations
 - 1.4. Classification of Commercial, Residential/Non-residential
 - 1.5. Welfare Catering – Industrial/Institutional/Transport such as air, road, rail/Sea
 - 1.6. Structure of the catering industry - a brief description of each
- 2. DEPARTMENTAL ORGANIZATION & STAFFING**
 - 2.1. Organization of F&B department of hotel
 - 2.2. Principal staff of various types of F&B operations
 - 2.3. French terms related to F&B staff
 - 2.4. Duties & responsibilities of F&B staff
 - 2.5. Attributes of a waiter
 - 2.6. Inter-departmental relationships (Within F&B and other departments)
- 3. I - FOOD SERVICE AREAS**
 - 3.1. Specialty Restaurants
 - 3.2. Coffee Shop Service
 - 3.3. Cafeteria Service
 - 3.4. Fast Food Service

- 3.5. Room Service
- 3.6. Banquet Service
- 3.7. Bar Service
- 3.8. Vending Machines

II - ANCILLARY DEPARTMENTS

- 3.9. Pantry
- 3.10. Food pick-up area
- 3.11. Store
- 3.12. Linen room
- 3.13. Kitchen stewarding

PRACTICAL

4. F&B SERVICE EQUIPMENT

- 4.1. Familiarization of
 - 4.1.1. Cutlery
 - 4.1.2. Crockery
 - 4.1.3. Glassware
 - 4.1.4. Flatware
 - 4.1.5. Hollowware
 - 4.1.6. All other equipment used in F&B Service
 - 4.1.6.1. French terms related to the above
- 4.2. Care & maintenance of equipment including cleaning/polishing of EPNS Items by
 - 4.2.1. Plate Powder method
 - 4.2.2. Polivit method
 - 4.2.3. Silver dip method
 - 4.2.4. Burnishing machine

5. MEALS & MENU PLANNING

- 5.1. Origin of Menu
- 5.2. Objectives of Menu Planning
- 5.3. Types of Menu
- 5.4. Courses of French Classical Menu 11 & 17 Menu
 - 5.4.1. Sequence
 - 5.4.2. Examples from each course
 - 5.4.3. Cover of each course
 - 5.4.4. Accompaniments
- 5.5. French Names of dishes
- 5.6. Types of meals
 - 5.6.1. Early Morning Tea
 - 5.6.2. Breakfast (English, American Continental, Indian)
 - 5.6.3. Brunch
 - 5.6.4. Lunch
 - 5.6.5. Afternoon/High tea
 - 5.6.6. Dinner
 - 5.6.7. Supper

6. METHODS OF SERVICE

6.1. Mise-en-scene & Mise-en-place

PRACTICAL

- Table laying for different meals
- Restaurant reservation
- Receiving and seating the guest
- Taking the order
- Procedure of service at the table (Silver service and pre-plated service)
- Presentation & encashing the bill
- Room Service (tray and trolley)
- French for receiving and greeting the guest and seating the guest
- French related to taking an order and description of dishes

7. SIMPLE CONTROL SYSTEM

- 7.1. KOT/Bill Control System
- 7.2. Making a bill
- 7.3. Cash handling equipment
- 7.4. Record keeping

8. NON-ALCOHOLIC BEVERAGES

Classification (Nourishing, Stimulating, and Refreshing beverages)

8.1. Tea

8.1.1. Origin & Manufacture

8.1.2. Types & Brands

PRACTICAL

- Preparation & Service

8.2. Coffee

8.2.1. Origin & Manufacture

8.2.2. Types & Brands

PRACTICAL

- Preparation & Service of different types of coffee

8.3. Juices and Soft Drinks

PRACTICAL

Service of Juices and Soft Drinks

- Mocktail making
- Brand Names of Juices, Soft Drinks, Mineral Water, Tonic Water

8.4. Cocoa & Malted Beverages

8.4.1. Origin & Manufacture

PRACTICAL

- Preparation & Service

9. TOBACCO

- 9.1. History
- 9.2. Processing for cigarettes, pipe tobacco & cigars
- 9.3. Cigars - shapes/sizes/colors
- 9.4. Storage of cigarettes & cigars

PRACTICAL

- Service of Cigars & Cigarettes

INSTRUCTIONAL STRATEGY

The instructional strategy for the course "Foundation Course in Food & Beverage Service" includes the following components:

1. Lectures: Provide comprehensive lectures to introduce and explain concepts, principles, and theories related to food and beverage service. These lectures can cover topics such as the hotel and catering industry, departmental organization and staffing, service areas, equipment, menu planning, methods of service, control systems, and beverages.
2. Demonstrations: Conduct practical demonstrations to showcase various techniques and skills involved in food and beverage service. This can include demonstrations on table laying, restaurant reservation, receiving and seating guests, taking orders, service procedures, bill presentation, room service, and more.
3. Hands-on Practice: Provide ample opportunities for students to practice their skills in a controlled environment. This can involve simulated service scenarios, role-plays, and real-life practice in a training restaurant or hotel setup. Students can practice different methods of service, interact with guests, and apply their knowledge of menu planning and control systems.
4. Group Discussions and Case Studies: Encourage students to engage in group discussions to analyze and discuss industry-related scenarios, case studies, and challenges. This fosters critical thinking, problem-solving, and decision-making skills relevant to the food and beverage service industry.
5. Guest Speakers and Industry Visits: Invite guest speakers from the industry to share their experiences, insights, and current trends in food and beverage service. Organize visits to hotels, restaurants, or catering establishments to provide students with a practical understanding of the industry's operations and standards.
6. Assignments and Projects: Assign individual or group projects that require students to research, analyze, and present findings on specific topics related to food and beverage service. This promotes independent learning, research skills, and creativity in applying concepts learned during the course.
7. Assessments: Conduct regular assessments, including quizzes, class tests, and mid-term/end-term written exams, to evaluate students' understanding and retention of course materials. These assessments can cover theoretical knowledge, practical skills, and application of concepts in real-world scenarios.

The combination of lectures, demonstrations, hands-on practice, discussions, guest speakers, assignments, and assessments ensure a comprehensive learning experience that integrates theoretical knowledge with practical skills in food and beverage service.

MEANS OF ASSESSMENT

- Assignments and quiz/class tests
- Mid-term and end-term written tests

SUGGESTED DISTRIBUTION OF MARKS

Topic No.	Time Allotted (T+P)	Marks Allotted
1	10	10
2	9	10
3	10	15
4	9	10
5	9	10
6	9	10
7	9	10
8	10	15
9	9	10
Total	84	100

1.3 FOUNDATION COURSE IN ACCOMMODATION OPERATION

L T P
2 - 4

RATIONALE

The rationale for the Foundation Course in Accommodation Operation is to provide students with a comprehensive understanding of the principles and practices involved in managing accommodation operations in the hospitality industry. The course aims to develop students' knowledge and skills in areas such as housekeeping, room management, guest services, and maintenance. By gaining a strong foundation in accommodation operation, students will be equipped with the necessary competencies to effectively manage and maintain guest rooms, ensure guest satisfaction, and contribute to the overall success of a hospitality establishment. The course also emphasizes the importance of cleanliness, hygiene, and attention to detail in creating a welcoming and comfortable environment for guests.

LEARNING OUTCOMES

The learning outcomes of the Foundation Course in Accommodation Operation are:

- Understand the fundamentals of accommodation operations, including housekeeping procedures, room management, and guest services.
- Develop practical skills in maintaining cleanliness, orderliness, and hygiene standards in guest rooms and public areas.
- Gain knowledge of different types of rooms and their features, as well as the process of assigning rooms to guests based on their preferences and requirements.
- Learn effective communication and interpersonal skills to interact with guests, handle inquiries, and provide exceptional customer service.
- Acquire knowledge of basic maintenance tasks and troubleshooting techniques to address guest complaints or issues promptly.

DETAILED CONTENT

1. THE ROLE OF HOUSEKEEPING IN HOSPITALITY OPERATION
 - 1.1. Role of housekeeping in guest satisfaction and repeat business.
2. ORGANIZATION CHART OF THE HOUSEKEEPING DEPARTMENT
 - 2.1. Hierarchy in small, medium, large, and chain hotels
 - 2.2. Identifying housekeeping responsibilities
 - 2.3. Personality traits of housekeeping management personnel
 - 2.4. Duties and responsibilities of housekeeping staff
 - 2.5. Layout of the housekeeping department

3. CLEANING ORGANIZATION
 - 3.1. Principles of cleaning, hygiene & safety factors in cleaning
 - 3.2. Methods of organizing cleaning
 - 3.3. Frequency of cleaning (daily, periodic, special)
 - 3.4. Design features that simplify cleaning
 - 3.5. Use & care of equipment
4. PEST CONTROL
 - 4.1. Areas of infestation
 - 4.2. Preventive measures & control measures
5. CLEANING AGENTS
 - 5.1. General criteria for selection
 - 5.2. Classification
 - 5.3. Polishes
 - 5.4. Floor seats
 - 5.5. Use, care & storage
 - 5.6. Distribution & control
 - 5.7. Use of eco-friendly products in housekeeping
6. COMPOSITION, CARE & CLEANING OF DIFFERENT SURFACES
 - 6.1. Metals
 - 6.2. Glass
 - 6.3. Leather, leatherettes, Rexene
 - 6.4. Plastic
 - 6.5. Ceramics
 - 6.6. Wood
 - 6.7. Wall finishes
 - 6.8. Floor finishes
7. TYPES OF BEDS & MATTRESSES
8. KEYS
 - 8.1. Types of keys
 - 8.2. Computerized key cards
 - 8.3. Key control
9. ROOM LAYOUT AND GUEST SUPPLIES
 - 9.1. Standard rooms, VIP rooms
 - 9.2. Guests' special requests

10. AREA CLEANING

- 10.1. Guest rooms
- 10.2. Front-of-the-house areas
- 10.3. Back-of-the-house areas
- 10.4. Work routine and associated problems (e.g., high traffic areas, facade cleaning, etc.)

11. ROUTINE SYSTEMS AND RECORDS OF HOUSEKEEPING DEPARTMENT

- 11.1. Reporting staff placement
- 11.2. Room Occupancy Report
- 11.3. Guest Room Inspection
- 11.4. Entering Checklists, Floor Register, Work Orders, Log Sheet
- 11.5. Lost and Found Register and Enquiry file
- 11.6. Maid's report and housekeeper's Report
- 11.7. Handover Records
- 11.8. Guest's Special Requests Register
- 11.9. Record of Special Cleaning
- 11.10. Call Register
- 11.11. VIP Lists

12. INTERDEPARTMENTAL RELATIONSHIP

- 12.1. With Front Office
- 12.2. With Maintenance
- 12.3. With Security
- 12.4. With Stores
- 12.5. With Accounts
- 12.6. With Personnel
- 12.7. Use of Computers in Housekeeping Department

LIST OF PRACTICAL

- 1. Room Layout and Standard Supplies
- 2. Cleaning Equipment
- 3. Cleaning of different surfaces
 - 3.1. Daily
 - 3.2. Periodic
 - 3.3. Special tasks
- 4. Maid's Trolley – Setting up a trolley
- 5. Bed making
- 6. Daily cleaning of guestrooms & bathrooms
- 7. Public Area Cleaning
- 8. Guests Room Inspection

INSTRUCTIONAL STRATEGY

The instructional strategy for the Foundation Course in Accommodation Operation may include the following approaches:

1. Lectures: Conducting lectures to provide theoretical knowledge and concepts related to accommodation operations, housekeeping procedures, guest services, and safety protocols.
2. Practical Demonstrations: Organizing practical demonstrations and hands-on activities to familiarize students with essential skills such as bed-making, room cleaning, and handling guest requests.
3. Case Studies: Presenting case studies and real-life scenarios to analyze and solve problems related to accommodation operations, guest complaints, and service recovery.
4. Group Discussions: Facilitating group discussions and role-playing exercises to encourage student participation and enhance their communication and problem-solving skills in a simulated accommodation setting.
5. Guest Speakers: Inviting industry experts, guest speakers, or professionals from the accommodation sector to share their experiences, industry trends, and best practices.
6. Site Visits: Organizing visits to hotels or hospitality establishments to provide students with practical exposure to accommodation operations, front desk procedures, and housekeeping practices.
7. Technology Integration: Integrating technology tools such as property management systems, reservation software, and guest service applications to familiarize students with industry-relevant technology used in accommodation operations.

MEANS OF ASSESSMENT

- Assignments and quiz/class tests
- Mid-term and end-term written tests

RECOMMENDED BOOKS

1. "Hotel Front Office Management" by James A. Bardi
2. "Housekeeping Management" by Matt A. Casado
3. "Principles of Hotel Front Office Operations" by Sue Baker and Jeremy Huyton
4. "Accommodation Management: Perspectives for the International Hotel Industry" by Chris Roberts and Joanne Roberts
5. "Managing Front Office Operations" by Michael L. Kasavana and Richard M. Brooks
6. "Hotel Housekeeping: Operations and Management" by G. Raghubalan
7. "Hotel Front Office: A Training Manual" by Sudhir Andrews
8. "Hotel Housekeeping Training Manual" by Sudhir Andrews
9. "Hospitality Management Accounting" by Martin G. Jagels and Michael M. Coltman
10. "Principles of Hospitality Accounting" by Martin G. Jagels and Michael M. Coltman

SUGGESTED DISTRIBUTION OF MARKS

Topic No.	Time Allotted (Periods)	Marks Allotted (%)
1	8	10
2	8	10
3	7	10
4	7	6
5	7	6
6	7	6
7	7	12
8	7	10
9	6	10
10	8	6
11	6	6
12	6	8
Total	84	100

1.4 FOUNDATION COURSE IN FRONT OFFICE OPERATIONS

L T P
2 - 3

RATIONALE

The rationale of the Foundation Course in Front Office Operations Theory is to provide students with a solid understanding of the fundamental concepts, principles, and practices related to front office operations in the hospitality industry. This course aims to develop students' knowledge and skills in managing guest services, reservations, check-in and check-out procedures, and overall front desk operations. By studying this course, students will gain insights into the importance of front office functions in providing exceptional customer service, maintaining efficient communication, and ensuring smooth operations within a hotel or hospitality establishment. The course also emphasizes the significance of professionalism, problem-solving abilities, and effective guest relations in front office management. Overall, the Foundation Course in Front Office Operations Theory aims to equip students with the necessary theoretical knowledge and critical thinking skills to excel in front office roles and contribute to the success of a hospitality organization.

LEARNING OUTCOMES

The learning outcomes of the Foundation Course in Front Office Operations Theory include:

- Understand the roles and responsibilities of front office personnel in a hotel or hospitality establishment.
- Demonstrate knowledge of front office procedures, including guest registration, check-in, and check-out processes.
- Develop skills in managing guest inquiries, requests, and complaints effectively.
- Gain knowledge of different types of reservations and the process of managing room inventory.
- Understand the importance of communication and interpersonal skills in front office operations.
- Learn about the use of technology and front office software for managing guest information and room allocations.
- Acquire knowledge of cashiering procedures and financial transactions related to front office operations.
- Demonstrate an understanding of the importance of maintaining guest security and privacy.
- Develop problem-solving skills to handle challenging situations and resolve guest issues.
- Gain an awareness of ethical and professional standards in front office operations.

