

# VANITA VISHRAM WOMEN'S UNIVERSITY

(Managed By: Vanita Vishram, Surat)

*1<sup>st</sup> Women's University of Gujarat*



VANITA VISHRAM  
WOMEN'S UNIVERSITY  
— SURAT —

## SCHOOL OF VOCATIONAL STUDIES

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## DEPARTMENT OF HOSPITALITY AND TOURISM MANAGEMENT

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## B.VOC. HOSPITALITY AND TOURISM MANAGEMENT (HONORS)

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## SYLLABUS

AS PER NEP-2020

W.E.F 2024-25



## INDEX

1	Preamble – VVWU	2
2	Salient Features	3
3	Introduction of the Program	4
4	Program Specific Outcomes (PSOs)	5
5	Program Highlights:	6
6	Credit Structure	11
7	Course Structure – Paper Titles -SEMESTER III	12
8	Teaching and Evaluation Scheme for B.VOC HTM academic year 2024-25	13
9	Syllabus: Semester 3	12
10	Teaching Methodology	39
11	Glossary	42



## **1 PREAMBLE – VVWU**

Vanita Vishram Women's University (VVWU) is the First-ever Women's University of Gujarat approved by the Government of Gujarat under the provisions of the Gujarat Private Universities Act, 2009. It is a university committed to achieve Women's Empowerment through Quality Education, Skill Development, and by providing employment opportunities to its girl students through its model curriculum, integration of technology in pedagogy and best-in-class infrastructure. The focus is on prioritizing practical component and experiential learning supported through academia-industry linkages, functional MoUs, skill development training, internships etc. It aims at providing opportunities to the girl students for holistic development and self-reliance.

### **VISION**

Empowerment of women through quality education and skill development, so as to make them strong pillars of stability in the society.

### **MISSION**

To provide Education and Professional Training to all women for their all-round development, so as to enable them to become economically independent and socially empowered citizens.



## **2 SALIENT FEATURES**

- Based on NEP-2020 and CBCS
- Interdisciplinary as well as multidisciplinary.
- Practical-oriented, skill-based and vocation-based.
- Based on experiential learning.
- Greater exposure to internship, hands-on training, project work, field work, presentation etc.
- Mode of teaching shall be offline
- Qualified and competent faculty members for effective teaching-learning
- Employment-Generating course



### **3 INTRODUCTION OF THE PROGRAM**

It has been a long-felt necessity to align higher education with the emerging needs of the economy so as to ensure that the graduates of higher education systems have adequate knowledge and skills for employment and entrepreneurship. The higher education system has to incorporate the requirements of various industries in its curriculum, in an innovative and flexible manner while developing a holistic and well-groomed graduate.

The University Grants Commission (UGC) has launched a scheme on skills development based higher education as part of college/university education, leading to Bachelor of Vocation (B.Voc.) Degree Programme with multiple exits such as Certificate, Diploma and Degree.

The B.Voc. programme is focused on universities and colleges providing undergraduate studies which would also incorporate specific job roles along with broad based general education. This would enable the graduates completing B.Voc. to make meaningful participation in accelerating India's economy by gaining appropriate employment, becoming entrepreneurs and creating appropriate knowledge.

The undergraduate program in Hospitality and Tourism Management is a four-year degree program that is designed so as to provide the students with quality education and equip them with tools to work effectively in this dynamic industry. The course design is such that it will enable them to develop technical as well as managerial skills and guide them to ultimately realize their true calling. Students will be facilitated to become industry ready with diverse career opportunities across the globe.

#### **Programme Objectives (PO<sub>s</sub>)**

- PO 1. To impart skill-based knowledge which will enable them to become industry ready.
- PO 2. To strengthen the in-field practical knowledge of the students by providing them hands-on experimentation, project work and field work.
- PO 3. To develop capability of thinking, understanding/analyzing and interpreting and solving problems to meet the needs of industries related to Hospitality and Tourism.



PO 4. To make learners understand the responsibilities towards mankind and the environment.

PO 5. To make students capable of finding entrepreneurship opportunities for betterment of society, environment.

#### **4 PROGRAM SPECIFIC OUTCOMES (PSOs)**

Upon completion of the B.Voc. Hospitality and Tourism Management (Hons), the students would:

PSO 1. Students will be equipped with the skills and knowledge that are essential for functioning in the hospitality, tourism, and its allied businesses

PSO 2. Students will develop professional behaviour and competencies in handling workplace situations, maintaining guest/customer services and nurturing professional relationships

PSO 3. Students will also develop a range of leadership skills and abilities such as motivating others, leading changes, working in teams, and resolving conflicts.

PSO 4. Students will be able to communicate confidently and effectively in community as well as industry

PSO 5. Students will develop competencies that will enable them to start entrepreneurial ventures in the areas of Hospitality and Tourism.



## 5 PROGRAM HIGHLIGHTS:

<b>Course Level</b>	UG						
<b>Program</b>	Bachelors of Vocation (Hospitality and Tourism Management)						
<b>Duration</b>	3 years (6 semesters)						
<b>Examination Type</b>	Semester system (1-6 semesters)						
<b>Intake</b>	80						
<b>Eligibility</b>	10 + 2 any stream						
<b>Mapping between POs and PSOs</b>		PSO 1.	PSO 2.	PSO 3.	PSO 4.	PSO 5.	PSO 6.
	PO 1.						
	PO 2.						
	PO 3.						
	PO 4.						
	PO 5.						
	PO 6.						
<b>Job Positions</b>	Hotelier, Banquet Manager, Event Designer/Planner/Manager, Tour Planners, Front Office Executive, Entrepreneurs, Catering Manager						

<b>Weightage (%)</b>	<b>Comprehensive Continuous Evaluation (CCE) (50%)</b>	<b>Semester End Examination (SEE) (50%)</b>
100%	[Internal written Theory Exam] (20%) + [Assignments/Presentations/Viva/group discussion/Journal/ MCQ/QUIZ + Attendance] (20% - <b>Any Three</b> )	End Semester Examination (ESE) Theory Exams Whole Syllabus



