



KANNUR UNIVERSITY

FOUR YEARS UNDERGRADUATE PROGRAMME

SYLLABUS

BBA TTM

(2024 Admission onwards)

Board of Studies: Travel and Tourism(Cd)

PREFACE

Tourism is a fundamental human activity that involves people traveling to destinations outside their usual environment for various purposes. It may include leisure and recreation, business and professional activities, cultural exchange, or simply the desire to explore new places and gain enriching experiences. Tourism industry not only satisfies this inherent human wanderlust but also stimulates economic growth, generates employment opportunities, and fosters cultural understanding and appreciation. Tourism and hospitality industry is a dynamic and multifaceted sector that plays a crucial role in the global economy. It encompasses a wide range of businesses and services that cater to the needs of travellers, tourists, and visitors. From hotels and restaurants to tour operators, airlines, and cruise lines, the industry offers a diverse array of experiences and opportunities for both leisure and business travellers.

Hospitality, on the other hand, forms an integral part of the tourism industry, focusing on the provision of services and amenities to ensure a pleasant and comfortable experience for travellers. It encompasses a wide range of establishments, including hotels, resorts, bed and breakfasts, hostels, restaurants, cafes, bars, and other accommodation and food service providers. The industry is dedicated to creating memorable experiences for guests by delivering exceptional customer service, personalized attention, and a warm and welcoming environment.

Together, the tourism and hospitality sectors form a symbiotic relationship, as tourism drives the demand for hospitality services while the quality of hospitality directly influences the overall satisfaction of tourists. This interdependence highlights the significance of collaboration and synergy between various stakeholders, including governments, tourism boards, travel agencies, destination management organizations, and businesses within the industry.

In recent years, the industry has witnessed significant growth, driven by factors such as rising incomes, globalization, improved transportation infrastructure, and the increased accessibility of travel information through the internet and social media. As the world recovers from the pandemic, the industry identifies various opportunities in rebuilding and redefining the future of tourism and hospitality.

The tourism and hospitality industry navigates through a constantly evolving global landscape, influenced by factors such as technological advancements, changing consumer preferences, economic fluctuations, geopolitical developments, collaboration, innovations, and environmental concerns. It is a significant contributor to the global economy, generating substantial economic earnings in various forms. These earnings come from several sources, including direct spending by tourists, job creation, tax revenues, foreign exchange earnings, and investments in infrastructure development. The tourism industry is a significant contributor to employment globally, providing numerous job opportunities across various sectors. This will

multiply in the coming decade. Ironically, there is a wide gap in demand and supply of trained manpower for this business with shortage of undergraduate as well as post graduate programmes in the state. The present total employment generated from tourism in Kerala is estimated to be 1.2 million. The peculiar dynamics of the industry require professionals to adapt and innovate continuously to meet the evolving needs and expectations of travellers while ensuring sustainability and responsible tourism practices. All these clearly show the need for quality trained manpower for the tourism industry that can be fulfilled through the implementation of outcome-based curriculum in universities and colleges.

RATIONALE AND NATURE OF BBA TTM PROGRAMME

Tourism education and skill training play a crucial role in developing a qualified and competent workforce for the tourism and hospitality industry. With the rapid growth and evolving nature of the industry, there is a continuous need for professionals who possess the knowledge, skills, and abilities to meet the diverse demands of travelers and tourists. Tourism education and skill training programs aim to equip individuals with the necessary expertise to excel in various roles within the industry, ranging from hotel management and tour guiding to event planning and destination marketing. The BBA TTM program equips students with the skills and knowledge relevant to tourism & hospitality industry. The program aims to develop professionals for tomorrow and academicians and researchers with strong academic background.

BOARD OF STUDIES & EXPERT COMMITTEE MEMBERS

BBA TTM of Kannur University is a new generation course which strides towards quality postgraduate education in North Malabar, which is poised to become a major tourism destination. The Expert Committee for syllabus reconstruction has left no stone unturned in designing this program. Syllabi of several post- graduate Programs in India and abroad have been referred in drafting a new and updated syllabus for this program. Moreover, as tourism is a dynamic and multi-disciplinary subject of study, all contemporary aspects have been carefully woven into designing this program. Extreme care has been taken to include as many details as possible so that students coming from various streams can easily learn and equip themselves with the fastest growing industry, through this program.