DETAILED CONTENT

1. INTRODUCTION TO TOURISM, HOSPITALITY & HOTEL INDUSTRY

1.1. Tourism and its importance

1.2. Hospitality and its origin

1.3. Hotels, their evolution and growth

1.4. Brief introduction to hotel core areas with special reference to Front Office

2. CLASSIFICATION OF HOTELS

- 2.1. Size
- 2.2. Star & Heritage classification as per Govt. of India
- 2.3. Location & clientele
- 2.4. Ownership basis
- 2.5. Independent hotels
- 2.6. Management contracted hotel
- 2.7. Chains
- 2.8. Franchise / Affiliated
- 2.9. Supplementary accommodation
- 2.10. Timeshares and condominium

3. TYPES OF ROOMS

- 3.1. Single
- 3.2. Double
- 3.3. Twin
- 3.4. Suites

4. ORGANIZATION

- 4.1. Function areas
- 4.2. Front office hierarchy
- 4.3. Duties and responsibilities
- 4.4. Personality traits

5. TARIFF STRUCTURE

- 5.1. Basis of charging
- 5.2. Plans, competition, customer's profile, standards of service & amenities
- 5.3. Hubert formula
- 5.4. Different types of tariffs
 - 5.4.1. Rack Rate
 - 5.4.2. Discounted Rates for corporate, Airlines, Groups & Travel Agents

6. HOTEL ENTRANCE, LOBBY AND FRONT OFFICE

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

7. FRONT OFFICE AND GUEST HANDLING

- 7.1. Introduction to the guest cycle
 - 7.1.1. Pre-arrival
 - 7.1.2. Arrival
 - 7.1.3. Stay

7.1.4. Departure and after departure

8. RESERVATION

8.1. Importance of reservation

8.2. Modes

8.3. Channels and sources (F I T s, Travel Agents, Airline, G I T s)

8.4. Types of reservation (Tentative, confirmed, guaranteed, etc.)

8.5. Systems (non-automatic, semi-automatic, fully automatic)

8.6. Cancellation, Amendments, and overbooking

9. ROOM SELLING TECHNIQUES

9.1. Up-selling

9.2. Discounts

10. ARRIVALS

10.1. Preparing for guest arrivals at Reservation and Front Office

10.2. Receiving of guests

10.3. Pre-registration

10.4. Registration (non-automatic, semi-automatic, and automatic)

10.5. Relevant records for F I T s, Groups, Air crews & VIPs

11. BELL DESK

11.1. Functions

11.2. Procedures and records

12. DURING THE STAY ACTIVITIES

12.1. Information services

12.2. Message and mail handling

12.3. Key Handling

12.4. Room selling technique

12.5. Hospitality desk

12.6. Complaints handling

12.7. Guest handling

12.8. Guest history

13. FRONT OFFICE COORDINATION WITH OTHER DEPARTMENTS OF HOTEL

14. GUEST ACCOUNTING (MANUAL)

14.1. Guest Weekly Bill

14.2. Visitors tabular ledger

15. FRENCH

- 15.1. Understanding and uses of accents, orthographic signs & punctuation
- 15.2. Knowledge of cardinaux
- 15.3. Days, Dates Time, month, and seasons

PRACTICALS

- 16. Appraisal of front office equipment and furniture (Rack, counter bell desk)
 - 16.1. Filling up of various Performa
 - 16.2. Welcoming of Guest
 - 16.3. Telephone handling
 - 16.4. Role Play
 - 16.4.1. Reservation
 - 16.4.2. Arrivals
 - 16.4.3. Luggage handling
 - 16.4.4. Message and mail handling
 - 16.4.5. Paging

FIDELIO TRAINING (IN COMPUTER LAB)

Suggestive List of Task for Fidelio Front Office Operation System

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

INSTRUCTIONAL STRATEGY

The instructional strategy for the Foundation Course in Front Office Operations Theory may include the following approaches:

- 1. Lectures: Conducting lectures to introduce and explain key concepts, theories, and principles related to front office operations. This can help students develop a solid theoretical foundation.

2. **Case Studies:** Presenting real-life case studies or scenarios that allow students to apply their knowledge and problem-solving skills to practical front office situations. This promotes critical thinking and decision-making abilities.
3. **Group Discussions:** Facilitating group discussions to encourage active participation and exchange of ideas among students. This helps in developing communication and teamwork skills while exploring various perspectives on front office operations.
4. **Role-plays:** Organizing role-playing activities where students can simulate front office scenarios, such as guest interactions, handling complaints, or managing check-in/check-out processes. This enables students to practice and enhance their communication and customer service skills.
5. **Guest Lectures:** Inviting industry professionals or guest speakers from the front office department to share their expertise and experiences. This provides valuable insights into the practical aspects of front office operations and enhances students' understanding of industry practices.

MEANS OF ASSESSMENT

- Assignments and quiz/class tests
- Mid-term and end-term written tests

RECOMMENDED BOOKS

1. "Hotel Front Office Management" by James A. Bardi
2. This comprehensive book covers all aspects of front office operations, including guest services, reservations, registration, revenue management, and more.
3. "Front Office Operations and Management" by Ahmed Ismail
4. This textbook provides an in-depth understanding of front office operations and management, including topics such as front desk procedures, guest relations, communication skills, and technology in the front office.
5. "Front Office Management in Hospitality" by Michael L. Kasavana and Richard M. Brooks
6. This book explores the key principles and practices of front office management, focusing on topics like front office organization, staffing, forecasting, and revenue management.
7. "The Theory of Hospitality and Catering" by Andrew Pennington and David Foscett
8. While not solely focused on front office operations, this textbook offers a comprehensive overview of the hospitality industry, including front office functions and guest services.
9. "Managing Front Office Operations" by Michael L. Kasavana and Richard M. Brooks

10. This practical guide covers the day-to-day operations of a front office department, including topics like reservations, check-in/check-out procedures, guest relations, and security.

11. "Hotel Front Office: Operations and Management" by Jatashankar R. Tewari

SUGGESTED DISTRIBUTION OF MARKS

Topic No.	Time Allotted (Periods) T+P	Marks Allotted (%)
1	6	8
2	6	8
3	5	8
4	5	6
5	4	6
6	4	6
7	4	6
8	4	6
9	4	4
10	4	6
11	4	6
12	4	8
13	4	6
14	4	6
15	4	5
16	4	5
Total	70	100

1.5 Communication Skills in English

L	T	P
3	-	2

COURSE OBJECTIVES

Communication Skills play an important role in career development. This lab course aims at actively involving students in various activities to improve their communication skills with an emphasis on developing personality of the students.

COURSE OUTCOMES

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

C01: Explain the fundamentals and principles of effective communication and apply appropriate communication tools in professional contexts

C02: Demonstrate effective listening and speaking skills using appropriate pronunciation and professional soft skills

C03: Read and interpret professional and technical texts to extract relevant information

C04: Apply correct grammar and vocabulary in written and spoken communication

C05: Write clear and grammatically correct professional documents and formal correspondence

SUGGESTED COURSE ARTICULATION MATRIX (CAM):

CO No.	PO1 Basic and Discipline Specific Knowledge	PO2 Problem Analysis	PO3 Design/ Development of Solutions	PO4 Engineering Tools	PO5 Practices for Society, Sustainability and Environment	PO6 Project Management	PO7 Life Long Learning	PSO 1	PSO 2
C01	3	2	-	1	-	1	3	*	*
C02	3	3	-	-	2	3	3	*	*
C03	3	3	2	-	-	2	3	*	*

C04	3	2	-	-	2	2	3	*	*
C05	3	2	2	1	2	2	2	*	*

Legend: High (3), Medium (2), Low (1) and No mapping (-)

* PSOs will be developed by respective programme coordinator at institute level. As per latest NBA guidelines, formulating PSOs is optional.

COURSE CONTENTS

Unit -1 Communication: Theory and Practice (08 Periods)

- 1 Basics of Communication, Definition, Process of Communication
- 2 Types of communication (formal and informal, verbal and non-verbal), 7 C's of Communication
- 3 Barriers to communication and ways to overcome them
- 4 Tools or devices of Communication

Unit –2 Soft Skills for Professional Excellence (04 Periods)

- 2.1 Introduction to Soft skills and hard skills
- 2.2 Importance of soft skills

Unit – 3 Reading Comprehension: Unseen Passages (08 Periods)

- 3.1 Introduction to Reading Comprehension
- 3.2 Questions & Answers
- 3.3 Prefix & Suffix
- 3.4 Antonyms & Synonyms

Unit: 4 Functional Grammar (08 Periods)

- 4.1 Sentence and its Types
- 4.2 Parts of Speech
- 4.3 Tenses
- 4.4 Active and Passive Voice
- 4.5 Punctuation

Unit: 5 Professional Writing (14 Periods)

- 5.1 CV Writing, Resume, Covering Letter

- 5.2 Agenda, Minutes of Meeting
- 5.3 Notices
- 5.4 Official Letters: Memo, Circular, Office Orders
- 5.5 Letter-Reports
- 5.6 E-mail Drafting

LIST OF PRACTICALS

Unit-1 Listening Skills

- 1.1 Introduction to listening process and practice
- 1.2 Listening to lectures/speeches/poems/interviews and Dialogues

Unit Beginning to Express 2

- 2.1 Introducing Self and Others
- 2.2 Extempore- Just a minute session
- 2.3 Scenario and role-based conversations (e.g. Manager and Team; Customer and Salesperson)
- 2.4 Leave taking

Unit 3 Speaking Skills

- 3.1 Talking about likes and dislikes
- 3.2 Asking questions-polite responses
- 3.3 Apologizing & forgiving
- 3.4 Complaining & Warning

Unit 4 Steps Towards Future

- 4.1 Delivering formal speeches
- 4.2 Mock Interviews
- 4.3 Presentation
- 4.4 Group Discussion

INSTRUCTIONAL STRATEGY

Student should be encouraged to participate in role play and other student centered activities in class room and actively participate in listening exercises

MEANS OF ASSESSMENT

- Assignments and quiz/class tests, mid-semester and end-semester written tests
- Actual practical work, exercises and viva-voce
- Presentation and viva-voce

RECOMMENDED BOOKS

1. Communicating Effectively in English, Book-I by RevathiSrinivas; Abhishek Publications, Chandigarh.
2. Communication Techniques and Skills by R. K. Chadha; DhanpatRai Publications, New Delhi.
3. High School English Grammar and Composition by Wren & Martin; S. Chand & Company Ltd., Delhi.
4. Excellent General English-R.B.Varshnay, R.K. Bansal, Mittal Book Depot, Malhotra
5. The Functional aspects of Communication Skills – Dr. P. Prasad, S.K. Katria& Sons, New Delhi
6. Q. Skills for success – Level & Margaret Books, Oxford University Press.
7. E-books/e-tools/relevant software to be used as recommended by AICTE/UPBTE/NITTTR.

Websites for Reference:

1. [http://www.mindtools.com/ page 8.html](http://www.mindtools.com/page 8.html) – 99k
2. <http://www.letstalk.com.in>
3. <http://www.englishlearning.com>
4. <http://learnenglish.britishcouncil.org/en/>
5. <http://swayam.gov.in>

COURSE OBJECTIVES:

Information technology has great influence on all aspects of life. Primary purpose of using computer is to make the life easier. Almost all work places and living environment are being computerized. The subject introduces the fundamentals of computer system for using various hardware and software components. In order to prepare diploma holders to work in these environments, it is essential that they are exposed to various aspects of information technology such as understanding the concept of information technology and its scope; operating a computer use of various tools using MS Office/Open Office/Libre Office using internet etc., after the introductory knowledge of IT tools and definitions it is required to know new age technology of industry 4.0,. to fulfil this objects, we also introduced the fundamental of artificial intelligent (AI) & Its application in several areas for broad competency profile of diploma holders. This exposure will enable the students to enter their professions with confidence, live in a harmonious way and contribute to the productivity.

COURSE OUTCOMES

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

C01:

Explain the basic concepts of computers, their generations, components, memory types, and commonly used input and output devices.

C02:

Demonstrate the use of operating systems and application software including document creation, spreadsheets, presentations, and basic system utilities.

C03:

Describe the fundamentals of computer networking and the Internet, including network types, connecting devices, IP addressing, and web-based services such as email and search engines.

C04:

Identify information security principles and cyber threats, and explain basic protection mechanisms, cyber security practices, and relevant cyber laws.

C05:

Explain the fundamentals of Artificial Intelligence, including types of AI, differences between AI, Machine Learning, and Deep Learning, and demonstrate basic interaction with AI tools using prompt engineering

SUGGESTED COURSE ARTICULATION MATRIX (CAM):

CO No.	PO1 Basic and Discipline Specific Knowledge	PO2 Problem Analysis	PO3 Design/ Development of Solutions	PO4 Engineering Tools	PO5 Practices for Society, Sustainability and Environment	PO6 Project Management	PO7 Life Long Learning	PSO 1	PSO 2
CO1	3	1	-	2	-	-	1	*	*
CO2	2	1	1	3	-	1	2	*	*
CO3	2	2	1	2	1	-	2	*	*
CO4	2	2	1	1	2	-	2	*	*
CO5	2	2	2	3	1	1	3	*	*

Legend: High (3), Medium (2), Low (1) and No mapping (-)

* PSOs will be developed by respective programme coordinator at institute level. As per latest NBA guidelines, formulating PSOs is optional.

COURSE CONTENTS**1. Introduction to Computers and Peripherals.****(05 Periods)**

Introduction, Computer Generations, Components of Computer, Types of Computers, CPU, Memory & its types, Input & Output devices, Printer, Scanner, Modem, Sound Cards, CMOS battery, Sharing of Printers.

2. Operating System and Application Software**(06 Periods)**

System Software, Application Software, Utility Software, MS Office/Open Office/Office 365: Creation of document, Spreadsheets and Presentation, working with windows OS, Desktop components, Menu bars, Creating shortcut of program. Google Suits (Google drive, google sheet, google doc, google presentation), Installation of Application software's, Antivirus and Drivers.

3. Internet**(06 Periods)**

Network topologies, Basics of Networking, – LAN, MAN, WAN, Connecting Devices (Bridge, Switch, Router, Gateway), Wi-Fi technologies, Concept of IP Address, DNS, Search Engines, e- mail, Web Browsing.

4. Basics of Information Security

(05 Periods)

Introduction to security, CIA Triads, Security threats: Virus, Worms, Malware, Trojan Horse, Detection and prevention, Types of Attacks: Active Passive attacks, Cyber Security & Frauds, Access control Biometrics, Indian Cyber laws.