**6 CREDIT STRUCTURE**

**Proposed UG Credit structure for UG -2024-2025**

**According to Curriculum and Credit Framework for Undergraduate Programme**

Semester	Major	Minor	Multi Disciplinary	Ability Enhancement Course (AEC)	Skill Enhancement Course (SEC)	Value Added Courses (VAC)	RP/OJT	Dissertation	Total
1	8	4	4	2	2	2	-	-	22
2	8	4	4	2	2	2	-	-	22
3	12	-	4	2	2	2	-	-	22
4	12	4	-	2	2	2	-	-	22
5	12	8	-	-	2	-	-	-	22
6	12	4	-	2	4	-	-	-	22
<b>Total</b>	<b>64</b>	<b>24</b>	<b>12</b>	<b>10</b>	<b>14</b>	<b>8</b>	<b>-</b>	<b>-</b>	<b>132</b>
7	12	4	-	-	-	-	6	-	22
8	12	4	-	-	-	-	6	-	22
<b>Total</b>	<b>24</b>	<b>8</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>12</b>	<b>-</b>	<b>44</b>
<b>Grand Total</b>	<b>88</b>	<b>32</b>	<b>12</b>	<b>10</b>	<b>14</b>	<b>8</b>	<b>12</b>	<b>12</b>	<b>176</b>





\* If the student wants to exit after 2nd/ 4th Sem and wants a certificate/Diploma respectively, she should complete an internship of 4 credits (60 hours)

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## B.VOC. HOSPITALITY AND TOURISM MANAGEMENT

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## SEMESTER 3

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## SYLLABUS

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AS PER NEP-2020

W.E.F 2024-25



**7 COURSE STRUCTURE – PAPER TITLES -SEMESTER 1**

<b>Integrated (UG) Course structure for year – 2024-2025</b>									
<b>Sem</b>	<b>Major</b>	<b>Minor</b>	<b>Multi-Disciplinary</b>	<b>Ability Enhancement Compulsory (AEC)</b>	<b>Skill based (SEC)</b>	<b>Value Added Courses VAC/IKS</b>	<b>Summer Internship/ Project/ Online Course</b>	<b>Dissertation</b>	<b>Total</b>
III	Front Office Management-I (Th+Pr)	Nil	Human Resource Management (Th)	Functional English-III (Th)	French for Hospitality-I (Th)	Traditional Indian Knowledge (Th)	-	-	22
	Food and Nutrition (Pr)						-	-	
	Tour Packaging (Pr)						-	-	



### 8 TEACHING AND EVALUATION SCHEME FOR B.VOC HTM ACADEMIC YEAR 2024-25

S e m e s t e r	Course Code	Course Categor y	Course Title	Offering Department	Teaching Scheme				Examination Scheme													
					Contact Hour			T o t a l C r e d i t	Theory					Practical					T o t a l M a r k s	T o t a l C r e d i t s		
					T h e o r y	P r a c t i c a l	T o t a l		C r e d i t	CEE		SEE		C A + E S E P a s s i n g M a x	C r e d i t	CEE		SEE			C A + E S E P a s s i n g	
										M a x .	P a s s i n g	M a x .	P a s s i n g			M a x .	P a s s i n g	M a x .				P a s s i n g
III		Major -5	Front Office Managem ent-I (Th)	Departmen t of Hospitality and Tourism Managem ent	2	-	2	2	2	25	9	25	9	18	-	-	-	-	-	-	50	4



	Major -5	Front Office Management-I (Pr)	Department of Hospitality and Tourism Management	-	2	4	2	-	-	-	-	-	-	2	25	9	25	9	18	50	
	Major -6	Food and Nutrition (Pr)	Department of Hospitality and Tourism Management	-	4	8	4							4	50	18	50	18	36	100	4
	Major -7	Tour Packaging (Pr)	Department of Hospitality and Tourism Management	-	4	8	4	-	-	-	-	-	-	4	50	18	50	18	36	100	4
	Minor	Nil																			
	Multidisciplinary	Human Resource Management (Th)	Department of Hospitality and Tourism Management	4	-	4	4	4	50	18	50	18	36	-	-	-	-	-	-	100	4



	<b>Ability Enhancement Compulsory (AEC)</b>	<b>Functional English-III (Th)</b>	<b>Department of English</b>	2	-	2	2	2	25	9	25	9	18	-	-	-	-	-	-	50	2
	<b>Skill based -SEC</b>	<b>French for Hospitality-I (Th)</b>	<b>Department of Hospitality and Tourism Management</b>	-	4	4	2	-	-	-	-	-	-	2	25	9	25	9	18	50	2
	<b>IKS</b>	<b>Traditional Indian Knowledge (Th)</b>	<b>Department of Hospitality and Tourism Management</b>	2	-	2	2	2	25	9	25	9	18	-	-	-	-	-	-	50	2



EFFECTIVE FROM ACADEMIC YEAR 2024-25

*B.Voc. Hospitality and Tourism Management*  
Syllabus – 2024-25

**9 SYLLABUS: SEMESTER 3**

**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT**  
**SCHOOL OF VOCATIONAL STUDIES**  
**Department of Hospitality and Tourism Management**  
**B.VOC Hospitality and Tourism Management**  
**S.Y B.VOC**  
**Semester III**  
**HTM205-1C : FRONT OFFICE MANAGEMENT-I**