BOS CHAIRPERSON:

Dr. Sindhu Joseph, Assistant Professor and Head, PG Dept. of TTM, Govinda Pai Memorial Government College, Manjeshwaram, Kasaragod.

BOS MEMBERS

1. Dr. Dileep M.R, Associate Professor, Department of Travel and Tourism Management, Pazhassiraja College, Pulpally, Wayanad. (Director, KITTS, Trivandrum)
2. Dr. Binoy T A, Associate Professor, Central University of Kerala, Kasaragod.
3. Dr. Hafees V K, Assistant Professor, Department of Tourism and Hotel Management, Amal College of Advanced Studies, Nilambur, Malappuram
4. Dr. Shemeer Babu T, Assistant Professor, Department of Tourism and Hotel Management, Amal College of Advanced Studies, Nilambur, Malappuram
5. Dr. Joseph P D, Assistant Professor, Department of TTM, Mangalore University, Karnataka.
6. Anujith S, Assistant Professor, Department of Tourism and Hotel Management, Amal College of Advanced Studies, Nilambur, Malappuram
7. Shelji Mathew, Assistant Professor, Department of Travel and Tourism Management, Pazhassiraja College, Pulpally, Wayanad
8. Sanoop Kumar P V, Assistant Professor, Department of Travel and Tourism Management, Pazhassiraja College, Pulpally, Wayanad
9. Prasoon John, Assistant Professor, Department of Travel and Tourism, People's Co-operative Arts & Science College, Munnad, Kasaragod.
10. Paveesh Kumar A G, Assistant Professor, Department of Tourism, M M Knowledge Arts & Science College Karakkund, Kannur

EXPERT COMMITTEE SPECIAL INVITEES

1. Sri. Mohammad Vaseem C, Junior Research Fellow, Kannur University.
2. Agney Sai C, Assistant Professor, Govinda Pai Memorial Government College, Manjeshwaram, Kasaragod.
3. Dr. Reshma P T, Assistant Professor, Govinda Pai Memorial Government College, Manjeshwaram, Kasaragod

PROGRAM OUTCOMES (POs)

Program Outcomes (POs) serve as a foundational framework defining the skills, knowledge, and attributes that students at Kannur University are expected to acquire upon completion of a specific academic program. Tailored to the unique goals of each program, POs articulate the overarching learning objectives that guide curriculum design and assessment. These outcomes encompass a diverse range of competencies, including critical thinking, problem-solving, effective communication, and discipline-specific expertise. POs play a crucial role in shaping educational experiences, ensuring alignment with academic standards and industry expectations. By articulating clear and measurable expectations, POs contribute to the continuous improvement of academic programs and provide a roadmap for students to develop into well-rounded, competent professionals within their chosen fields.

| | |
|-----|--|
| PO1 | Critical Thinking and Problem-Solving: Apply critical thinking skills to analyze information and develop effective problem-solving strategies for tackling complex challenges. |
| PO2 | Effective Communication and Social Interaction: Proficiently express ideas and engage in collaborative practices, fostering effective interpersonal connections. |
| PO3 | Holistic Understanding: Demonstrate a multidisciplinary approach by integrating knowledge across various domains for a comprehensive understanding of complex issues. |
| PO4 | Citizenship and Leadership: Exhibit a sense of responsibility, actively contribute to the community, and showcase leadership qualities to shape a just and inclusive society. |
| PO5 | Global Perspective: Develop a broad awareness of global issues and an understanding of diverse perspectives, preparing for active participation in a globalized world. |
| PO6 | Ethics, Integrity and Environmental Sustainability: Uphold high ethical standards in academic and professional endeavors, demonstrating integrity and ethical decision-making. Also acquire an understanding of environmental issues and sustainable practices, promoting responsibility towards ecological well-being. |