5. Fundamentals and Applications of Artificial Intelligence:

(06 Periods)

Definition and scope of AI, History and evolution of AI, Types of AI (Narrow AI, General AI, Super AI), Difference among AI, Machine Learning and Deep Learning, Basic Introduction to Popular Tools: ChatGPT, Gemini and other text, audio and video generator tools. The basics of talking to AI: Prompt Engineering, Introduction to Heuristic Search Techniques (Uninformed and Informed search).

Applications and use cases of AI: AI in healthcare, AI in finance, AI in agriculture, AI in education, AI in cyber security etc.

LIST OF PRACTICAL EXERCISES

1. Identify various components, peripherals of computer and list their functions.
2. Installation of operating system. (windows/linux/others)
3. Installation of various application software and peripheral drivers.
4. Creation and Management of files and folders (Rename, delete, search)
5. Installation of Antivirus and remove virus.
6. Scanning and printing documents.
7. Browsing, Downloading, Information using Internet.
8. E-Mail ID creation, composing, sending and receiving e-mail. Attaching a file with e- mail message.
9. Word Processing (MS Office/Open Office) File Management, Editing documents, Mail Merge, Security etc.
10. Spread Sheet Processing (MS Office/Open office/LibreOffice) Addition, deletion, formulation, Security etc.
11. PowerPoint Presentation (MS Office/Open Office/Libre Office) Preparing Slides, customization, animation, Security etc.
12. Google Suite.
13. Working on Power point presentation, spreadsheet, document preparation using AI tools.
14. Working on Text, Audio and Video using AI tools.
15. Generating different documents by using AI prompts.

INSTRUCTIONAL STRATEGY

Since this subject is practice oriented, the teacher should demonstrate the capabilities of computers to students while doing practical exercises. The students should be made familiar with computer parts, peripherals, connections and proficient in making use of MS Office/Open Office/Libre office/Google Suit in addition to working on internet. The student should be made capable of working on computers independently.

MEANS OF ASSESSMENT

- Class Tests/Quiz
- Software Installation and Use
- Viva-Voce
- Presentation

RECOMMENDED BOOKS

1. Fundamentals of Computer by V Rajaraman; Prentice Hall of India Pvt. Ltd., New Delhi
2. Information Technology for Management by Henery Lucas, Tata McGraw Hills, New Delhi
3. Computers Fundamentals Architecture and Organisation by B Ram, revised Edition, New Age International Publishers, New Delhi
4. Computers Today by SK Basandara, Galgotia publication Pvt Ltd. Daryaganj, New Delhi.
5. Internet for Every One by Alexis Leon and Mathews Leon; Vikas Publishing House Pvt. Ltd., Jungpura, New Delhi.
6. A First Course in Computer by Sanjay Saxena; Vikas Publishing House Pvt. Ltd., Jungpura, New Delhi
7. Computer Fundamentals by PK Sinha; BPB Publication, New Delhi
8. Fundamentals of Information Technology by Leon and Leon; Vikas Publishing House Pvt. Ltd., Jungpura, New Delhi
9. On Your Marks - Net...Set...Go... Surviving in an e-world by AnushkaWirasinha, Prentice Hall of India Pvt. Ltd., New Delhi
10. Fundamentals of Information Technology by Vipin Arora, Eagle Parkashan, Jalandhar

Reference websites

1. www.sf.net
2. Gsuite.google.com
3. Spoken-tutorial.org
4. Swayam.gov.in

SUGGESTED DISTRIBUTION OF MARKS

Topic No.	Time Allotted (Periods)	Marks Allotted (%)
1	5	18
2	6	21
3	6	18
4	5	21
5	6	22
Total	28	100

SUGGESTED DISTRIBUTION OF MARKS

Unit No.	Time Allotted (Periods)	Marks Allotted (%)
1	8	20
2	4	10
3	8	20
4	8	20
5	14	30
Total	42	100

IInd Semester

2.1 FOOD PRODUCTION OPERATION

L T P
2 - 5

RATIONALE

The rationale of the subject "Food Production Operation" in the diploma course in Hotel Management & Catering Technology is to provide students with a comprehensive understanding of the principles, techniques, and practices involved in food production. This subject aims to equip students with the knowledge and skills necessary to effectively manage and operate a professional kitchen. By studying food production operation, students will gain insights into menu planning, recipe development, food preparation and cooking methods, food safety and hygiene practices, and the use of kitchen equipment and tools. This knowledge is essential for aspiring chefs and culinary professionals in the hospitality industry, as it forms the foundation for creating high-quality, safe, and delicious food that meets the expectations of guests and customers.

LEARNING OUTCOMES

The learning outcomes of the subject "Food Production Operation" include:

- Develop proficiency in various culinary techniques and cooking methods.
- Acquire knowledge of different ingredients, their characteristics, and culinary uses.
- Demonstrate skills in menu planning, recipe development, and food costing.
- Apply principles of food safety and hygiene in food production processes.
- Gain expertise in managing kitchen operations, including organization, workflow, and resource management.
- Exhibit creativity and innovation in food presentation and plating techniques.
- Understand the importance of nutritional balance and dietary requirements in menu planning.
- Collaborate effectively with other kitchen staff and work as a part of a team.
- Adapt to changing food trends and culinary styles in the industry.
- Demonstrate problem-solving skills in resolving culinary-related challenges.

These learning outcomes aim to prepare students for careers in the food production sector, enabling them to work in various culinary environments such as restaurants, hotels, catering services, and food production facilities.

DETAILED CONTENT

1. QUANTITY AND FOOD PRODUCTION

1.1. EQUIPMENT

- 1.1.1. Equipment required for mass/volume feeding
- 1.1.2. Heat and cold generating equipment
- 1.1.3. Care and maintenance of this equipment

1.1.4. Modern developments in equipment manufacture

1.2. MENU PLANNING

1.2.1. Basic principles of menu planning – recapitulation

1.2.2. Points to consider in menu planning for various volume feeding outlets such as Industrial, Institutional, Mobile Catering Units

1.2.3. Planning menus for

1.2.3.1. School/college students

1.2.3.2. Industrial workers

1.2.3.3. Hospitals

1.2.3.4. Outdoor parties

1.2.3.5. Theme dinners

1.2.3.6. Transport facilities, cruise lines, airlines, railway

1.2.4. Nutritional factor for the above

1.3. INDENTING

1.3.1. Principles of Indenting for volume feeding

1.3.2. Portion size of various items for different types of volume feeding

1.3.3. Modifying recipes for indenting for large-scale catering

1.3.4. Practical difficulties while indenting for volume feeding

1.4. PLANNING

1.4.1. Principles of planning for quantity food production regarding

1.4.1.1. Space allocation

1.4.1.2. Equipment selection

1.4.1.3. Staffing

2. VOLUME FEEDING

2.1. Institutional and Industrial Catering

2.1.1. Types of Institutional & Industrial Catering

2.1.2. Problems associated with this type of catering

2.1.3. Scope for development and growth

2.2. Hospital Catering

2.2.1. Highlights of Hospital Catering for patients, staff, visitors

2.2.2. Diet menus and nutritional requirements

2.3. Off Premises Catering

2.3.1. Reasons for growth and development

2.3.2. Menu planning and Theme Parties

2.3.3. Concept of a Central Production Unit

2.3.4. Problems associated with off-premises catering

- 2.4. Transport Catering
 - 2.4.1. Characteristics of Rail, Airline(Flight Kitchens and Sea Catering)
 - 2.4.2. Branches of Mobile Catering
- 2.5. Quantity Purchase & Storage
 - 2.5.1. Introduction to purchasing
 - 2.5.2. Purchase system
 - 2.5.3. Purchasing specifications
 - 2.5.4. Storage
- 3. REGIONAL INDIAN CUISINE
 - 3.1. Introduction to Regional Indian Cuisine
 - 3.2. Heritage of Indian Cuisine
 - 3.3. Factors that affect eating habits in different parts of the country
 - 3.4. Cuisine and its highlights of different states/regions/communities to be discussed under:
 - 3.4.1. Geographic location
 - 3.4.2. Historical background
 - 3.4.3. Seasonal availability
 - 3.4.4. Special equipment
 - 3.4.5. Staple diets
 - 3.4.6. Specialty cuisine for festivals and special occasions
- 4. States
 - 4.1. Andhra Pradesh, Bengal, Goa, Karnataka, Kashmir, Kerala, Madhya Pradesh, Maharashtra, North Eastern States, Punjab, Rajasthan, Tamil Nadu, and Uttar Pradesh/Uttaranchal
- 5. Communities
 - 5.1. Parsi, Chettinad, Hyderabad, Lucknowi, Avadhi, Malbari/Syrian Christian, and Bohri
- 6. Discussions
 - 6.1. Indian breads, Indian Sweets, Indian Snacks

REFERENCE BOOKS

- 1. Quantity Food Production
- 2. Taste of India
- 3. Flavours of India
- 4. Heritage of India
- 5. Prashad
- 6. Cooking Delights of the Maharajas

FOOD PRODUCTION OPERATION PRACTICAL

To formulate 03 sets of menus from the following regions incorporating 09 dishes per menu as per planning at the institute level.

1. Awadh
2. Bengal
3. Goa
4. Gujarat
5. Hyderabad
6. Kashmiri
7. Maharashtra
8. Punjabi
9. Rajasthan
10. South India (Tamil Nadu, Karnataka, Kerala)

INSTRUCTIONAL STRATEGY

1. "Professional Cooking" by Wayne Gisslen
2. "On Cooking: A Textbook of Culinary Fundamentals" by Sarah R. Labensky, Priscilla A. Martel, and Alan M. Hause
3. "The Professional Chef" by The Culinary Institute of America
4. "Culinary Artistry" by Andrew Dornenburg and Karen Page
5. "The Flavor Bible: The Essential Guide to Culinary Creativity, Based on the Wisdom of America's Most Imaginative Chefs" by Karen Page and Andrew Dornenburg
6. "The Professional Pastry Chef: Fundamentals of Baking and Pastry" by Bo Friberg
7. "Modernist Cuisine: The Art and Science of Cooking" by Nathan Myhrvold, Chris Young, and Maxime Bilet
8. "The Science of Good Cooking" by Cook's Illustrated
9. "Essential Cuisine" by Michel Bras

MEANS OF ASSESSMENT

- Assignments and quiz/class tests
- Mid-term and end-term written tests

RECOMMENDED BOOKS

1. "Professional Cooking" by Wayne Gisslen
2. "On Cooking: A Textbook of Culinary Fundamentals" by Sarah R. Labensky, Priscilla A. Martel, and Alan M. Hause
3. "The Professional Chef" by The Culinary Institute of America
4. "Culinary Artistry" by Andrew Dornenburg and Karen Page
5. "The Flavor Bible: The Essential Guide to Culinary Creativity, Based on the Wisdom of America's Most Imaginative Chefs" by Karen Page and Andrew Dornenburg
6. "The Professional Pastry Chef: Fundamentals of Baking and Pastry" by Bo Friberg

7. "Modernist Cuisine: The Art and Science of Cooking" by Nathan Myhrvold, Chris Young, and Maxime Bilet
8. "The Science of Good Cooking" by Cook's Illustrated
9. "Essential Cuisine" by Michel Bras
10. "Larousse Gastronomique: The World's Greatest Culinary Encyclopedia" by Librairie Larousse

SUGGESTED DISTRIBUTION OF MARKS

Topic No.	Time Allotted (Periods T+P)	Marks Allotted (%)
1	18	18
2	18	18
3	14	14
4	16	18
5	16	14
6	16	18
Total	98	100

2.2 FOOD & BEVERAGE SERVICE OPERATION

L T P
2 - 4

RATIONALE

The rationale for the subject "Food & Beverage Service Operation" is to provide students with a comprehensive understanding of the principles and practices involved in the efficient and effective delivery of food and beverage services. The subject aims to develop students' knowledge and skills in various aspects of food and beverage service, including menu planning, table setup, order taking, food and drink presentation, customer interaction, and service etiquette. By studying this subject, students will learn the importance of providing exceptional customer service, maintaining high standards of hygiene and safety, and managing various types of service situations. The subject also emphasizes the development of teamwork, communication, and problem-solving abilities necessary for successful food and beverage service operations in the hospitality industry.

LEARNING OUTCOMES

The learning outcomes of the subject "Food & Beverage Service Operation" include:

- Demonstrate knowledge of different types of food and beverage service, such as table service, buffet service, and room service.
- Develop skills in setting up tables, arranging tableware, and creating an appealing dining ambiance.
- Acquire knowledge of menu items, including food and beverage ingredients, preparation methods, and presentation techniques.
- Demonstrate proficiency in taking accurate orders, handling customer requests, and providing recommendations.
- Apply effective communication and interpersonal skills to interact with customers and provide exceptional service.
- Gain knowledge of wine and beverage service, including proper pouring techniques, pairing suggestions, and responsible alcohol service.
- Understand the principles of upselling and suggestive selling to enhance the guest experience and increase revenue.
- Develop skills in handling and resolving customer complaints or issues in a professional and efficient manner.
- Apply food safety and hygiene practices to ensure the safety and well-being of customers.
- Demonstrate teamwork and collaboration skills while working with colleagues in a food and beverage service setting.

These learning outcomes aim to equip students with the necessary knowledge and skills to succeed in the field of food and beverage service and provide exceptional dining experiences to guests.

DETAILED CONTENT

1. ALCOHOLIC BEVERAGE
 - 1.1. Introduction and definition
 - 1.2. Classification
2. WINES
 - 2.1. Definition
 - 2.2. Classification with examples
 - 2.2.1. Tables/Still/Natural
 - 2.2.2. Sparkling
 - 2.2.3. Fortified
 - 2.2.4. Aromatized
 - 2.3. Production of each classification
 - 2.4. Principles of wine regions and wines of – France, Germany, Italy, Spain, Portugal, USA, Australia
 - 2.5. New World Wines (Brand Name) - India, Chile, South Africa, Algeria, New Zealand
 - 2.6. Food and wine Harmony
 - 2.7. Storage of wine
 - 2.8. Wine Terminology (English & French)
3. BEER
 - 3.1. Introduction and Definition
 - 3.2. Types of Beer
 - 3.3. Production of beer
 - 3.4. Storage
4. SPIRITS
 - 4.1. Introduction and Definition
 - 4.2. Production of Spirit - Pot-Still Method, Patent Still Method
 - 4.3. Production of Whisky, Rum, Gin, Brandy, Vodka, Tequila
 - 4.4. Different Proof Spirits - American Proof, Gay Lussac, British Proof
5. APERITIFS
 - 5.1. Introduction & Definition - different Types of Aperitifs
6. LIQUEURS
 - 6.1. Definition & history
 - 6.2. Production of liqueurs
 - 6.3. Names of liqueurs & country of origin and predominant flavor
 - 6.4. Service
7. REGIONAL CUISINE-PRACTICALS
 - 7.1. Menu writing of regional dishes

- 7.2. Table laying of regional dishes
- 8. COCKTAILS AND MIXED DRINKS
 - 8.1. Definition, History
 - 8.2. Golden rules for making cocktails
 - 8.3. Types of cocktails
 - 8.4. Preparation of cocktails

FOOD & BEVERAGE SERVICE OPERATION PRACTICALS

1. Service of wines – Red wine, White/rose Wine, Sparkling wines, Fortified wine, Aromatized wines.
2. Service of Bottled canned beer, Draught beer.
3. Service of Spirits (Whisky, Vodka, Rum, Gin, Brandy, Tequila).
4. Service of Different types of aperitifs.
5. Service of Liqueurs.
6. Service of regional dishes.
7. Service of Cocktails.