**Credit 2 (TH)****Contact Hour per week 2****Outline of the Course:**

<b>Course type</b>	Theory
<b>Level of the course</b>	200-299 Intermediate-Level
<b>Course Category</b>	Major
<b>Purpose of Course</b>	The students will be given the fundamental knowledge about one of the most important departments of a hotel or any other organization i.e. front office department.
<b>Course Objective</b>	CO1: To equip the students with important terminologies used at the front desk CO2: To make them understand about reservation process, room rates and calculation of tariff CO3: To inform them about check in procedures and all aspects related to it. CO3: To inform them about check out procedures and all aspects related to it
<b>Minimum weeks per Semester</b>	15 (Including Class work, examination, preparation, holidays etc.)
<b>Last Review /Revision</b>	New
<b>Prerequisite</b>	Nil
<b>Teaching Methodology</b>	Class Room Teaching, Practical training, role plays, discussion, and Assignment
<b>Evaluation Method</b>	50% Comprehensive Continuous Evaluation (CCE) 50% Semester End Examination (SEE)



**Course Content:**

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	<b>Accommodation Management</b> a) Front Office terminology b) Reservation-sources, modes, systems, handling cancellations, amendments, overbooking c) Room rates d) Tariff calculation	50 %	15
2	<b>Check-in and Check-out procedure</b> a) Guest check-in and registration b) Check-in for special cases-groups, VIPs etc. c) Guest folio d) Settlement of guest account e) Smooth check-outs and maintaining guest history	50%	15
	<b>Total</b>	<b>100%</b>	<b>30</b>

**References:**

1. Sudhir Andrew, "Front Office Management and Operations- Textbook", Tata McGraw Hill Publishing Company Ltd.
2. Sudhir Andrew, "Front Office Management and Operations- Training Manual", Tata Mc. Graw Hill Publishing Company, New Delhi
3. Jatashankar Tewari, Hotel Front Office: Operations and Management, Oxford University Press

Unit No.	Title of the Unit	Course Outcomes			
		CO 1	CO 2	CO 3	CO 4
1	Accommodation Management				
2	Check-in and Check-out procedure				

**COURSE OUTCOMES:**

Upon successful completion of the course,

CO 1.	Students will be equipped with front office terminologies
CO 2.	They will understand about reservation procedure, room rate and calculation of tariff
CO 3.	Students will gain knowledge about check in procedure
CO 4.	They will gain knowledge about check out procedure

**COURSE ARTICULATION MATRIX**

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1					
CO2					
CO3					
CO4					



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**Semester III**  
**HTM205-1C: FRONT OFFICE MANAGEMENT-I**

**Credit 2 (Pr)****Contact Hour per week 4**

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**Outline of the Course:**

<b>Course type</b>	Practical
<b>Level of the course</b>	200-299 Intermediate-Level
<b>Category of the course</b>	Major
<b>Purpose of Course</b>	The course will be instrumental in providing hands on training to the students on the fundamental procedure of front office
<b>Course Objective</b>	CO1: To equip the students with verbal skills required at the front desk CO2: To make them develop better non-verbal communication CO3: To train them in handling guest enquiries and complaints CO4: To train them in handling messages and keys at the hotel
<b>Minimum weeks per Semester</b>	15 (Including Class work, examination, preparation, holidays etc.)
<b>Last Review /Revision</b>	April 2024
<b>Prerequisite</b>	Nil
<b>Teaching Methodology</b>	Class Room Teaching, Practical training, role plays, discussion, and Assignment
<b>Evaluation Method</b>	50% Comprehensive Continuous Evaluation (CCE) 50% Semester End Examination (SEE)

**Course Content:**

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	<b>Front Office Communication</b>  a) Holding Conversations - while receiving a guest and giving him/her information., while placing and receiving orders, while making confirmation, regrets and apologies, while checking, investigating and enquiry, while handling VIPs, other nationalities and colleagues b) Working on body language - facial expression, eye contact, postures and gestures c) Written communication- types of letters (official, internal, invitation, greetings, regrets etc.), memos, circulars, notices etc.	50 %	30
2	<b>During guest stay activities</b> a) Guest enquiries and role of GRE b) Guest complaint handling c) Message and mail handling d) Key handling	50 %	30
	<b>Total</b>	<b>100%</b>	<b>60</b>

**References:**

1. Sudhir Andrew, "Front Office Management and Operations- Textbook", Tata McGraw Hill Publishing Company Ltd.
2. Sudhir Andrew, "Front Office Management and Operations- Training Manual", Tata McGraw Hill Publishing Company, New Delhi
3. Jatashankar Tewari, Hotel Front Office: Operations and Management, Oxford University Press

**COURSE OUTCOMES:**

Upon successful completion of the course,

CO 1.	Students will be able to hold conversations confidently
CO 2.	They will develop their nonverbal communication skills
CO 3.	Students will be able to think objectively to deal with guest queries and complaints
CO 4.	They will be trained in procedures to handle message and keys

**COURSE OUTCOMES MAPPING**

Unit No.	Title of the Unit	Course Outcomes			
		CO 1	CO 2	CO 3	CO 4
1	Front Office Communication				
2	During guest stay activities				

**COURSE ARTICULATION MATRIX**

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1					
CO2					
CO3					
CO4					



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**S.Y B.VOC**  
**Semester III**  
**HTM206-1C : Food and Nutrition**

**Credit 4 (Pr)****Contact Hour per week 8****Outline of the Course:**

<b>Course type</b>	Practical
<b>Level of the course</b>	200-299 Intermediate-Level
<b>Category of the course</b>	Major
<b>Course Objective</b>	<b>CO 1.</b> To enable the students to implement the basic food science in operation. <b>CO 2.</b> To provide basic knowledge and practice to enhance the quality of life through the improvement of human health and nutritional status. <b>CO 3.</b> To develop skill and techniques in food preparation with conservation of nutrients and palatability using cooking methods generally employed. <b>CO 4.</b> To help the students to contribute proper utilization of foods and prevent food ravages
<b>Minimum weeks per Semester</b>	15 (Including Class work, examination, preparation, holidays etc.)
<b>Last Review /Revision</b>	Nil
<b>Prerequisite</b>	Nil
<b>Teaching Methodology</b>	Class Room Teaching, Practical training, role plays, discussion, and Assignment
<b>Evaluation Method</b>	50% Comprehensive Continuous Evaluation (CCE) 50% Semester End Examination (SEE)



Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	<p><b>Introduction to Food Science:</b> Food groups- 4 (ICMR), 5 and 7, functional food groups-energy yielding, body building and protective foods (only sources), food pyramid.</p> <p><b>Methods of cooking:</b> Objectives of cooking. Boiling, steaming, stewing, frying, baking, roasting, broiling, cooking under pressure and microwave cooking.</p> <p><b>Cereals:</b> Structure and composition of rice and wheat, effects of cooking on parboiled and raw rice,</p> <p><b>Cereal cookery-</b> Gluten and gelatinization, factors affecting gluten formation and gelatinization.</p> <p><b>Millets:</b> Nutritive value of Ragi, Jowar and Maize</p>	25 %	30
2	<p><b>Pulses and legumes:</b> Varieties of pulses, legumes and grams, composition, nutritive value, anti-nutritional factors (Trypsin and Tannins), cooking quality of pulses, germination and its effects. <b>Fruits:</b> Composition, nutritive value, changes during ripening, methods and effects of cooking, enzymatic browning.</p> <p><b>Vegetables:</b> Classification, composition, nutritive value, selection and preparation for cooking, methods and principles involved in cooking.</p>	25 %	30
3	<p><b>Beverages-</b> Classification, nutritive value, milk-based beverages- methods of preparing tea and coffee, fruit-based beverages and preparation of carbonated non- alcoholic beverages.</p> <p><b>Sugar:</b> Stages of sugar cookery.</p> <p><b>Fats and Oils:</b> Types of oils, function of fats and oils, shortening effects of oil, smoking point of oil, effect of heat on oil absorption and factors affecting absorption of oil</p> <p><b>Spices and Condiments:</b> Functions of spices, medicinal values of Cardamom, Cinnamon, Cloves, Fenugreek, Pepper, Onion, Turmeric, Ginger, and Garlic</p>	25%	30
4	<p><b>Milk-</b> Composition, nutritive value, kinds of milk, pasteurization and homogenization of milk, changes in milk during heat processing, role of milk and milk products, preparation of fermented (cheese) and non-fermented (milk powder)</p>	25%	30



	<p><b>Egg-</b> Structure, composition, selection, nutritive value, uses of egg in cookery, methods of cooking, foam formation and factors affecting foam formation</p> <p><b>Meat-</b>Structure, composition, nutritive value, selection of meat, post mortem changes in meat, aging, tenderness and curing. Methods of cooking meat and their effects.</p> <p><b>Poultry:</b> Classification, composition, nutritive value, selection, methods of cooking.</p> <p><b>Fish-</b> Structure, composition, nutritive value, selection of fish, methods of cooking and effects</p>		
	<b>Total</b>	<b>100%</b>	<b>120</b>

**REFERENCE****TEXT BOOKS:**

- 1.Srilakshmi, B. (2015). Food Science. 3rd Edition. New Delhi: New Age International.
2. Shakunthala Manay and Shadakhraswamy M., 2008. Food Facts and Principles, Third Edition, New Age International Publishers, New Delhi

**REFERENCE BOOKS:**

- 1.Mudambi .R. Sumathi and Rajagopal M.V (2008), Food Science. New Age International Publishers, New Delhi.
- 2.Thangam E. Philip (1998). Modern Cookery Volume II, Orient Longman, II Edition., Hyderabad

[**EXPERIMENTS** 1. **Food group-** Grouping of foods, discussion on nutritive value 2. **Measuring ingredients** Methods of measuring different types of foods– grains, flours and liquids Edible portion Determination of edible portion percentage 3. **Moist heat methods-** Boiling, Simmering, Steaming and Pressure cooking 4. **Dry heat methods-** baking, Fat as a medium for cooking- shallow and deep fat frying 5. **Cereals-** Methods of cooking fine and coarse cereals. Examination of starch 6. **Pulses-** Cooking of soaked, un soaked, germination and fermentation of pulses. Common preparation with pulses 7. **Vegetables** Experimental cookery using vegetables of different colors and textures 8. **Preparation of soups and salads**, Common preparation with vegetables 9. **Fruits-** Prevention of darkening in fruits and vegetables. Fruit salad 10. **Experimental cookery**– cream of tomato soup, cheese curry and cooking vegetables in milk, common preparation with milk, cheese and curd. 11. **Fleshy foods Fish, meat and poultry-** PowerPoint presentation and hands on





during Internship 12. **Experimental cookery of Egg-** boiled egg, poached egg. Common preparations with egg 13. **Beverages** Preparation of hot beverages- coffee, tea, Preparation of cold beverages-fruit drinks and milkshake 14. **Evaluation** -Development of score card 15. Developing value added foods (Cereals, Millets, Pulses and Vegetable based) any four)]

**COURSE OUTCOMES:**

Upon successful completion of the course

CO1	Acquire knowledge and develop aptitude in Food Science and Nutrition
CO2	Apply skills by planning, implementing and evaluating diets to the community in the current scenario.
CO3	Interpret and utilize nutrition techniques in developing novel products to improve the health status of society
CO4	Develop professional attributes in Food Science and Nutrition that are adopted to serve in diverse professional and community organizations

**COURSE OUTCOMES MAPPING**

Unit No.	Title of the Unit	Course Outcomes			
		CO 1	CO 2	CO 3	CO 4
1	<b>Introduction to Food Science</b>				
2	Classification and nutritive value of Pulses, legumes, fruits and vegetables.				
3	Classification and functions of beverages, Fats and oils, Spices and Condiments				
4	Composition and nutritive value of Milk and meat products				

**COURSE ARTICULATION MATRIX**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						



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**Semester III**  
**HTM207-1C: Tour Packaging**