PROGRAMME SPECIFIC OUTCOMES (PSOs)

The broad objective of the BBA TTM program is to create professional managers, leaders, and researchers in the tourism/hospitality industry. Program Specific Outcomes (PSOs) include:

| | |
|------|--|
| PSO1 | Develop a comprehensive and multidisciplinary understanding of the tourism concepts, principles, practices, and hospitality and aviation industry. |
| PSO2 | Cultivate technical and interpersonal skills, including teamwork, communication, and leadership abilities, to thrive in competitive, dynamic, and diverse work environments, and adapt to various roles in multicultural contexts. |
| PSO3 | Demonstrate proficiency in hotel, airline, and tour operations by applying management principles effectively. |
| PSO4 | Create innovative digital strategies for hospitality and aviation industry and apply technological solutions to streamline tourism operations and thereby enhance tourist experiences and service quality |
| PSO5 | Apply project management and entrepreneurial skills in conceptualizing, realizing, and implementing various tourism, aviation and hospitality projects. |
| PSO6 | Leverage research-based knowledge and skills to benefit the tourism and aviation industry, as well as society at large. |

CAREER OPTIONS AFTER THE BBA TTM PROGRAMME

After successful completion of the program, the students should be competent to work in tourism and Hospitality industry including Airlines, Airports, Tour Operation Companies, Travel Agencies, Travel Departments of Corporate Firms, event management companies, Hospitality sector, Cruise ships, Transport Operators, Government Agencies, Academics, Research, Consultancies, NGOs etc. Above all, the program encourages entrepreneurship also.

1) Technical Research and Development

- Social Scientists
- Research Coordinators/Project Officers/Assistants of various welfare Programmes of

Government /NGOs

- Agencies of National & International repute

2) Education

- Teaching faculty in Colleges, National and state Institutes in Travel & Tourism
- Special Educators and Instructors in Vocational Higher Secondary Schools (VHSE) which offer Tourism as a Vocational Course
- Resource persons for various firms/institutes/colleges/university centers

3) Administrators

- Tourism Information Officers (TIO) in Department of Tourism (DOT)-Kerala and other state/ central ministries
- Hospitality Managers/ Hospitality assistants in KTDC likewise
- Extension Officers or Officers on Special duties assisting Tourism projects.
- Information Assistants
- District Tourism Promotion Council (DTPC) Secretaries

4) Tour Operations and Travel Agency Business

- Senior Tour Consultant
- Junior Tour Consultant
- Information Assistant
- Marketing Executive / Sales Executive
- General Sales Agent (GSA)

5) Product Design and Development

- Product developers
- Interior / Landscape designers of Firm / Hotels / Spas / Consultancy services
- Event Management
- Entertainment

6) Marketing and Sales

- Sales promotion personnel
- Trusted Cost Accountants (TCA) of Government's Promotional Campaigns (domestic and overseas)
- Consumer awareness campaigns

7) Hospitality / Service jobs

- Front Office Managers
- Restaurant / Bed and Breakfast Inns Managers / HR Managers

- Spa attendants / Health assistants in spas / Health Resorts
- Professional Guides
- Service personnel in home stays / houseboats likewise.

PEDAGOGY

The BBA TTM program is a blend of theoretical and practical/field components. Students and institutes must work in tandem to achieve this. The method of pedagogy includes Lectures, Case studies, Practicum, Role plays, Presentations, Discussions, Project works, Field Trips, Cultural Exchange Programs, and National / International Destination Visits. It is encouraged to properly engage in extracurricular activities every semester. It could include industry visits, participation in events like seminars, exhibitions, tourism fests, nature camps, organizing events, adventure camps, short treks etc.