INSTRUCTIONAL STRATEGY

1. Demonstration and Practical Training: Provide hands-on training and demonstrations to familiarize students with various service techniques, such as table setup, tray service, and proper serving etiquette. Conduct practical sessions in a simulated restaurant or hotel setting to allow students to practice their skills.
2. Role-playing and Simulations: Organize role-playing activities where students can assume different roles, such as servers, bartenders, or hosts, to practice customer interactions, order taking, and handling challenging situations. Use simulations and case studies to replicate real-world scenarios and engage students in problem-solving exercises.
3. Guest Lectures and Industry Experts: Invite guest speakers, industry professionals, or experienced service staff to share their expertise, experiences, and best practices with the students. This provides valuable insights into the industry and allows students to learn from real-world examples.
4. Multimedia Resources: Utilize multimedia resources, such as videos, interactive presentations, and online modules, to enhance understanding of service techniques, customer interactions, and industry trends. These resources can be accessed both in-class and outside of class to reinforce learning.
5. Group Projects and Teamwork: Assign group projects that require students to collaborate on tasks related to menu planning, event management, or service improvement initiatives. This promotes teamwork, communication, and problem-solving skills while encouraging creativity and innovation.

MEANS OF ASSESSMENT

- Assignments and quiz/class tests
- Mid-term and end-term written tests

RECOMMENDED BOOKS

1. "Food and Beverage Service: A Training Manual" by Sudhir Andrews
2. "The Theory of Hospitality and Catering" by David Foskett, Patricia Paskins, and Andrew Pennington
3. "Professional Food & Beverage Service" by Brian H. Waiter and June Payne-Palacio
4. "Food and Beverage Service: A Guide to Waiter Training" by Gordon R. Lewis
5. "Principles of Food, Beverage, and Labor Cost Controls" by Paul R. Dittmer and J. Desmond Keefe III
6. "Food and Beverage Service: A Managerial Approach" by John Cousins, David Foskett, and Cailein Gillespie
7. "Food and Beverage Service: Operations and Management" by Jack D. Ninemeier and David K. Hayes
8. "Food and Beverage Service Training Manual" by Hotelier Tanji
9. "The Waiter and Waitress Training Manual" by Sondra J. Dahmer
10. "Food and Beverage Service: A Comprehensive Guide" by John Cousins, Dennis Lillicrap, and Suzanne Weekes

SUGGESTED DISTRIBUTION OF MARKS

Topic No.	Time Allotted (Periods:TH)	Marks Allotted (%)
1	3	10
2	4	15
3	3	10
4	4	15
5	3	10
6	4	15
7	3	10
8	4	15
Total	28	100

2.3 FRONT OFFICE OPERATION

L T P

2 - 4

RATIONALE

The Front Office department plays a crucial role in the overall functioning of a hotel or hospitality establishment. The Front Office Operation course provides students with the necessary knowledge and skills to effectively manage the front desk and guest services. It covers topics such as reservation management, guest check-in and check-out procedures, handling guest inquiries and requests, and maintaining guest relations. The rationale behind this course is to equip students with the essential competencies required to provide exceptional customer service, handle front office operations efficiently, and contribute to the overall success of a hospitality business.

LEARNING OUTCOMES

- Understand the role and importance of the Front Office department in a hotel or hospitality establishment.
- Demonstrate proficiency in handling front desk operations, including guest check-in, check-out, and registration processes.
- Apply effective communication and interpersonal skills to interact with guests, address their inquiries, and provide exceptional customer service.
- Utilize reservation management systems and software to manage room bookings, room allocations, and guest preferences.
- Develop problem-solving and decision-making abilities to handle guest complaints, resolve conflicts, and ensure guest satisfaction.
- Implement effective strategies for managing guest accounts, billing, and payment procedures.
- Demonstrate knowledge of safety and security procedures related to front office operations and guest privacy.
- Understand the importance of teamwork and collaboration in front office operations and coordinate effectively with other departments.
- Stay updated with industry trends, technologies, and best practices in front office operations to enhance efficiency and guest experiences.
- Apply ethical and professional conduct in all front office interactions and maintain confidentiality of guest information.

These learning outcomes aim to equip students with the necessary skills and knowledge to effectively manage front office operations, provide excellent guest service, and contribute to the overall success of a hotel or hospitality establishment.

DETAILED CONTENT

1. COMPUTER APPLICATION IN FRONT OFFICE OPERATION
 - 1.1. Fidelio/DS/Shawman.
2. FRONT OFFICE (ACCOUNTING)
 - 2.1. Accounting fundamentals.
 - 2.2. Guest and non-guest accounts.
 - 2.3. Accounting system (non-automated, semi-automated, and fully automated)
3. CHECK OUT PROCEDURES
 - 3.1. Guest account settlement
 - 3.1.1. Cash and credit
 - 3.1.2. Indian currency and foreign currency.
 - 3.1.3. Transfer of guest accounts.
 - 3.1.4. Express checkout.
4. CONTROL OF CASH AND CREDIT
5. NIGHT AUDITING
 - 5.1. Functions
 - 5.2. Audit procedures (Non-automated, semi-automated, and fully automated)
6. FRONT OFFICE AND GUEST SAFETY AND SECURITY
 - 6.1. Importance of security systems
 - 6.2. Safe deposit
 - 6.3. Key control
 - 6.4. Emergency situations (accident, illness, theft, fire, bomb)
7. FRENCH
 - 7.1. Expressions de politesse et les commander et Expression d'encouragement.
 - 7.2. Basic conversation related to front office activities such as
 - 7.2.1. Reservation (personal and telephonic)
 - 7.2.2. Reception (Doorman, bellboys, receptionist, etc.)
 - 7.2.3. Cleaning of room and change of room, etc.

FRONT OFFICE OPERATION PRACTICAL

1. Hands-on practices of computer applications (Hotel Management System) related to Front office procedures such as Reservation, Registration, Guest History, Telephones, Housekeeping, Daily transactions)
2. Front Office Accounting Procedures
 - 2.1. Manual accounting
 - 2.2. Machine accounting
 - 2.3. Payable, Accounts Receivable, Guest History, Yield Management, Role pay.
3. Situation handling

SUGGESTIVE LIST OF TASKS FOR FRONT OFFICE OPERATION SYSTEM

1. How to make a reservation
2. How to create and update guest profiles.
3. How to create a guest folio.
4. How to print guest folio
5. How to make sharer reservation.
6. How to feed remarks in guest history
7. How to add a sharer.
8. How to make add-on reservation.
9. How to amend a reservation.
10. How to cancel a reservation.
11. How to make a group reservation.
12. How to make a room change on the system.
13. How to logon cashier code.
14. How to close a bank at the end of each shift.
15. How to put a routine instruction.
16. How to process charges in.
17. How to process a guest checkout
18. How to check out a folio.
19. How to process deposit for arriving guest.
20. How to process deposit for in-house guest.
21. How to check room rate variance report.
22. How to process part settlement.
23. How to tally allowance for the day at night.
24. How to tally paid outs for the day at night.
25. How to tally forex for the day at night.

INSTRUCTIONAL STRATEGY

1. Lectures and Presentations: Conduct lectures to provide theoretical knowledge and concepts related to front office operations. Use presentations, case studies, and real-life examples to enhance understanding.
2. Practical Training: Provide hands-on training in front office operations, including check-in and check-out procedures, handling reservations, guest services, and managing front office software systems.
3. Role Plays and Simulations: Organize role plays and simulations to simulate real-life front office scenarios and allow students to practice their skills in guest handling, problem-solving, and conflict resolution.

4. Guest Speaker Sessions: Invite guest speakers from the hospitality industry, particularly front office managers or professionals, to share their experiences, insights, and industry best practices.

MEANS OF ASSESSMENT

- Assignments and quiz/class tests
- Mid-term and end-term written tests

RECOMMENDED BOOKS

1. "Hotel Front Office Management" by James A. Bardi
2. "Front Office Operations and Management" by Ahmed Ismail and Mark Nieuwenhuizen
3. "Managing Front Office Operations" by Michael L. Kasavana and Richard M. Brooks
4. "Hotel Front Office: Operations and Management" by Jatashankar R. Tewari
5. "Front Office Management in the Hotel Industry: A Practical Approach" by Devashis Das and Abdulhameed A. Alroomi
6. "Managing Front Office Operations with Answer Sheet (AHLEI)" by Michael L. Kasavana and Richard M. Brooks
7. "Front Office Operations and Management" by Bardi, James A.
8. "Front Office: Procedures, Social Skills, Yield and Management" by Dr. Sudhir Andrews
9. "Hotel Front Office Operations and Management" by Mark Young and Karen Valenti
10. "Front Office Operations" by S. K. Bhatnagar

SUGGESTED DISTRIBUTION OF MARKS

Topic No.	Time Allotted (Periods:TH)	Marks Allotted (%)
1	4	10
2	4	15
3	4	15

4	4	15
5	4	15
6	4	15
7	4	15
Total	28	100

2.4 ACCOMMODATION OPERATION

L T P
2 - 4

RATIONALE

The subject "Accommodation Operation" is designed to provide students with a comprehensive understanding of the various aspects involved in managing the accommodation department of a hotel or hospitality establishment. The rationale behind this course is to equip students with the knowledge and skills necessary to effectively manage room inventory, ensure guest satisfaction, and maintain a high standard of cleanliness and maintenance in guest rooms and public areas. By studying this subject, students will gain insights into the operational and managerial aspects of the accommodation department, enabling them to contribute to the efficient functioning of a hotel's accommodation services.

LEARNING OUTCOMES

- Understand the functions and organizational structure of the accommodation department in a hotel or hospitality establishment.
- Demonstrate knowledge of room inventory management, including reservations, allocations, and revenue optimization.
- Develop skills in managing guest arrivals, departures, and requests for room services.
- Apply effective housekeeping practices to maintain cleanliness, hygiene, and aesthetics in guest rooms and public areas.
- Implement maintenance and repair procedures to ensure the proper functioning of facilities and equipment in the accommodation department.
- Demonstrate proficiency in handling guest complaints and resolving issues related to accommodation services.
- Apply effective communication and interpersonal skills when interacting with guests, colleagues, and other departments.
- Understand the importance of guest satisfaction and develop strategies to enhance guest experiences in the accommodation department.
- Demonstrate knowledge of safety and security measures to ensure the well-being of guests and staff in the accommodation department.
- Develop an awareness of sustainability practices and environmental considerations in accommodation operations.

DETAILED CONTENT

1. LINEN ROOM
 - 1.1. Activities of the Linen room
 - 1.2. Layout and equipment in the Linen room
 - 1.3. Selection criteria for various Linen items & fabrics suitable for this purpose
 - 1.4. Purchase of Linen
 - 1.5. Calculation of Linen requirements
 - 1.6. Linen control-procedures and records
 - 1.7. Stocktaking-procedures and records
 - 1.8. Recycling of discarded linen
 - 1.9. Linen Hire
2. UNIFORMS
 - 2.1. Advantages of providing uniforms to staff
 - 2.2. Issuing and exchange of uniforms; types of uniforms
 - 2.3. Selection and designing of uniforms
 - 2.4. Layout of the uniform room
3. SEWING ROOM
 - 3.1. Activities and areas to be provided
 - 3.2. Equipment provided
4. LAUNDRY
 - 4.1. Commercial and On-site Laundry
 - 4.2. Flow process of Industrial Laundering-OPL
 - 4.3. Stages in the Wash Cycle
 - 4.4. Laundry Equipment and Machines
 - 4.5. Layout of the Laundry
 - 4.6. Laundry Agents
 - 4.7. Dry Cleaning
 - 4.8. Guest Laundry/Valet service
 - 4.9. Stain removal
5. FLOWER ARRANGEMENT
 - 5.1. Flower arrangement in hotels
 - 5.2. Equipment and material required for flower arrangement
 - 5.3. Conditioning of plant material
 - 5.4. Styles of flower arrangements
 - 5.5. Principles of design as applied to flower arrangement
6. INDOOR PLANTS
 - 6.1. Selection and care

LIST OF PRACTICALS

1. Layout of Linen and Uniform Room/Laundry
2. Laundry Machinery and Equipment
3. Stain Removal
4. Flower Arrangement
5. Selection and designing of Uniforms

INSTRUCTIONAL STRATEGY

The instructional strategy for the subject "Accommodation Operation" involves a combination of theoretical learning, practical training, and experiential activities to provide students with a comprehensive understanding of the operational aspects of managing the accommodation department. The following instructional strategies can be employed:

1. Lectures and Presentations: Theoretical concepts and principles related to accommodation operation can be delivered through lectures and presentations by experienced faculty members. This allows students to gain a foundational understanding of topics such as room inventory management, housekeeping procedures, guest services, and safety and security measures.
2. Case Studies and Simulations: Engaging students in case studies and simulations can help them apply theoretical knowledge to practical scenarios. This approach allows students to analyze real-world situations and make informed decisions related to room allocations, guest handling, and problem-solving in the accommodation department.
3. Practical Training: Hands-on practical training is essential to develop the necessary skills for managing accommodation operations. Students can be provided with opportunities to work in simulated hotel setups or actual hospitality establishments to gain experience in tasks such as room cleaning, guest check-in/check-out procedures, handling reservations, and managing guest requests.
4. Guest Speaker Sessions: Inviting industry professionals, including accommodation managers or front office executives, as guest speakers can provide students with valuable insights and practical knowledge. Guest speaker sessions allow students to learn from real-world experiences, industry trends, and best practices in the accommodation sector.
5. Field Trips and Industry Visits: Organizing field trips to hotels or hospitality establishments allows students to observe and learn from the actual operations of the accommodation department. Students can interact with professionals, observe housekeeping routines, understand room

inventory management systems, and gain exposure to the overall functioning of the accommodation department.