**Credit 4 (Pr)****Contact Hour per week 8****Outline of the Course:**

<b>Course type</b>	Practical
<b>Level of the course</b>	200-299 Intermediate-Level
<b>Category of the course</b>	Major
<b>Purpose of Course</b>	The students are required to learn the basics of itinerary planning and tour packages. They also need to be aware of preparing different types of itineraries. Hence, this course will provide them with the knowledge of the same.
<b>Course Objective</b>	CO1. To make the students learn about the basics of tour packaging, costing and designing CO2. To introduce them to the concept of itinerary planning and developing special tourist interest itineraries of India and the World CO3. To provide information about popular tourist itineraries of India and make them able to develop the same CO4. To provide information about popular tourist itineraries of the world and make them able to develop the same
<b>Minimum weeks per Semester</b>	15 (Including Class work, examination, preparation, holidays etc.)
<b>Last Review /Revision</b>	N/A
<b>Prerequisite</b>	Nil
<b>Teaching Methodology</b>	Class Room Teaching, Practical training, role plays, discussion and Assignment
<b>Evaluation Method</b>	50% Comprehensive Continuous Evaluation (CCE) 50% Semester End Examination (SEE)



Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
	<b>Tour packaging, costing and designing</b> a) Meaning and types of tour packages b) Package elements c) Packaged tour formulation process d) Components of tour cost e) Cost for new tour product development f) Factors influencing tour costing g) Preparation of cost sheet h) Pricing strategies for tour packages i) Designing tour brochures and tour packages	25 %	30
2	<b>Itinerary planning</b> a) Meaning and significance b) Types of itineraries c) Components of an itinerary d) Steps of developing an itinerary e) Dos and Don'ts of itinerary preparation f) Special interest tourism itineraries in India and World: Adventure, Health, Cultural and Religious tourism	25 %	30
3	<b>Popular tourist itineraries of India</b> a) Golden Triangle b) Great Indian Heritage Circuit c) Buddhist Circuit d) Temple Circuit of South India e) Desert Triangle (Bikaner-Jodhpur-Jaisalmer) f) Himalayan Safari	25%	30
4	<b>Popular tourist itineraries of the World</b> a) North America b) South America c) Europe d) Africa e) Middle East f) Far East Asia g) South East Asia h) South Asia	25%	30
	<b>Total</b>	<b>100%</b>	<b>120</b>

**REFERENCE**

1. Business of Travel Agency and Tour Operations Management, A K Bhatia, Sterling Publishers Pvt.Ltd; UK ed. edition (1 January 2012), ISBN-10 : 812076921X, ISBN-13 : 978- 8120769212
2. Travel Agency Management: An Introductory Text, Mohindar Chand, Anmol Publication Pvt. Ltd., New Delhi.
3. Travel Agency Operations : Concepts and Principles, Jagmohan Negi, Kanishka, New Delhi.
4. Tourism: Principles, Practisesand Philosophies, Goeldner, R. and Ritchie, B., John Wiley and Sons, London.
5. Tourism Operations and Management, Roday. S., Biwal, A and Joshi. V, Oxford University Press, New Delhi.
6. Discover Planet - India Tourist Road Atlas (English), 2020, by Discover Planet Editorial Team, Little House; First edition
7. Discover India - A Travel Map Paperback, 2018, by MRM Publications (Author), Subhash Kulkarni (Editor), A Travel Map on India, Media Research and Marketing
8. Travel the world on your own: Itinerary building, dream destinations, cost saving tricks, all about Visas, 2020, by Sushil Bali

**COURSE OUTCOMES:**

Upon successful completion of the course

CO1	Students will gain insights of the basics of tour packaging, costing and designing
CO2	They will become aware of the concept of itinerary planning and will develop the skills to prepare special tourist interest itineraries of India and the World
CO3	They will gain the knowledge of popular tourist itineraries of India and will be able to develop the itineraries
CO4	They will gain the knowledge of popular tourist itineraries of the World and will be able to develop the itineraries

**COURSE OUTCOMES MAPPING**

Unit No.	Title of the Unit	Course Outcomes			
		CO 1	CO 2	CO 3	CO 4
1	Tour packaging, costing, and designing				
2	Itinerary planning				
3	Popular tourist itineraries of India				
4	Popular tourist itineraries of the world				

**COURSE ARTICULATION MATRIX**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						



**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT**  
**SCHOOL OF VOCATIONAL STUDIES**

**Department of Hospitality and Tourism Management**

**B.VOC Hospitality and Tourism Management**

**S.Y B.VOC**

**Semester III**

**MDC203-1C: Human Resource Management (Multidisciplinary)**

**Credit 4 (Th)**

**Contact Hour per week 4**

**Outline of the Course:**

<b>Course type</b>	Theory
<b>Level of the course</b>	200-299 Intermediate-Level
<b>Category of the course</b>	Multidisciplinary
<b>Purpose of Course</b>	The course will give an overview of the techniques and basic concepts of <b>Human Resource Management</b> and thus will be able to apply the concepts in the field of Hospitality and Tourism Sectors.
<b>Course Objective</b>	CO 1. To introduce the students to the fundamentals of HRM CO 2. To make them aware of the different techniques used in HRM CO 3. To make them learn about the importance of training and development of personnel. CO 4. To make them understand the implication of HRM in different sectors
<b>Minimum weeks per Semester</b>	15 (Including Class work, examination, preparation, holidays etc.)
<b>Last Review /Revision</b>	New
<b>Prerequisite</b>	Basic knowledge of Management concepts
<b>Teaching Methodology</b>	Class Room Teaching, Practical Training, Presentations and Class Assignments
<b>Evaluation Method</b>	50% Comprehensive Continuous Evaluation (CCE) 50% Semester End Examination (SEE)