BBA TTM PROGRAMME

(From 2024 Admission Onwards)

LEARNING ACTIVITIES

1. Study Tour

The students of BBA TTM shall be required to undertake a study tour during their third semester (considering the climate conditions and other academic activities, it may be changed to 4th semester) for a period of 6-9 days maximum to important tourist destinations, *national or international*, in order to gain insights into various aspects of tourism like tour planning and organizing, tour operation, experiencing travel, tourist attractions, products, destination management, and knowing the inter-relationship between tourism and different industries. At least ***one leg of the journey must be by air*** to gain a primary knowledge of aviation and airline industry which students' study in foundation, major and minor courses. The possibility of involving different modes of transportation in the package may be utilized.

During First Semester it is mandatory for the students to take up a small study tour / excursion within Kerala for a period of not less than three days and the tour report should be submitted to the Head of the Department soon after the tour which will be considered for internal evaluation.

2. Industrial Visit/ Field Visit

The department should make the effort to schedule field trips/industrial visits in accordance with the syllabus, and the practical exam should be done with utmost seriousness. When analyzing Industrial Visit/Field Visit reports, extreme caution must be exercised to ensure the report's material is of high quality.

3. Case Study

Guidelines for Conducting Case Studies

1. Selecting the Case Study Topic

- **Relevance:** Choose a topic that is relevant to current trends, challenges, or innovations in the travel and tourism industry.

2. Structuring the Case Study

- **Title Page:** Include the title of the case study, your name, course details, and date of submission.
- **Introduction:** Provide background information on the topic, the purpose of the study, and the research questions or objectives.
- **Literature Review:** Review existing literature related to the topic to provide context and identify gaps your study will address.
- **Methodology:** Describe the research methods used for data collection and analysis. Be specific about the tools and techniques employed.
- **Findings:** Present the data collected, using charts, graphs, and tables where appropriate. Interpret the findings in relation to your research questions.
- **Conclusion:** Summarize the key points of your study, including recommendations for the industry or future research.
- **References:** List all sources cited in the study in a consistent citation style (APA, MLA, etc.).
- **Appendices:** Include any additional material that supports your study, such as questionnaires, interview transcripts, or raw data.

3. Evaluation Criteria

- **Relevance and Originality:** The case study should be relevant to the field of travel and tourism management and offer original insights.
- **Analysis and Interpretation:** Provide a well-reasoned analysis and clear interpretation of the findings.
- **Clarity and Structure:** Ensure the study is well-organized, clearly written, and free of grammatical errors.
- **Practical Implications:** Highlight practical implications and recommendations for the travel and tourism industry.

INSTRUCTIONAL RESOURCES FACILITIES REQUIRED FOR BBA TTM
(NEW GENERATION PROGRAMME)

Each industry in an economy has its own specific requirements that prospective employees in that industry should possess. These requirements are needed for the efficient functioning of the prospective employee and to make him/her more productive. However, the present hospitality/tourism programs fail to inculcate operational skills and technical skills such as housekeeping operations, front office management, marketing skills, ability to perform front office and housekeeping operation and other planning and management activities due to the inadequate facilities available in regular arts and science colleges. Further, there exists a wide gap between academia and the tourism industry. Bridging the Gap between Hospitality/Tourism Education and Hospitality/Tourism Industry, communication skills, multilingual and operational skills, the most prominent skills needed for them to fit into the industry.

Ensuring classroom learning experiences applicable to actual management situations has been an important issue as well as a concern for higher education institutions that provide hospitality management education. To broaden students' thinking and enable them to operate outside the existing practices and paradigms, BBA TTM course intends to provide some form of practicum. A practical element is not only a defining characteristic of hospitality management education but also indicates its strong connection with industry. It is essential for hospitality management institutions that aim to employ the participatory approach of providing practical training, additional workshops, motivational lectures from industry experts, academic exchange program and industry visits help students to motivate them, maintain discipline, learn professional standards, and focus on their learning goals. BBA TTM is a new generation course, therefore, the faculty of this program must be qualified as per the UGC guidelines and University norms and should impart training to its students through a range of in-house training facilities and outdoor activities. Professionalism, enhancement of skills, community involvement and support, entrepreneurship, research, and development are the other value additions envisaged by this course which require the following mandatory infrastructural facilities in the institutions.