MEANS OF ASSESSMENT

- Assignments and quiz/class tests
- Mid-term and end-term written tests

RECOMMENDED BOOKS

1. "Hotel Front Office Management" by James A. Bardi
2. "Managing Front Office Operations" by Michael L. Kasavana and Richard M. Brooks
3. "Hotel Housekeeping: Operations and Management" by G. Raghubalan and Smritee Raghubalan
4. "Hotel Operations Management" by David K. Hayes and Jack D. Ninemeier
5. "Front Office Management for the Veterinary Team" by Heather Prendergast
6. "Principles of Hotel Front Office Operations" by Sue Baker and Jeremy Huyton
7. "Managing Housekeeping Operations" by Margaret M. Lennox and Betsy J. Siguaw
8. "Hospitality Management Accounting" by Martin G. Jagels
9. "Rooms Division Management" by Trevor Stuart-Hill
10. "Managing Front Office Operations with Answer Sheet" by Michael L. Kasavana and Richard M. Brooks

SUGGESTED DISTRIBUTION OF MARKS

Topic No.	Time Allotted (Periods:TH)	Marks Allotted (%)
1	4	10
2	5	20
3	5	20
4	4	10
5	5	20
6	5	20
Total	28	100

2.5 BASIC ACCOUNTANCY

L T P
3 - -

RATIONALE

The study of Basic Accountancy in the Three-Year Diploma Course in Hotel Management & Catering Technology is essential to provide students with a solid foundation in financial management within the hospitality industry. It aims to equip students with the necessary knowledge and skills to understand and interpret financial statements, perform basic accounting tasks, and make informed financial decisions. By understanding the principles of accountancy, students will be able to effectively manage budgets, control costs, and contribute to the overall financial success of hotel and catering operations.

LEARNING OUTCOME

The learning outcome of the subject Basic Accountancy is to equip students with the knowledge and skills necessary to understand and apply fundamental accounting principles and concepts. This includes the ability to prepare financial statements, analyze financial data, interpret financial information, and make informed financial decisions. By the end of the course, students should have a solid foundation in accounting principles and be able to apply them effectively in a hospitality or business setting.

DETAILED CONTENT

1. INTRODUCTION TO ACCOUNTING
 - 1.1. Meaning and Definition
 - 1.2. Types and Classification
 - 1.3. Principles of Accounting
 - 1.4. Systems of Accounting
 - 1.5. Generally Accepted Accounting Principles (GAAP)
2. PRIMARY BOOKS (JOURNAL)
 - 2.1. Meaning and Definition
 - 2.2. Format of Journal
 - 2.3. Rules of debit and credit
 - 2.4. Opening entry, simple and compound entries
 - 2.5. Practical exercises
3. SECONDARY BOOK (LEDGER)
 - 3.1. Meaning and Uses
 - 3.2. Formats
 - 3.3. Posting

3.4. Practical exercises

4. SUBSIDIARY BOOKS

4.1. Need and Use

4.2. Classification

4.2.1. Purchase Book

4.2.2. Sales Book

4.2.3. Purchase returns

4.2.4. Sales returns

4.2.5. Journal proper

4.2.6. Practical exercises

5. CASH BOOK

5.1. Meaning

5.2. Advantages

5.3. Simple, Double and Three Column

5.4. Petty Cash Book with Imprest System (simple and tabular forms)

5.5. Practical exercises

6. BANK RECONCILIATION STATEMENT

6.1. Meaning

6.2. Reasons for the difference in Pass Book and Cash Book Balances

6.3. Preparation of Bank Reconciliation Statement

6.4. No practical exercises

7. TRIAL BALANCE

7.1. Meaning

7.2. Methods

7.3. Advantages

7.4. Limitations

7.5. Practical exercises

8. FINAL ACCOUNTS

8.1. Meaning

8.2. Procedure for preparation of Final Accounts

8.3. Difference between Trading Accounts, Profit & Loss Accounts, and Balance Sheets

8.4. Adjustments (Only four)

8.4.1. Closing Stock

8.4.2. Pre-paid Expenses

8.4.3. Outstanding Expenses

8.4.4. Depreciation

9. CAPITAL AND REVENUE EXPENDITURE

9.1. Meaning

9.2. Definition of Capital and Revenue Expenditure

NOTE: USE OF CALCULATORS IS PERMITTED.

INSTRUCTIONAL STRATEGY

The instructional strategy for the subject Basic Accountancy involves a combination of theoretical concepts and practical applications. It focuses on providing students with a comprehensive understanding of accounting principles and practices through various teaching methods. These may include lectures, case studies, group discussions, interactive exercises, and practical assignments. Emphasis is placed on active learning and student engagement to enhance their comprehension and application of accounting concepts. Additionally, the use of real-life examples and scenarios helps students develop critical thinking skills and apply accounting principles to practical situations. Regular assessments and feedback are provided to monitor students' progress and reinforce their understanding of the subject matter.

MEANS OF ASSESSMENT

1. Assignments and quiz/class tests
2. Mid-term and end-term written tests

RECOMMENDED BOOKS

1. "Financial Accounting: Tools for Business Decision-Making" by Paul D. Kimmel, Jerry J. Weygandt, and Donald E. Kieso
2. "Principles of Accounting" by Belverd E. Needles, Marian Powers, and Susan V. Crosson
3. "Accounting: Tools for Business Decision Making" by Paul D. Kimmel, Jerry J. Weygandt, and Donald E. Kieso
4. "Financial Accounting: A Managerial Perspective" by R. Narayanaswamy
5. "Fundamentals of Financial Accounting" by Fred Phillips, Robert Libby, Patricia Libby
6. "Introduction to Financial Accounting" by Charles T. Horngren, Gary L. Sundem, John A. Elliott, Donna Philbrick
7. "Financial Accounting: Information for Decisions" by John J. Wild, Ken W. Shaw, and Barbara Chiappetta
8. "Managerial Accounting: Tools for Business Decision Making" by Jerry J. Weygandt, Paul D. Kimmel, and Donald E. Kieso
9. "Accounting Principles: A Business Perspective" by Hermanson, Edwards, and Maher
10. "Financial Accounting: An Introduction to Concepts, Methods, and Uses" by Clyde P. Stickney, Roman L. Weil, Katherine Schipper, and Jennifer Francis

SUGGESTED DISTRIBUTION OF MARKS

Topic No.	Time Allotted	Marks Allotted
1	4	10
2	6	15
3	4	10
4	4	10
5	6	15
6	4	10
7	4	10
8	6	15
9	4	5
Total	42	100

2.6 BASIC NUTRITION & PRINCIPLE OF FOOD SCIENCE

L T P
3 - -

RATIONALE

The course "Basic Nutrition & Principles of Food Science" is designed to provide students with a foundational understanding of nutrition and the fundamental principles of food science. The rationale behind this course is to equip students with essential knowledge about the role of nutrition in maintaining health and preventing diseases, as well as the scientific principles governing the production, processing, and preservation of food. By exploring topics such as macronutrients, micronutrients, dietary guidelines, food composition, food safety, and food processing techniques, students will develop a comprehensive understanding of the relationship between nutrition and food science, enabling them to make informed choices about food selection, preparation, and consumption for optimal health and well-being.

LEARNING OUTCOME

The learning outcome of the course "Basic Nutrition & Principles of Food Science" is to enable students to comprehend the fundamental principles of nutrition and food science, thereby equipping them with the knowledge and skills necessary to make informed decisions about their dietary choices, understand the importance of balanced nutrition for health and wellness, and apply basic food science principles in selecting, preparing, and storing food to ensure food safety and quality. Additionally, students will develop an awareness of the impact of food choices on personal and public health, and the ability to critically evaluate nutrition information and trends in order to promote optimal nutrition and overall well-being.

DETAILED CONTENT

A. BASIC NUTRITION

1. BASIC ASPECTS:

- 1.1. Definition of the terms Health, Nutrition, and Nutrients.
- 1.2. Importance of Food – (Physiological, Psychological, and Social functions of food) in maintaining good health.
- 1.3. Classification of nutrients.

2. ENERGY:

- 2.1. Definition of Energy and Units of its measurement (Kcal).
- 2.2. Energy contribution from macronutrients (Carbohydrates, Proteins, and Fat).
- 2.3. Factors affecting energy requirements.

- 2.4. Concept of BMR, SDA, Thermodynamic action of food.
- 2.5. Dietary sources of energy.
- 2.6. Concept of energy balance and the health hazards associated with underweight, overweight.

3. MACRO NUTRIENTS:

3.1. Carbohydrates

- 3.1.1. Definition
- 3.1.2. Classification (mono, di, and polysaccharides)
- 3.1.3. Dietary Sources
- 3.1.4. Functions
- 3.1.5. Significance of dietary fiber (prevention/treatment of diseases)

3.2. LIPIDS:

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

3.3. PROTEINS:

- 3.3.1. Definition
- 3.3.2. Classification based on amino acid composition
- 3.3.3. Dietary sources
- 3.3.4. Functions
- 3.3.5. Methods of improving the quality of protein in food (special emphasis on Soya proteins and whey proteins)

4. MACRO NUTRIENTS:

4.1. Vitamins

- 4.1.1. Definition and Classification (water and fat-soluble vitamins)
- 4.1.2. Food Sources, function, and significance of:
 - 4.1.2.1. Fat-soluble vitamins (Vitamin A, D, E, K)
 - 4.1.2.2. Water-soluble vitamins (Vitamin C, Thiamine, Riboflavin, Niacin, Cyanocobalamin, Folic acid)

4.2. MINERALS

- 4.2.1. Definition and Classification (major and minor)
- 4.2.2. Food sources, functions, and significance of: Calcium, iron, sodium, iodine & fluorine

5. WATER:
 - 5.1. Definition
 - 5.2. Dietary Sources (visible, invisible)
 - 5.3. Functions of water
 - 5.4. Role of water in maintaining health (water balance)
6. BALANCED DIET:
 - 6.1. Definition
 - 6.2. Importance of balanced diet
 - 6.3. RDA for various nutrients – age, gender, physiological state
7. MENU PLANNING:
 - 7.1. Planning of nutritionally balanced meals based upon the three food group system
 - 7.2. Factors affecting meal planning
 - 7.3. Critical evaluation of few meals served at the institutes/Hotels based on the principle of meal planning
 - 7.4. Calculation of nutritive value of dishes/meals
8. MASS FOOD PRODUCTION:
 - 8.1. Effect of cooking on the nutritive value of food (QPF)
9. NEWER TRENDS IN THE FOOD SERVICE INDUSTRY IN RELEVANCE TO NUTRITION AND HEALTH:
 - 9.1. Need for introducing nutritionally balanced and health-specific meals
 - 9.2. Critical evaluation of fast foods
 - 9.3. New products being launched in the market (nutritional evaluation)

B. PRINCIPLE OF FOOD SCIENCE

1. Definition and scope of food science and its inter-relationship with food Chemistry, food microbiology, and food processing
2. CARBOHYDRATES:
 - 2.1. Introduction
 - 2.2. Effect of cooking (Gelatinization and Retrogradation)
 - 2.3. Factors affecting the texture of carbohydrates (Stiffness of CHO gel & Dextrinization)
 - 2.4. Uses of Carbohydrates in food preparations
3. FAT & OILS:
 - 3.1. Classification (based on the origin and degree of saturation)
 - 3.2. Autoxidation (factors and prevention measures)

- 3.3. Flavor reversion
- 3.4. Refining, Hydrogenation & winterization
- 3.5. Effect of heating on fats & oils with respect to the smoke point
- 3.6. Commercial uses of fats (with emphasis on the shortening value of different fats)
- 4. PROTEINS:
 - 4.1. Basic structure and properties
 - 4.2. Type of proteins based on their origin (plant/animal)
 - 4.3. Effect of heat on proteins (Denaturation, Coagulation)
 - 4.4. Functional properties of proteins (Gelatin, Emulsification, Foam ability, Viscosity)
 - 4.5. Commercial use of proteins in different food preparations (like Egg Gel, Gelatin Gel, Cakes, Confectionary items Meringues, Soufflés, Custards, Soups, Curries, etc.)
- 5. FOOD PROCESSING:
 - 5.1. Definition
 - 5.2. Objectives
 - 5.3. Types of treatment
 - 5.4. Effect of factors like heat, acid, alkali on food constituents
- 6. EVOLUTION OF FOOD:
 - 6.1. Objectives
 - 6.2. Sensory assessment of food quality
 - 6.3. Methods
 - 6.4. Introduction to proximate analysis of food constituents
 - 6.5. Rheological aspects of food
- 7. EMULSIONS:
 - 7.1. Theory of Emulsification
 - 7.2. Types of Emulsions
 - 7.3. Emulsifying agents
 - 7.4. Role of emulsifying agent in food emulsions
- 8. COLLOIDS:
 - 8.1. Definition
 - 8.2. Application of Colloids system in food preparation
- 9. FLAVOUR:
 - 9.1. Definition
 - 9.2. Description of food flavors (tea, coffee, wine, meat, fish, spices)

10. BROWNING:

- 10.1. Types (enzymatic and non-enzymatic)
- 10.2. Role in food preparation
- 10.3. Prevention of undesirable browning

INSTRUCTIONAL STRATEGY

The instructional strategy for the subject "Basic Nutrition & Principle of Food Science" in the Three Year Diploma Course in Hotel Management & Catering Technology involves a combination of theoretical instruction, practical demonstrations, and hands-on activities. The goal is to provide students with a comprehensive understanding of nutrition principles and the science behind food preparation. The instructional strategy includes the following components:

1. Lectures: The subject will be taught through interactive lectures where the instructor will cover the fundamental concepts of nutrition and food science. This will include topics such as macronutrients, micronutrients, dietary guidelines, food composition, and food preservation techniques. The lectures will provide students with the necessary theoretical foundation to understand the subject.

2. Practical Demonstrations: Practical demonstrations will be conducted in a well-equipped kitchen or laboratory setting. Students will observe and participate in food preparation activities that showcase the application of nutrition principles and food science concepts. These demonstrations will include examples of nutrient-rich meal planning, food processing techniques, and sensory evaluation of food.

3. Laboratory Work: Students will engage in laboratory experiments and hands-on activities to reinforce their understanding of nutrition and food science. This may involve conducting tests to analyze the nutritional content of food samples, exploring food preservation methods, or conducting experiments to understand the effects of cooking techniques on nutrient retention.

4. Case Studies and Group Discussions: Case studies related to nutrition and food science will be presented to students, allowing them to analyze real-life scenarios and apply their knowledge to make informed decisions. Group discussions and debates will encourage critical thinking and problem-solving skills, as students explore various perspectives on nutrition-related topics.

5. Guest Lectures and Industry Exposure: Inviting guest speakers, such as nutritionists, dietitians, or food scientists, to deliver lectures or workshops will provide students with industry insights and practical knowledge. Field trips to food processing facilities, research laboratories, or nutrition-focused organizations will also enhance their understanding of the subject in a real-world context.

6. Assessments: Regular assessments, such as quizzes, tests, assignments, and practical evaluations, will be conducted to gauge students' understanding of the subject matter. This will ensure ongoing feedback and reinforcement of key concepts.