**Course Content:**

<b>Units</b>	<b>Particulars</b>	<b>% Weightage of Unit</b>	<b>Minimum Nos. of Hours</b>
<b>1</b>	<b>Introduction to Human Resource Management</b>  a) Concept and Fundamentals b) Role, Status, and competence of HR Manager c) HR Policies d) Evolution of HRM e) Emerging Challenges of Human Resource Management f) Workforce diversity g) Human Resource Information System	<b>25</b>	<b>15</b>
<b>2</b>	<b>Acquisition of Human Resources</b>  a) Human Resource Planning – Quantitative and Qualitative dimensions b) Job analysis—Job description and job specification c) Recruitment - Concept and resources d) Selection – Concept and process; Test and Interview e) Placement and Induction.	<b>25</b>	<b>15</b>
<b>3</b>	<b>Training and Development</b>  a) Concept and Importance b) Identifying Training and Development Needs c) Designing Training Programmes-Management Development; Career Development, Role-Specific and Competency-Based Training d) Training Procedure e) Evaluating Training programs f) Outsourcing	<b>25</b>	<b>15</b>
<b>4</b>	<b>Performance Appraisal</b>  a) Nature, objective and importance of performance appraisal b) Modern techniques of performance appraisal c) Potential appraisal and employee counseling	<b>25</b>	<b>15</b>



	d) Job changes – transfers and promotions e) Compensation: concept and policies f) Methods of wage payments and incentive plans; fringe benefits; performance linked compensation. g) Job evaluation <b>Maintenance</b> a) Employees health and safety b) Employee welfare c) Employer-Employee relations- industrial disputes and grievances causes and management.		
	<b>Total</b>	<b>100%</b>	<b>60</b>

**REFERENCES**

**Core references:**

1. Human Resource Management- by Khanka , S. Chand publishers
2. Human Resource Management - by Durai, Pearson publishers
3. Human Resource Management - by VSP Rao, Excel Books
4. Human Resource Management - by Jyoti, Venikates, Kalyani Publishers, 2017
5. HRM Text and cases, by Aswathappa, Jaico publishers.

**COURSE OUTCOMES:**

Upon successful completion of the course

CO1	The students will understand the significance of Human Resource Management.
CO2	The students will be able to apply the concepts and strategies of Human Resource Management in their area of work.
CO3	The students will understand the
CO4	The students would be able to apply research principles in their area of study.

**COURSE OUTCOMES MAPPING**

Unit No.	Title of the Unit	Course Outcomes			
		CO 1	CO 2	CO 3	CO 4
1	Introduction to Human Resources Concepts				
2	Human Resource Planning, Recruitment and Selection				





3	Training , development and evaluation				
4	Performance Appraisal and employee counseling				

### COURSE ARTICULATION MATRIX

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1					
CO2					
CO3					
CO4					



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**SCHOOL OF VOCATIONAL STUDIES**  
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**B.VOC Hospitality and Tourism Management**  
**S.Y B.VOC**  
**Semester III**  
**AEC203-1C: Functional English-III (AEC)**

**Credit 2 (Th)**

**Contact Hour per week 2**

**Outline of the Course:**

<b>Course type</b>	Theory
<b>Level of the Course</b>	200-299 Intermediate-Level
<b>Course Category</b>	Ability Enhancement Course
<b>Purpose of Course</b>	To enhance students' understanding and proficiency in various aspects of communication skills as a subject.
<b>Course Objective</b>	CO 1. To make students aware of fundamentals of communication skills CO 2. To develop proficiency in communication skills CO 3. To cultivate reflective communication practices
<b>Minimum weeks per Semester</b>	15 (Including Class work, examination, preparation, holidays etc.)
<b>Last Review /Revision</b>	New
<b>Pre-requisite</b>	Elementary knowledge of English Language
<b>Teaching Methodology</b>	Class Room Teaching, Discussion and Assignment
<b>Evaluation Method</b>	50% Continuous Comprehensive Evaluation (CCE) 50% Semester End Examination (SEE)

**Course Content:**

<b>Unit No.</b>	<b>Particulars</b>	<b>% Weightage of Unit</b>	<b>Minimum Nos. of Hours</b>
1	<b>Introduction to Communication</b> <ul style="list-style-type: none"><li>● Meaning and Characteristics of Communication</li><li>● Types of Communication</li><li>● Modes of Communication</li><li>● 7 Cs of Communication</li></ul>	30	10
2	<b>Listening Skills</b> <ul style="list-style-type: none"><li>● Note-taking</li><li>● Minutes of Meeting</li></ul>	30	10
3	<b>Reading Skills</b> <ul style="list-style-type: none"><li>● Summarizing</li><li>● Paraphrasing</li><li>● Book/Film Review</li></ul>	40	10

**References**

1. Adler, Mortimer J., and Charles Van Doren. *How to Read a Book: The Classic Guide to Intelligent Reading*. Simon and Schuster, 2014.
2. Adler, Ronald B., and Jeanne Marquardt Elmhorst. *Communicating at Work: Principles and Practices for Business and the Professions*. 12th ed., McGraw-Hill Education, 2020.
3. Beebe, Steven A., Susan J. Beebe, and Diana K. Ivy. *Communication: Principles for a Lifetime*. 7th ed., Pearson, 2019.
4. Duke, Nell K., and P. David Pearson. "Effective Practices for Developing Reading Comprehension." *What Research Has to Say about Reading Instruction*, 3rd ed., International Reading Association, 2002.
5. Gudykunst, William B., and Stella Ting-Toomey. *Culture and Interpersonal Communication*. 7th ed., Sage Publications, 2019.
6. Harvey, Stephanie, and Anne Goudvis. *Strategies That Work: Teaching Comprehension for Understanding and Engagement*. Stenhouse Publishers, 2017.
7. McCornack, Steven. *Reflect and Relate: An Introduction to Interpersonal Communication*. 5th ed., Bedford/St. Martin's, 2019.



8. West, Richard, and Lynn H. Turner. *Introducing Communication Theory: Analysis and Application*. 7th ed., McGraw-Hill Education, 2020.
9. Wood, Julia T. *Interpersonal Communication: Everyday Encounters*. 9th ed., Cengage Learning, 2020.