By employing this instructional strategy, students will gain a comprehensive understanding of basic nutrition principles and the science behind food preparation. They will develop the necessary knowledge and skills to make informed dietary choices, apply nutrition principles in menu planning, and ensure food safety and quality in hospitality operations.

MEANS OF ASSESSMENT

1. Assignments and quiz/class tests
2. Mid-term and end-term written tests

RECOMMENDED BOOKS

1. Human Nutrition by Guthrie HA and Picciano MF. 1995. Mosby Pub. Co. Toronto
2. Perspectives in Nutrition by Wardlaw MW and Insel PM. 1993 Mosby Pub. Co. Toronto
3. Food facts & Principles by Manay & Shalakshara Swamy New Age int. 2001
4. Mudambi & Rajgopal Fundamentals of food and nutrition 4th edition 2001
5. Nutritive value of Indian foods. Indian Council of Medical Research.
6. Food Science by Potter & Hotchkiss
7. Principles of food science by Borgstrom and Macmillan
8. Food Chemistry by Fennema
9. Sensory Evaluation by Amerine (Academic Press)
10. Handbook of analysis and Quality Control for fruits and vegetables by Rangana S. (Tata McGraw Hill)

REFERENCES:

1. Food Science by Potter & Hotchkiss
2. Principles of food science by Borgstrom and Macmillan
3. Food Chemistry by Fennema
4. Sensory Evaluation by Amerine (Academic Press)
5. Handbook of analysis and Quality Control for fruits and vegetables by Rangana S. (Tata McGraw Hill)
6. Principles of Food Technology by P.J. Fellows
7. Human Nutrition by: Guthrie HA and Picciano MF. 1995. Mosby Pub. Co. Toronto
8. Perspectives in Nutrition by: Wardlaw MW and Insel PM. 1993 Mosby Pub. Co. Toronto
9. Food facts & Principles by: Manay & Shalakshara swamy New Age int. 2001
10. Mudambi & Rajgopal Fundamentals of food and nutrition 4th edition 2001
11. Nutritive value of Indian foods. Indian Council of Medical Research.

SUGGESTED DISTRIBUTION OF MARKS

Topic No.	Time Allotted	Marks Allotted
1	21	50
2	21	50
Total	42	100

2.5 ENVIRONMENTAL SCIENCE

L T P

3 - -

COURSE OBJECTIVES: A diploma holder must have knowledge of different types of pollution caused due to industries and constructional activities so that he may help in balancing the ecosystem and controlling pollution by various control measures. He should also be aware of environmental laws related to the control of pollution. He should know how to manage the waste. He should know the concept of hazards and disaster management.

COURSE OUTCOMES:

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

CO1: Define the ecosystem and terminology and solve various engineering problems applying ecosystem knowledge to produce eco-friendly products.

CO2: Analyze the suitable extent of air and noise pollution and its control measures and acts.

CO3: Identify the effect of water and soil pollution and its control measures and acts.

CO4: Students will be able to understand the causes, classification, and major natural disasters in India—including earthquakes, tsunamis, floods, droughts, landslides, and thunderstorms with lightning—and their associated hazards.

CO5: Students will be able to understand disaster management frameworks, policies, institutions, and response mechanisms in India, and analyze real-world disaster management case studies.

SUGGESTED COURSE ARTICULATION MATRIX (CAM):

CO No.	P01 Basic and Discipline Specific Knowledge	P02 Problem Analysis	P03 Design/ Development of Solutions	P04 Engineering Tools	P05 Practices for Society, Sustainability and Environment	P06 Project Management	P07 Life Long Learning	PS01	PS02
CO1	3	3	3	2	3	3	2	*	*
CO2	3	2	2	2	3	2	2	*	*
CO3	3	2	3	2	3	2	2	*	*
CO4	3	2	3	2	3	2	2	*	*
CO5	3	3	3	1	3	3	2	*	*

Legend: High (3), Medium (2), Low (1) and No mapping (-)

* PSOs will be developed by respective programme coordinator at institute level. As per latest NBA guidelines, formulating PSOs is optional.

COURSE CONTENT

- 1.** Introduction (06 Periods)
Basics of ecology, eco system- concept, and sustainable development, Resources renewable and non-renewable. Global Warming, Climate change and its impact ,Green House Effect, Acid Rain, Concept of Green Building, Ground water management.
- 2.** Air Pollution and Noise pollution (08 Periods)
Source of air pollution. Effect of air pollution on human health, economy, plant, animals. Air Pollution Control Methods. Introduction to Air Pollution and its Prevention and Control Act 1981 & Environmental Protection Act 1986 and Function of State pollution control board and National Green Tribunal (NGT). Source of noise pollution, Unit of noise, Effect of noise pollution, Acceptable noise level, Different method of minimize noise pollution.
- 3.** Water Pollution and Soil Pollution (11 Periods)
Impurities in water; Cause of water pollution, Source of water pollution. Effect of water pollution on human health, Turbidity, pH, total suspended solids, total dissolved solids, Concept of dissolved O₂, BOD, COD. Prevention of water pollution. Introduction to Water (Prevention and Control of Pollution) Act 1974. Concept of rain water harvesting system.
Sources of soil pollution, Types of Solid waste- House hold, Hospital, From Agriculture
Biomedical, Animal waste and human waste, sediments and E-waste, Plastic Waste . Effect of Solid waste, Disposal of Solid Waste- Solid Waste Management.
- 4.** Disaster Causes and Hazards (6 Periods)
 - 4.1 Introduction
 - 4.2 Classification of Natural Disasters
 - 4.3 Classification of Natural Disasters in India
 - Earthquake
 - Tsunami
 - Flood
 - Drought
 - Land Slide
 - Thunderstorm and Lightening
- 5.** Disaster Management (11 Periods)
 - 5.1 Framework
 - Yokohama Strategy for a Safer World (1999)
 - The Hyogo Framework for Action (HFA) (2005-2015)
 - Sendai Framework for Action (SDGS) (2015-2030)
 - 5.2 Disaster Management, Preparedness and Response in India

- National Disaster Management Authority (NDMA) Guidelines
- National Policy on Disaster Management (2009)
- National Disaster Management Act (2005)
- NDRF (National Disaster Response Force), SDRF (State Disaster Response Force), DDRF (District Disaster Response Force), and Aapda Mitra.
- Case studies of disaster management efforts: COVID-19 Pandemic, Earthquakes, Firefighting, Thunder Storm, and Lightning.

INSTRUCTIONAL STRATEGY

In addition to theoretical instructions, different activities pertaining to Environmental Studies like expert lectures, seminars, visits to green house, effluent treatment plant of any industry, rain water harvesting plant etc. may also be organized.

MEANS OF ASSESSMENT

- Assignments and quiz/class tests,
- Mid-term and end-term written tests

RECOMMENDED BOOKS –

1. Environmental and Pollution Awareness by Sharma BR; Satya Prakashan, New Delhi.
2. Environmental Protection Law and Policy in India by Thakur Kailash; Deep and Deep Publications, New Delhi.
3. Environmental Pollution by Dr. RK Khitoliya; S Chand Publishing, New Delhi
4. Environmental Science by Deswal and Deswal; Dhanpat Rai and Co. (P) Ltd. Delhi.
5. Engineering Chemistry by Jain and Jain; Dhanpat Rai and Co. (P) Ltd. Delhi.
6. Environmental Studies by Erach Bharucha; University Press (India) Private Ltd., Hyderabad.
7. Environmental Engineering and Management by Suresh K Dhamija; S K Kataria and Sons, New Delhi.
8. E-books/e-tools/relevant software to be used as recommended by AICTE/BTE/NITTTR, Chandigarh.
9. Disaster Management Second Edition AICTE Recommended by S C Sharma, Khanna Publishers
10. Bharat Bhautik Paryavaran Class 11, By NCERT.
11. Apda Avem Apda Prabhandhan | आपदा और आपदा प्रबंधन | Mahesh Kumar Barnwal | Cosmos Publication.
12. S.C. Sharma & M.P. Poonia, Environmental Studies, Khanna publishing House, New Delhi

Websites for Reference:

- <http://swayam.gov.in>
- <https://www.amazon.in/Prabhandhan>
- <https://ncert.nic.in/textbook.php?khgy1=0-6>
- <https://rb.gy/vergl>

SUGGESTED DISTRIBUTION OF MARKS

Topic No.	Time Allotted (Periods)	Marks Allotted (%)
1	6	15
2	8	20
3	11	25
4	6	15
5	11	25
Total	42	100

RESOURCE REQUIREMENT

PHYSICAL RESOURCES

(A) Space requirement

Norms and standards laid down by All India Council for Technical Education (AICTE) are to be followed to work out space requirement in respect of class rooms, tutorial rooms, drawing halls, laboratories, space required for faculty, student amenities and residential area for staff and students.

(B) Equipment requirement:

Following Laboratories are required for Diploma Programme in Hotel Management and Catering Technology

- Foundation Course Food Production Laboratory
- Foundation Course In Food & Beverage Service Laboratory
- Foundation Course In Accommodation Operation Laboratory
- Foundation Course In Front Office Theory Laboratory
- Application of Computer Laboratory
- Food Production Operation Laboratory
- Food and Beverage Service Operation Laboratory
- Front Office Operation Laboratory
- Accommodation Operation Laboratory
- Advance Food Production Operation Laboratory
- Advance Food And Beverage Operation Laboratory
- Environmental Engineering Lab
- Front Office Management Laboratory
- Accommodation Management Laboratory

LIST OF EQUIPMENT HOEL MANAGEMENT AND CATERING TECHNOLOGY

FOOD PRODUCTION (KITCHEN) GENERAL EQUIPMENT LIST

S.No	EQUIPMENT	QUANTITY	PRICE (RS.)	TOTAL (RS.)
HEAVY DUTY AND MEDIUM				
1.	MICROWAVE OVEN	1	-	-
2.	RATT PAN-SHALLOW TILTING FRYPAN	2	-	-
3.	GRIDDLE/GRILL	2	-	-
4.	COLD COUNTER (WITH SANDWICH UNIT)	1	-	-
5.	TORULSEN (REACH IN COLLER)	1	-	-
6.	WALK IN COOLER	1	-	-
7.	DEEP FREEZERS	1	-	-
8.	SALAMANDERS	2	-	-
9.	SLICING MACHINE (GRAVITY SLICER)	3	-	-
10.	DISH WASHING MACHINE	1	-	-
11.	PRECISION SCALES	3	-	-
12.	PASTA MACHINE - SMALL TABLE MODEL	1	-	-
13.	DOUGH MIXER - WITH ATTACHMENTS	1	-	-
14.	FOOD MIXER - WITH ATTACHMENTS	1	-	-
15.	RICH BOILER	1	-	-
16.	STOCKPOTS	3	-	-
17.	MASALA GRINDER	3	-	-
18.	DEEP FRYER	2	-	-
19.	CONVECTION OVEN	1	-	-
20.	MEAT BAND SAW (FOR REGIONS ONLY)	1	-	-
21.	FOOD WASTE DISPOSAL UNIT	1	-	-
22.	FISH KETTLES	2	-	-
23.	TANDOOR WITH RODS	1	-	-
24.	ELECTRIC POTATO PEELER (10-15 KG.)	2	-	-
25.	BUFFALO CHOPPER/MINCER	1	-	-
26.	4 BURNER GAS RANGE WITH OVEN AND WORK TABLE AND STAINLESS STEEL AND SINK WITH DRAINING BOARD	60	-	-
S.No	EQUIPMENT	QUANTITY	PRICE (RS.)	TOTAL (RS.)
LIGHT EQUIPMENT				
27.	MEAT THERMOMETERS	2	-	-
28.	MEAT FORKS	12	-	-
29.	FILLETING KNIVES	10	-	-
30.	BUTCHERS KNIVES	6	-	-
31.	BONING KNIVES	6	-	-
32.	BUTCHERS SAW	2	-	-
33.	CLEAVERS	2	-	-
34.	CUTLET BAT	2	-	-
35.	FISH SCISSORS	3	-	-
36.	CHEFS KNIVES CASE (8 PER CASE)	2	-	-
37.	CARVING KNIVES	2	-	-
38.	MANDOLIN	2	-	-
39.	BIRDS NEST MOULDS	2	-	-
40.	LARGE BRASS DEGCHI	6	-	-
41.	IRON KADAI (DIFFERENT SIZES)	3	-	-
42.	DOSA TAWA	2	-	-
43.	IDLI STAMMER	2	-	-

44.	CHAPATTI PUFFER	2	-	-
45.	POORI MACHINE MANUAL	1	-	-
46.	OMELETS PAN-NON-STICK	30	RS. 250.00	RS. 7,500.00
47.	FRY PAN	30	RS. 450.00	RS. 13,500.00
48.	CHINESE KADAI (WOK)	24	RS. 1,500.00	RS. 36,000.00
49.	MEAT HAMMER	24	RS. 300.00	RS. 7,200.00
50.	PIZZA CUTTER	30	RS. 200.00	RS. 6,000.00
51.	POTATO MASHER	24	RS. 175.00	RS. 4,200.00
	TOTAL		RS. 2,875.00	RS.74,400.00
	BAKERY			
1.	BAKERY OVEN WITH PLATES			2
2.	PROVING CABINET			2
3.	ICE CREAM/SORBET MACHINE			1
4.	NYLOCAST CHOPPING BOARD			2
5.	REFRIGERATED MARBLE TOP PASTRY BENCH			3
6.	FAT THERMOMETERS			2
7.	SUGAR THERMOMETERS			2
8.	PARISIENNE SCOOPS			6
9.	LEMON GROOVERS			6
10.	KNIFE STEELS			30
11.	SACCROMETER			2
12.	PASTRY PINCHER			12
13.	CROQUEMBOUCHE CONE			6
14.	CREAM WHIPPER (ELECTRIC)			2
15.	LONG-HANDLED FLAT SPOON (PALTA)			12
16.	HALWAI KADAI			12
17.	JALEBI TAWA			2
18.	LONG-HANDLED DRAINING SPOON			12
19.	LONG-HANDLED WOODEN SPOON			12
20.	BREAD TINS			30
21.	CAKE TIN ROUND			30
22.	CAKE TIN RECTANGULAR			30
23.	BAKING TRAYS (SMALL AND LARGE)			30
24.	UNDERLINING TRAYS			72
25.	JELLY MOLDS			30
26.	BORQUETTE MOLDS			30
27.	TARTLETTE MOLDS			30
28.	FLAN RINGS			30
29.	SAVARIN MOLDS			30
30.	MUFFIN TRAYS			60
31.	BRIOCHE MOLDS			30
32.	DOUGHNUT CUTTER			6
33.	FANCY MOLDS ASSORTED			6
34.	ANIMAL CUTTER			6
35.	VOL AU VENT CUTTER			6
36.	PIPING BAGS			30
37.	NOZZLES ASSORTED			6
38.	COOLING RACKS - RECTANGULAR AND ROUND			20
39.	ROLLING PINS			60
40.	SERRATED ROLLING PINS			30
41.	QUICHE MOLDS			30
42.	PRALINE			30
43.	CHOCOLATE MOLDS (ASSORTED)			30

44.	EASTER EGG MOLDS	30
45.	SLOTTED S/S SPOON	30
46.	S/S BOWL, FLAT AND ROUND BOTTOM EACH	60
47.	EGG SLICER	30
48.	LEMON SQUEEZER	30
49.	TIN OPENERS	30
50.	SCOOPER NOISETTE - 6 SETS	6
51.	MUGS S/S	60
52.	KADAI BRASS	30
53.	COLD COUNTER	2
54.	DEEP FREEZERS	2
55.	PRECISION SCALES	3
56.	DOUGH MIXER	2
57.	CONVECTION OVEN	1
58.	ICE-CREAM/SORBET MACHINE	1
59.	LARGE BRASS DEGCHI	6
60.	IROI. KADAI	12
61.	ROLLING PIN	30
62.	ROUND LADLE	30
63.	GRATER	30
64.	WOODEN SPOON AND SPATULA EACH	30
65.	SAUTE PAN	30
66.	MEASURING JUG	60
67.	S/S DEGCHI WITH LID	30
68.	S/S BOWL FLAT AND ROUND EACH	60

LIST OF FRONT OFFICE EQUIPMENTS

S.NO	ITEMS	NUMBER
1.	RECEPTION COUNTER	1
2.	COMPUTER	5
3.	FAX MACHINE	1
4.	TELEPHONE	2
5.	WHITNEY RACK	1
6.	KEY AND MAIL RACK	1
7.	MESSAGE RACK	1
8.	BELL DESK	1
9.	BELL TROLLEY	1
10.	INVENTORY OF FORMATS	
	1.1. REGISTRATION CARD	
	1.2. RESERVATION FORM	
	1.3. FORM C	
	1.4. BELL BOY CARD	
	1.5. LOBBY CONTROL SHEET	
	1.6. ARRIVAL AND DEPARTURE REGISTER	
	1.7. ENCASHMENT CERTIFICATE	
	1.8. GUEST FOLIO	
	1.9. GUEST RECEIPT	
	1.10. VISITOR'S PAID OUT	
	1.11. LUGGAGE TAGS	
	1.12. GUEST MEAL COUPON	

BAKERY EQUIPMENTS

S.NO.	ITEMS	NUMBER
1	PIZZA CUTTER	4 NO.
2	PIZZA PEELS	2 NO.
3	RING MOULD (SMALL & BIG)	24 NO.
4	JELLY MOULD (ASSORTED)	3 DOZEN
5	ROLLING PINS (BIG & SMALL)	24 NO.
6	TIN OPENERS (TWO DIFFERENT KINDS)	6 SMALL, 1 BIG
7	SAVORING MOULDS	100 NO.
8	BABA MOULDS	100 NO.
9	MADELINE MOULDS	100 NO.
10	CARAMEL MOULDS	100 NO.
11	TARTLET MOULDS (PLAIN & FLUTED)	200 NO.
12	BARQUETTE MOULDS	36 NO.
13	PALETTE KNIFES	36 NO.
14	SERRATED KNIFES	4 BIG, 4 SMALL
15	SET OF KNIFES	2 NO.
16	CUTTING BOARDS	12 NO.
17	COOKING RANGES	3 NO.
18	PAN FOR SUGAR BOILING	2 NO.
19	BAKERY SHEETS	50 NO.
20	SWISS ROLL TRAY	12 NO.
21	PATTY TINS	25 NO.
22	MUFFIN MOULDS	100 NO.
23	PIE TINS, PIE DISHES (BOROSIL)	6 NO.
24	KARAH	2 BIG, 2 SMALL
25	COOKER	1 NO.
26	GRATERS	6 NO.
27	BREAD TINS (SMALL & BIG)	20 NO.
28	CAKE TINS (DIFFERENT SHAPES & SIZES)	MOSTLY 7" IN DIAMETER
29	WOODEN SPOONS (ASSORTED)	3 DOZEN
30	PIPING BAGS CLOTH- TWO SIZES	2 DOZEN EACH
31	DOUGHNUT CUTTER	12 NO.
32	CHECK CAKE TIN	12 NO.
33	CREAM HORN MOULD	100 NO.
34	PIPING NOZZLE (DIFFERENT KINDS)	1 DOZEN EACH
35	TURN TABLE	2 NO.
36	MEASURING JUGS	12 NO.
37	MEASURING SPOON	2 SETS
38	BHAGONAS	12 NO.
39	S.S MIXING BOWLS	25 NO.
40	S.S THALI	25 NO.
41	STORING CONTAINERS (PLASTIC & ALUMINUM)	(10 + 10)NO.
42	KNIFE SHARPNER	2 NO.
43	SCOOPERS	36 NO.
44	SCOOPS	6 NO.
45	SIEVES	6 NO.
46	CANDY THERMOMETER	2 NO.
47	PASTRY BRUSHES	2 DOZEN
48	PASTRY CUTTERS (DIFFERENT SHAPES & SIZES)	1 DOZEN EACH
49	DOUGH SCRAPERS	6 NO.

50	EGG BEATERS	36 SMALL & 12 BIG
51	STOCK POTS	2 NO.
52	LOOSE BOTTOM CAKE TINS & PIE TINS	12 NO.
53	DUST BINS	6 NO.
54	COOKING LADLES	6 NO.
55	TUBE CAKE TIN	12 NO.
56	OVEN (ELECTRICAL) DOUBLE DECK	1 NO.
57	OVEN (GAS)	1 NO.
58	COOKING RANGE	1 NO.
59	EXHAUST FAN	1 NO.
60	REFRIGERATOR DOUBLE DOOR	1 NO.

	COMPUTER LAB - LIST OF EQUIPMENTS	
1	45 COMPUTERS WITH ALL ACCESSORIES (LATEST VERSION)	
2	MODEM	
3	INTERNET CONNECTION	
4	45 COMPUTER TABLES	
5	45 COMPUTER CHAIRS	
6	AIR CONDITIONER	
7	C.V.T	
8	O.H.P	
9	LAN	
10	DESKJET PRINTER	

EQUIPMENT OF HOUSEKEEPING

1. S.No.	ITEMS	QUANTITY
2.	CHAMBER MAID TROLLEY	2
3.	WIPER (METAL)	24
4.	WIPER (PLASTIC)	24
5.	COLLINS	24
6.	BRASSO	12
7.	SILVO	12
8.	TOILET BRUSH (PLASTIC)	12
9.	TOILET BRUSH (METAL)	12
10.	BUCKETS	10
11.	MUGS	25
12.	SOFT BROOMS	2
13.	HARD BROOMS	16
14.	TEEPOL	5
15.	DUSTERS	24
16.	CARPET BRUSH	12
17.	FEATHER BRUSH	12
18.	DUSTBINS	15
19.	MOPS	24
20.	DUST PANS	6
21.	PHENYLS	5
22.	VACUUM CLEANER	2
23.	BLANKET	10

24.	MATTRESS	4
25.	FLOWER VASES	24
26.	PIN HOLDERS	24
27.	MULTI-PURPOSE CLEANERS	10
28.	ROTO BRUSH	6
29.	WASHING MACHINE (HEAVY DUTY)	1
30.	IRONING BOARD WITH IRON	1
31.	FLOOR SCRUBBING BRUSH (LONG HANDLE)	12
32.	HAND SCRUBBING (PLASTIC)	24
33.	HAND SCRUBBING (METAL)	24
34.	TOOTH BRUSH	24
35.	PLASTIC DISH	6
36.	COBWEB REMOVER (E STICK)	15
37.	DRY MOP	24
38.	GLASSES	12
39.	CLEAN WELL SOLUTION	2
40.	TALC POWDER	4
41.	DARA LIQUID POLISH	4
42.	GLYCEROL	2 BOTTLES
43.	BORAX POWDER	2 BOTTLES
44.	HYDROCHLORIC ACID	5 BOTTLES
45.	ACETON	5 BOTTLES
46.	HYDROGEN PEROXIDE	5 BOTTLES
47.	METHYLATED SPIRIT	1 LTR.
48.	LINEN	
49.	SINGLE BED SHEET (WHITE)	12
50.	DOUBLE BED SHEET	12
51.	BED COVERS	4
52.	DRAPERY	
53.	CURTAINS (HEAVY)	4
54.	TOWELS	
55.	BATH TOWELS	12
56.	HAND TOWELS	12
57.	FACE TOWELS	12
58.	BATH MATS	6
59.	FURNITURE AND FITTINGS	
60.	BED (SINGLE)	4
61.	DRESSING TABLE	2
62.	TABLE LAMPS	2
63.	LUGGAGE RACK	2
64.	TELEVISION	1
65.	MINI REFRIGERATOR	1
66.	TELEPHONE	1
67.	SOFA CHAIRS	4
68.	FOLDING CHAIRS	6
69.	CENTER TABLE	2
70.	SIDE TABLE	2
71.	CUPBOARD	2
72.	AIR CONDITIONER	1
73.	NYLON TAPESTRY BRUSH	6
74.	VIM	1 KG
75.	NIRMA	2 KG
76.	HARPIC	1 LT

77.	GLASS DISH	2
78.	DETTOL SOAP BARS	4
79.	PLASTIC BLADES (WIPER)	6
80.	STAINLESS STEEL LADLE	6
81.	PILLOW COVERS	12
82.	THREAD	4
83.	MANSION POLISH	1 KG
84.	VINEGAR	2 LIT
85.	TAMARIND	1 KG
86.	SULPHURIC ACID	1 LTR
87.	NEEDLES	10
88.	COMMON SALT	2 KG

KITCHEN EQUIPMENT

RESTAURANT EQUIPMENT

S.No	ITEMS	No.
1.	TABLES	16
2.	CHAIRS	58
3.	SIDE BOARD	06
4.	BAR COUNTER	01
5.	CUPBOARDS	04
6.	RACKS	01
7.	JOINT PLATES	84
8.	RICE PLATES	15
9.	TEA STRAINERS	10
10.	BUTTER DISHES	15
11.	COFFEE POTS	04
12.	CONSOMME CUPS	40
13.	SNAIL DISH	02
14.	CRUET SETS	15
15.	BUD VASES	10
16.	AIRCONDITIONER	02
17.	FANS	10
18.	CHANDELIER	01
19.	GUERIDON TROLEY	02
20.	WINE BUCKET WITH STAND	01
21.	TEA/COFFEE MACHINE	01
22.	WALL MIRROR	01
23.	SAUCE BOAT	01
24.	MASTER BOARD	01
25.	IMPORTED WINE OPENER	01
26.	IMPORTED CITRUS SQUEEZER	01
27.	CORK SCREW	01

28.	CORK SCREW WITH CAP	01
29.	BAR MEASURE (DBL. CUP)	01
30.	SALAMANDER	01
31.	CAKE SLICER	02
32.	SOUP LADLE	01

GLASSWARE

S.NO	ITEM	QTY
1.	WHITE WINE GLASS	24
2.	RED WINE GLASS	24
3.	ROLLY POLLY	24
4.	BEER GOBLET	24
5.	PONY TUMBLERS	50
6.	CHAMPAGNE TULIP	06
7.	HI BALL	100
8.	BRANDY BALLOON	06
9.	SHOT GLASS	06
10.	CHAMPAGNE FLUTE	06
11.	CUT GLASS DECANTER 750 ml.	01
12.	PILSNER GLASS	06
13.	WHITE WINE GLASS GOLD BAND	12
14.	CHAMPAGNE TULIP GOLD RIM	06

CUTLERY & CROCKERY

S.NO	ITEM	QTY
1.	A P SPOON	75
2.	A P FORK	75
3.	JOINT KNIFE	75
4.	SOUP SPOON	24
5.	SERVICE FORK	20
6.	SERVICE SPOON	20
7.	DESSERT SPOON	50
8.	DESSERT FORK	24
9.	FISH KNIFE	24
10.	FISH FORK	24
11.	TEA SPOON	20
12.	CHESSE KNIFE	02
13.	SNAIL FORKS	02
14.	STEAK KNIFE	06
15.	SUGAR POT	02
16.	COFFEE SPOON	02

17.	BUTTER DISH	15
18.	CREAMER	06
19.	TEA POTS	12
20.	PLATTERS ASSORTED	25
21.	SERVICE BOWLS	25
22.	SIDE PLATES GOLD LINE	12
23.	MEAT PLATES GOLD	12
24.	SIDE PLATE	48
25.	SALVERS	06
26.	DESSERT PLATE	62
27.	TEA CUPS	48
28.	TEA SAUCERS	51
29.	ASH TRAY	10
30.	SOUP BOWLS	25
31.	PLASTIC TRAY	12
32.	COFFEE SPOONS	20
33.	WATER JUGS	08
34.	SOUP PLATES	21
35.	WATER JUGS EPNS	03
36.	DESSERT FORK GOLD HANDLE	10
37.	AP KNIFE GOLD PLATED	11
38.	DESSERT SPOON GOLD PLATED	12
39.	TEA SPOON	08

EQUIPMENT WITH LOGO

S.NO	ITEM	QTY
1.	CHOP STICKSTAND	06
2.	CHINESE TEA CUPS	06
3.	CHINESE TAE SAUCER	06
4.	CHINESE BOWL	06
5.	CHINESE SPOON	06
6.	JAM POTS	06
7.	CONDIMENTS BOWL	06
8.	CURRY BOWL	12
9.	TEA CUPS	11
10.	DESSERT PLATES	21
11.	DINNER PLATE	12
12.	SIDE PLATE	36
13.	TEA SAUCER	27
14.	DEMI TASSE CUP	06
15.	DEMITASSE SAUCER	06
16.	CONSOMME CUPS	12
17.	BUD VASE	06
18.	CRUET SETS	06
19.	EGG CUPS	06
20.	NAPPY BOWLS	12
21.	ASH TRAY	06

DINNING HALL

S.NO.	ITEM	QTY.
1.	BAIN MARIE	01
2.	SERVICE TABLE	04
3.	SERVICE SPOON	08
4.	SERVICE FORK	08
5.	LADLES	03
6.	DINNING TABLES	08
7.	DINNING CHAIRS	56
8.	AP SPOONS	115
9.	AP FORKS	115
10.	GLASSES	90
11.	WATER JUGS	08
12.	BHOJAN THALI	100

LINEN

S.NO	ITEM	QTY
1.	HAND TOWELS	06
2.	TABLE CLOTHS	30
3.	NAPKINS	60
4.	SLIP CLOTHS PINK	11
5.	SLIP CLOTHS CHOCOLATE	07
6.	GREEN SATIN	01

ENVIRONMENT ENGINEERING LABORATORY			
1.	pH Meter	01	500
2.	Turbidity Meter	01	5000
3.	Oven with Temperature Controller and Forced Air Circulation Type	01	20000
4.	B.O.D. Incubator	01	25000
5.	Water Analysis Kit	01	5000
6.	High Volume Sampler	01	40000
7.	Electrical Balance for weighing upto 1/10 of milligram (capacity)	01	1000

B - Furniture Requirement

Norms and standards laid down by AICTE -APH (latest) be followed for working out furniture requirement for diploma courses

C- Human Resources:

Weekly work schedule, annual work schedule, student teacher ratio for various group and class size, staffing pattern, work load norms, qualifications, experience and job description of teaching staff workshop staff and other administrative and supporting staff be worked out as per norms and standards laid down by the AICTE.