**Course Outcomes:**

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

CO1	Demonstrate improved proficiency in communication by articulating ideas clearly, concisely, and confidently in various contexts.
CO2	Develop active listening and reading skills.
CO3	Exhibit enhanced skills in summarizing, paraphrasing, note taking in a comprehensive manner.

**Course Outcomes Mapping:**

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Introduction to Communication			
2	Listening Skills			
3	Reading Skills			

**Course Articulation Matrix:**

	PSO1	PSO2	PSO3	PSO4
CO1				
CO2				
CO3				



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**B.VOC Hospitality and Tourism Management**  
**S.Y B.VOC**  
**Semester III**  
**SEC203-1C: French for Hospitality-I (SEC)**

**Credit 2 (Th)****Contact Hour per week 2****Outline of the Course:**

<b>Course type</b>	Theory
<b>Level of the course</b>	200-299 Intermediate-Level
<b>Category of the course</b>	Skill Enhancement Course
<b>Purpose of Course</b>	Hospitality students are required to gain the knowledge of French language in hotel operations. This course will help the students to explore and learn the French language in context of the Hospitality industry.
<b>Course Objective</b>	<ul style="list-style-type: none"><li>● To enable the students to understand and learn the basics of the language.</li><li>● To enable the students to write and converse with simple sentences in French.</li><li>● To make them capable of being able to converse during simple situations at a hotel.</li></ul>
<b>Minimum weeks per Semester</b>	15 (Including Class work, examination, preparation, holidays etc.)
<b>Last Review /Revision</b>	New
<b>Prerequisite</b>	Nil
<b>Teaching Methodology</b>	Class Room Teaching, Practical training, role plays, discussion, and Assignment
<b>Evaluation Method</b>	50% Comprehensive Continuous Evaluation (CCE) 50% Semester End Examination (SEE)



Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	<b>Foundation of the language:</b> 1. Alphabets 2. Definite article 3. Indefinite article 4. Nouns and pronouns 5. Singular and plural 6. Numbers 7. Days of the week 8. Months 9. Time	50 %	15
2	<b>Application of the language</b> 1. Sentence formation 2. Questions and answers: affirmative and negative 3. Communication situations: <ul style="list-style-type: none"><li>● Check in at the hotel</li><li>● Query about the restaurant timings</li><li>● Problems in the room</li><li>● Query regarding cancellation and refund</li><li>● Check-out from the hotel</li></ul>	50 %	15
<b>Total</b>		<b>100%</b>	<b>30</b>

**REFERENCE****Core references:**

1. G Mauger, Course de La langue et la civilization françaises, 2007, Goyal publishers
2. French for Hospitality, P. RANJITH KUMAR AND RAHUL I R. SUDHA, JAYANTHI BALAN, FRENCH EDITION, April 2021, Oxford University Press

**COURSE OUTCOMES:**

Upon successful completion of the course

CO1	Students will create simple phrases in French using the foundation grammar.
CO2	Students will communicate in French in different situations at hotels.

**COURSE OUTCOMES MAPPING**

Unit No.	Title of the Unit	Course Outcomes		
		CO 1	CO 2	CO 3
1	Foundation of the language			
1	Application of the language			

**COURSE ARTICULATION MATRIX**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						



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**SCHOOL OF VOCATIONAL STUDIES**  
**Department of Hospitality and Tourism Management**  
**B.VOC Hospitality and Tourism Management**  
**S.Y B.VOC**  
**Semester III**  
**IKS202-1C: Traditional Indian Knowledge (IKS)**

**Credit 2 (Th)****Contact Hour per week 2**

**Outline of the Course:**

<b>Course type</b>	Theory
<b>Level of the course</b>	200-299 Intermediate-Level
<b>Category of the course</b>	IKS
<b>Purpose of Course</b>	To help in understanding the apparently rational, verifiable and universal solution from the ancient Indian knowledge system for the scientific, technological and holistic development of students.
<b>Course Objective</b>	1. To familiarize learners with Indian culture and tradition and India's contribution to world civilization To familiarize learners with ancient Indian scientific and healthcare practices and its relevance in today's modern science and health care system.
<b>Minimum weeks per Semester</b>	15 (Including Class work, examination, preparation, holidays etc.)
<b>Last Review /Revision</b>	New
<b>Prerequisite</b>	Nil
<b>Teaching Methodology</b>	Class Room Teaching, Practical training, role plays, discussion, and Assignment
<b>Evaluation Method</b>	50% Comprehensive Continuous Evaluation (CCE) 50% Semester End Examination (SEE)





Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	<b>Indian Tradition and Culture</b> <ul style="list-style-type: none"><li>● Concept of Culture</li><li>● Indian Culture</li><li>● India's role in world civilization</li><li>India's contribution to the world</li></ul>	50 %	15
2	<b>Science, Technology and Healthcare</b> <ul style="list-style-type: none"><li>● Science and Spirituality</li><li>● Science and Technology in Ancient India</li><li>Indian Traditional Health care system</li></ul>	50 %	15
<b>Total</b>		<b>100%</b>	<b>30</b>

**REFERENCE****Core references:**

1. Kapur K and Singh A.K (Eds) 2005. Indian Knowledge systems, Vol 1. Indian advanced study, Shimla. Tattvabodha of Shankaracharya, Central Chinmay, Mumbai, 1995
2. Nair, Shantha N. Echoes of Ancient Indian wisdom, New Delhi: Hindlogy Book, 2008
3. SK Das, The Education system of Ancient Hindus, Gyan publication House, India

**References:**

1. History of Ancient India - Vol. VII: Economy: Agriculture, Crafts and Trade Hardcover – 1 January 2018 by Dilip K. Chakrabarti (Ed) Aryan Books International
2. Textbook on Ancient History of Indian Agriculture, 2010, by R. C. Saxena, S.L. Choudhary, Y.L. Nene, Munshiram Manoharlal Publishers

**COURSE OUTCOMES:**

Upon successful completion of the course

CO1	The students would be able to identify the ancient knowledge systems to make meaningful contributions to the development of the society.
CO2	The students would be able to understand and strengthen the knowledge in ancient Indian practices.

**COURSE OUTCOMES MAPPING**

Unit No.	Title of the Unit	Course Outcomes		
		CO 1	CO 2	CO 3
1	Traditional Agricultural Practices Traditional water harvesting practices			
2	Traditional Forecasting Traditional Ayurveda and plant based medicine			

**COURSE ARTICULATION MATRIX**

	PSO1	PSO2	PSO3	PSO4
CO1				
CO2				



## **10 TEACHING METHODOLOGY**

A teaching method comprises the principles and methods used by teachers to enable student learning. In order to achieve its objective of focused process- based learning and holistic development, the teacher/faculty may use a variety of knowledge delivery methods:

### **10.1 LECTURES/CLASS WORKS:**

Lectures should be designed to provide the learners with interesting and fresh perspectives on the subject matter. Lectures are the most effective way of developing interest in a subject as it requires the teacher and student to come face to face. The teacher has an opportunity to understand the perspectives of the learners and build on it. Lectures should be interactive and may be supported by various tools like the use of maps, models, presentations etc.

Classwork has the ability to enhance relationships between teachers and students. Create goal- oriented tasks for students to prepare and enable self-learning.

### **10.2 DISCUSSIONS/ SEMINARS/PRESENTATION:**

Discussions / seminars / presentations are critical components of learning and can be used as a platform for students to be creative and critical with old and new ideas. Besides developing critiquing skills, arriving at consensus on various real-life issues and discussion groups lead to innovative problem-solving and ultimately to success.

### **10.3 CASE STUDIES/ SELF-STUDY:**

A case study is a story about how something exists within a real world context that is created by carefully examining an instance. It is an in-depth study of a particular situation rather than a sweeping theoretical statement. It may also be in the form of ‘success case studies’ and ‘failure case studies’ from the industry. ‘Best practice case studies’ provide a great insight to the learner about his chosen profession. This method helps the student to internalize a concept instead of just learning it from a book.

### **10.4 ROLE-PLAY**

Role Play is a make-believe representation of some real life event, carried out in order to help participants get better at managing the event itself. In hospitality, Role Play is a very effective teaching method as it provides a perspective to the learner and leads to a greater empathetic understanding.



### **10.5 GUIDED PRACTICE**

It is a method in which a teacher provides effective instructions or demonstration of a new skill which is followed by direct practice by the student under the supervision of the trainer. It allows the teacher to monitor the outcome of the learning and adjust according to the pace of the student. It gives a chance to each student to exhibit his grasp of a new skill by doing an activity or exercise under teacher's supervision. In hospitality education, Guided Practice can play a key role in food production training or in learning food and beverage service skills.

### **10.6 PROJECT BASED LEARNING (PBL)**

In this method students investigate problems, complex questions and challenging tasks. This method also provides opportunities for group learning activity where skills like leadership, communication, problem solving and creativity can be learnt. In hospitality education, PBL may have a wide variety of usage including industrial projects, research projects, projects on specific regional cuisine or international cuisine or wine regions and so on.

### **10.7 PEER GROUP TRAINING**

This teaching methodology is unique in its way as the senior students who have completed their internships take up the role of training their junior peers under the supervision of the faculty. They teach them about industry SOP's and skill sets needed to function in the real world.

### **10.8 STUDY TOURS/FIELD TRIPS**

Study tours and field trips are always a welcomed change for students that give them an opportunity to move out of traditional classroom settings and explore and interact with the real world.

### **10.9 FLIPPED CLASSROOM**

A flipped classroom is a type of blended learning where students are introduced to content at home and practice working through it at college. This is the reverse of the more common practice of introducing new content at school, then assigning homework and projects to complete by the students independently at home.



### **10.10 DEBATES AND GROUP DISCUSSION**

In order to break the monotony of classroom teaching, interactive methods like debates and group discussions are always beneficial as it gives an opportunity to think critically and stay updated with the latest trends of the industry.

### **10.11 ASSIGNMENTS:**

Assignments not only help students overcome their fear and stress but also help them learn more interesting facts about the subjects which are part of their syllabus.

### **10.12 TEAM WORK:**

Teamwork based projects challenge the student to apply the technical knowledge they gain in college to solve meaningful and complex problems. Positive collaboration in the form of team work is critical in the classroom environment, for which it is necessary to transcend one's prejudices and predilections so as to achieve the desired outcomes. In the process of teamwork, learners will acquire the skills of managing knowledge acquisition and other collaborative learners, thereby understanding how to incorporate and balance personalities.



## 11 GLOSSARY

**Empowered** - make (someone) stronger and more confident, especially in controlling their life and claiming their rights.

**Entrepreneurship**- The activity of setting up a business or businesses and taking on financial risks in the hope of profit.

**Experiential Learning**- It is a process of education through experience, followed by reflection on that experience.

**General Course** – These are diverse subjects that are offered to the students apart from the core subjects. They help in developing varied skills and knowledge of the learners.

**Holistic**- A holistic approach means to provide support that looks at the whole person, not just their mental health needs. The support should also consider their physical, emotional, social and spiritual wellbeing.

**MoU**- A memorandum of understanding (MoU) is a type of agreement between two (bilateral) or more (multilateral) parties. It expresses a convergence of will between the parties, indicating an intended common line of action.

**NOS**: National Occupational Standards

**NEP**: National Education Policy

**Pedagogy**- The art, science, or profession of teaching.

**Skill Course** - Skill course consists of subjects that are designed to provide the students with the targeted training they need to gain the knowledge and abilities necessary to fulfill the specific requirements of any job positions.

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