5- EVALUATION STRATEGY

INTRODUCTION

Evaluation plays an important role in the teaching-learning process. The major objective of any teaching-learning endeavor is to ensure the quality of the product which can be assessed through learner's evaluation.

The purpose of student evaluation is to determine the extent to which the general and the specific objectives of curriculum have been achieved. Student evaluation is also important from the point of view of ascertaining the quality of instructional processes and to get feedback for curriculum improvement. It helps the teachers in determining the level of appropriateness of teaching experiences provided to learners to meet their individual and professional needs. Evaluation also helps in diagnosing learning difficulties of the students. Evaluation is of two types: Formative and Summative (Internal and External Evaluation)

Formative Evaluation

It is an on-going evaluation process. Its purpose is to provide continuous and comprehensive feedback to students and teachers concerning teaching-learning process. It provides corrective steps to be taken to account for curricular as well as co-curricular aspects.

Summative Evaluation

It is carried out at the end of a unit of instruction like topic, subject, semester or year. The main purpose of summative evaluation is to measure achievement for assigning course grades, certification of students and ascertaining accountability of instructional process. The student evaluation has to be done in a comprehensive and systematic manner since any mistake or lacuna is likely to affect the future of students.

In the present educational scenario in India, where summative evaluation plays an important role in educational process, there is a need to improve the standard of summative evaluation with a view to bring validity and reliability in the end-term examination system for achieving objectivity and efficiency in evaluation.

STUDENTS' EVALUATION AREAS

The student evaluation is carried out for the following areas:

- Theory
- Practical Work (Laboratory, Workshop, Field Exercises)
- Project Work
- Professional Industrial Training

Theory

Evaluation in theory aims at assessing students' understanding of concepts, principles and procedures related to a course/subject, and their ability to apply learnt principles and solve problems. The formative evaluation for theory subjects may be caused through sessional /class-tests, home-assignments, tutorial-work, seminars, and group discussions etc. For end-term evaluation of theory, the question paper may comprise of three sections.

Section-I

It should contain objective type items e.g. multiple choice, matching and completion type. Total weightage to Section-1 should be of the order of 20 percent of the total marks and no choice should be given in this section. The objective type items should be used to evaluate students' performance in knowledge, comprehension and at the most application domains only.

Section-II

It should contain short answer/completion items. The weightage to this section should be of the order of 40 percent of the total marks. Again, no choice should be given in section-II

Section-III

It may contain two to three essay type questions. Total weightage to this section should be of the order of 40 percent of the total marks. Some built-in, internal choice of about 50 percent of the questions set, can be given in this section.

Table II : Suggested Weightage to be given to different ability levels

Abilities	Weightage to be assigned
Knowledge	10-30 percent
Comprehension	40-60 percent
Application	20-30 percent
Higher than application i.e. Analysis, Synthesis and Evaluation	Upto 10 percent

A. Practical Work

Evaluation of students performance in practical work (Laboratory experiments, Workshop practicals/field exercises) aims at assessing students ability to apply or practice learnt concepts, principles and procedures, manipulative skills, ability to observe and record, ability to interpret and draw conclusions and work related attitudes. Formative and summative evaluation may comprise of weightages to performance on task, quality of product, general behaviour and it should be followed by viva-voce.

B. Project Work

The purpose of evaluation of project work is to assess students ability to apply, in an integrated manner, learnt knowledge and skills in solving real life problems, manipulative skills, ability to observe, record, creativity and communication skills. The formative and summative evaluation may comprise of weightage to nature of project, quality of product, quality of report and quality of presentation followed by viva-voce.

C. Professional Industrial Training

Evaluation of professional industrial training report and viva-voce/ presentation aims at assessing students' understanding of materials, industrial processes, practices in the industry/field and their ability to engage in activities related to problem-solving in industrial setting as well as understanding of application of learnt knowledge and skills in real life situation. The formative and summative evaluation may comprise of weightages to performance in testing, general behaviour, quality of report and presentation during viva-voce.

6 -RECOMMENDATIONS FOR EFFECTIVE CURRICULUM IMPLEMENTATION

This curriculum document is a Plan of Action and has been prepared based on exhaustive exercise of curriculum planning and design. The representative sample comprising selected senior personnel (lecturers and HODs) from various institutions and experts from industry/field have been involved in curriculum design process.

The document so prepared is now ready for its implementation. It is the faculty of polytechnics who have to play a vital role in planning instructional experiences for the courses in four different environments viz. class-room, laboratory, library and field and execute them in right perspective. It is emphasized that a proper mix of different teaching methods in all these places of instruction only can bring the changes in stipulated student's behavior as in the curriculum document. It is important for the teachers to understand curriculum document holistically and further be aware of intricacies of teaching-learning process (T-L) for achieving curriculum objectives. Given below are certain suggestions which may help the teachers in planning and designing learning experiences effectively. These are indicative in nature and teachers using their creativity can further develop/refine them. The designers of the programme suggest every teacher to read them carefully, comprehend and start using them.

(A) Broad Suggestions:

- 1- Curriculum implementation takes place at programme, course and class-room level respectively and synchronization among them is required for its success. The first step towards achieving synchronization is to read curriculum document holistically and understand its rationale and philosophy.
5. An academic plan needs to be prepared and made available to all polytechnics well in advance. The Principals have a great role to play in its dissemination and, percolation upto grass-root level. Polytechnics, in turn are supposed to prepare institutional academic plan.
6. HOD of every Programme Department along with HODs and in-charge of other departments are required to prepare academic plan at department level referring to institutional academic plan.
7. All lecturers/Senior lecturers are required to prepare course level and class level lesson plans referring departmental academic plan.

(B) Course Level Suggestions

Teachers are educational managers at class room level and their success in achieving course level objectives lies in using course plan and their judicious execution which is very important for the success of programme by achieving its objectives.

Polytechnic teachers are required to plan various instructional experiences viz. theory lecture, expert lectures, lab/workshop practical, guided library exercises, field visits, study tours, camps etc. In addition, they have to carry out progressive assessment of theory, assignments, library, practical and field experiences. Teachers are also required to do all these activities within a stipulated period of time. It is essential for them to use the given time judiciously by planning all above activities properly and ensure execution of the plan effectively.

Following is the gist of suggestions for subject teachers to carry out T-L process effectively:

1. Teachers are required to prepare a course plan, taking into account departmental academic plan, number of weeks available and courses to be taught.
2. Teachers are required to prepare lesson plan for every theory class. This plan may comprise of contents to be covered, learning material for execution of a lesson plan. They may follow steps for preparing lesson plan e.g. drawing attention, state instructional objectives, help in recalling pre-requisite knowledge, deliver planned subject content, check desired learning outcomes and reinforce learning etc.
3. Teachers are required to plan for expert lectures from field/industry. Necessary steps are to plan in advance, identify field experts, make correspondence to invite them, take necessary budgetary approval etc.
4. Teachers are required to plan for guided library exercises by identification of course specific experience requirement, setting time, assessment, etc. The assignments and seminars can be thought of as terminal outcome of library experiences.
5. Concept and content-based field visits may be planned and executed for such content of course which is abstract in nature and no other requisite resources are readily available in institute to impart them effectively.
6. There is a dire need for planning practical experiences in right perspective. These slots in a course are the avenues to use problem-based learning/activity learning/ experiential learning approach effectively. The development of lab instruction sheets for the course is a good beginning to provide lab experiences effectively.
7. Planning of progressive assessment encompasses periodical assessment in a semester, preparation of proper quality question paper, assessment of answer sheets immediately and giving constructive feedback to every student

8. The student-centered activities may be used to develop generic skills like task management, problem solving, managing self, collaborating with others etc.
9. Where ever possible, it is essential to use activity-based learning rather than relying on delivery based conventional teaching all the time.
10. Teachers may take initiative in establishing liaison with industries and field organizations for imparting field experiences to their students.
11. Students be made aware about issues related to ecology and environment, safety, concern for wastage of energy and other resources etc.
12. Students may be given relevant and well thought out project assignments, which are purposeful and develop practical skills. This will help students in developing creativity and confidence for their gainful employment.
13. A Project bank may be developed by the concerned department of the polytechnics in consultation with related Industry, research institutes and other relevant field organizations in the state.

11. EVALUATION STRATEGY

An evaluation strategy for a three-year diploma program in Hotel Management & Catering Technology may include the following components:

1. Continuous Assessment: Regular assessments throughout the program to evaluate students' understanding and progress in various subjects. This can include quizzes, assignments, projects, presentations, and practical demonstrations.
2. Examinations: Conducting periodic written examinations to assess students' knowledge and comprehension of the program's core concepts, theories, and practical skills.
3. Practical Assessments: Evaluating students' practical skills through hands-on assessments in areas such as food preparation, culinary techniques, housekeeping, front desk operations, and event management.
4. Industry Internship Assessment: Assessing students' performance during their industry internship or work placement to evaluate their ability to apply knowledge and skills in real-world hotel and catering settings. This can include feedback from supervisors and written reports.

5. **Case Studies and Projects:** Assigning case studies and projects that require students to apply their knowledge and problem-solving skills to analyze and propose solutions to real-world hotel and catering scenarios.
6. **Group Presentations:** Evaluating students' ability to work effectively in teams and deliver coherent and engaging presentations on relevant topics in hotel management and catering.
7. **Practical Examinations:** Conducting practical examinations where students are assessed on their ability to perform specific tasks or techniques related to food preparation, service, and other practical aspects of hotel and catering operations.
8. **Skill-based Assessments:** Assessing students' proficiency in specific skills such as customer service, communication, leadership, and teamwork through role-playing exercises, simulated scenarios, or practical assessments.
9. **Final Project or Dissertation:** Assigning a final project or dissertation that requires students to undertake independent research or a comprehensive case study on a specific aspect of hotel management or catering technology. This project is evaluated based on research methodology, analysis, findings, and presentation.
10. **Feedback and Self-Assessment:** Encouraging students to participate in feedback sessions, self-assessment exercises, and reflection activities to evaluate their own progress, identify areas for improvement, and set goals for their personal and professional development.

It is important to ensure that the evaluation strategy aligns with the program's learning outcomes, provides a comprehensive assessment of students' knowledge, skills, and competencies, and promotes a fair and transparent evaluation process. Regular feedback and constructive guidance should be provided to students to support their learning and growth throughout the program.

12. RECOMMENDATIONS FOR EFFECTIVE IMPLEMENTATION OF CURRICULUM

To ensure effective implementation of the curriculum for a three-year diploma program in Hotel Management & Catering Technology, consider the following recommendations:

1. **Clear Learning Objectives:** Define clear and specific learning objectives for each course/module in the curriculum. These objectives should align with industry requirements and provide a roadmap for students' learning outcomes.
2. **Practical Orientation:** Emphasize hands-on practical training throughout the program. Provide students with ample opportunities to gain practical experience in hotel operations, culinary skills, front desk management, event planning, and other relevant areas. Establish partnerships with industry stakeholders to facilitate internships, apprenticeships, and on-the-job training.
3. **Industry-Experienced Faculty:** Recruit faculty members with industry experience and expertise in hotel management and catering. This will ensure that students receive practical insights, real-life examples, and industry-relevant knowledge. Encourage faculty to stay updated with current trends and practices through professional development activities.
4. **Modern Teaching Methods:** Incorporate innovative and interactive teaching methods to engage students actively. Use a variety of instructional approaches, including case studies, role-plays, simulations, group projects, guest lectures, and technology-based learning tools. Encourage critical thinking, problem-solving, and creativity in classroom activities.
5. **Practical Facilities and Resources:** Provide state-of-the-art facilities and resources to support practical training. This may include well-equipped kitchens, restaurants, front desk simulation areas, and event management spaces. Invest in industry-standard equipment, software, and technology to familiarize students with the tools they will encounter in their careers.
6. **Industry Collaborations:** Establish partnerships and collaborations with hotels, restaurants, catering companies, and other industry organizations. This will facilitate guest lectures, industry visits, internships, and guest chef demonstrations. Encourage industry professionals to participate in curriculum development, review, and advisory committees.
7. **Continuous Quality Assurance:** Implement a system for continuous quality assurance and program evaluation. Regularly assess the program's effectiveness, student outcomes, and faculty performance. Collect feedback from students, alumni, and industry partners to identify areas for improvement and make necessary adjustments to the curriculum.
8. **Soft Skills Development:** Emphasize the development of essential soft skills such as communication, teamwork, leadership, and customer service throughout the program. Incorporate activities and assignments that enhance students' interpersonal skills, cultural awareness, and professionalism.

9. Career Guidance and Placement Support: Offer career guidance services and provide students with support in job placements and internships. Develop strong connections with industry recruiters and organize career fairs, networking events, and alumni mentorship programs.

By implementing these recommendations, the curriculum for the three-year diploma program in Hotel Management & Catering Technology can provide students with a well-rounded education, equip them with industry-relevant skills, and enhance their employability in the dynamic field of hospitality and catering.

Evaluation Scheme Guidelines : As Per AICTE

a. For Theory Courses:

(The weightage of Internal assessment is 40% and for End Semester Exam is 60%) The student has to obtain at least 40% marks individually both in internal assessment and end semester exams to pass.

b. For Practical Courses:

(The weightage of Internal assessment is 60% and for End Semester Exam is 40%) The student has to obtain at least 40% marks individually both in internal assessment and end semester exams to pass.

c. For Summer Internship / Projects / Seminar etc.

Evaluation is based on work done, quality of report, performance in viva-voce, presentation etc.

Note: The internal assessment is based on the student's performance in mid semester tests (two best out of three), quizzes, assignments, class performance, attendance, viva-voce in practical, lab record etc.

13.LIST OF PARTICIPANTS

List of experts who contributed in the development of the curriculum for Diploma in Hotel Management and Catering Technology at I.R.D.T., U.P., Kanpur are honorable named below :

1. Dr. Sudhanshu Rai Incharge, Hotel & Tourism Management, C.S.J.M. University,, Kanpur
2. Dr. Warshi Singh, Assistant Professor, Tourism Inst. Of Management, C.S.J.M. University Kanpur
3. Shri Saurabh Tripathi, Director, School of Hotel & Tourism Management, C.S.J.M. University., Kanpur
4. Dr. A. P. Bhaudauriya, Professor, P.S.I.T., Kanpur