Eligibility of Teaching Faculty.

Board of Studies (BOS) recommends that *all major, minor, MDC, VAC, and SEC courses must be taught by* Teachers with MTTM, MTM, MBA (Tourism), MTHM and MTA. However, Minor courses, such as KU1DSCTTM103 (Basics of Food Production), KU2DSCTTM105 (Housekeeping Operations), KU2DSCTTM106 (Food and Beverage Service), and

KU3DSCTTM204 (Basics of Food Science and Nutrition), may be taught by teachers with the above qualifications who have studied Hotel Management/Operations as a specialization at the UG or PG level to ensure efficient course delivery.

Infrastructure for In-House Training Facilities

To ensure students' learning experiences align with industry demands, hospitality management schools must develop suitable physical facilities that offer adequate training opportunities. Institutions should provide spaces for training in housekeeping and front office operations, such as furnished housekeeping rooms and front office desks. Additionally, computer labs, language labs, and libraries are essential for supporting effective research and enabling students to undertake tourism consultancy work, projects, journal papers, and DPRs. Participatory training approaches that encourage student engagement and contributions are crucial, as they equip students with the professional knowledge, skills, and creativity needed for effective and efficient work in hospitality establishments.

Field Visits (FVs)

Experiential learning, an interactive method where students learn through hands-on activities, enables them to carry these experiences into future endeavors. In aviation and hospitality education, airport and airline visits are indispensable for extending learning beyond the traditional classroom. Students should be exposed to airline industry settings through field visit activities. Also, institutions should regularly organize industrial visits to expose students to current tourism and hospitality industry trends and best practices.

Training / Capacity Building Programs

Institutions should regularly host conferences, seminars, and workshops to exchange ideas and gain theoretical and practical knowledge, ensuring graduates are industry ready. Acting as a nodal agency for local tourism stakeholders, departments can offer students real-world event organization experience and opportunities to earn while learning. Academic exchange programs should also be explored. Enhancing communication skills is essential for managerial tasks, including business presentations, capacity building, guest interactions, and writing business documents.

Community Engagement

The BBATTM program should conduct interactive initiatives that enable students to engage continuously with local self-governments in designing, developing, and managing tourism projects, benefiting both students and stakeholders. This engagement can also be extended to alternative tourism models, such as women entrepreneurial groups and farm tourism units.

Additionally, the program should create opportunities for students to work closely with the tourism department, industry, and community throughout the duration of the program.

**CREDIT REQUIREMENTS FOR THE DIFFERENT PATHWAYS
IN THE BBA TTM PROGRAMME**

| | Academic Pathway | Major | Minor | Foundation Courses AEC: 4 Courses MDC: 3 Courses SEC: 3 Courses VAC: 3 Courses | Internship | Total Credits |
|---|---|---------------------------|--|---|-------------------|----------------------|
| | | 4 Credits for each Course | | 3 Credits for each Course | | |
| 1 | Single Major (A) | 68 17 courses | 24 6 courses (1, 2, 3 semesters) | 39 13 courses | 2 | 133 |
| 2 | Major (A) with multiple disciplines (B) | 68 (17 courses) | 12+12=24 (6 courses (1, 2, 3 semesters)) | 39 (13 courses) | 2 | 133 |
| 3 | ★ Major (A) with Minor (B) | 68 | 24 | 39 | 2 | 133 |
| 4 | Major (A) with Vocational Minor (B) | 68 | 24 | 39 | 2 | 133 |
| 5 | Double Major (A1, A2) | A1: 48 A2: 44 | The 24 credits in the Minor stream are distributed between the two Majors. Overall, 40% of credits to be earned in the second major. 2 MDC, 2 SEC, 2 VAC and the | | | 133 |

| | | | | |
|--|--|--|--|--|
| | | | internship should be in Major A. Total credits in Major A should be $48 + 20 = 68$ (50% of 133) 1 MDC, 1 SEC and 1 VAC should be in Major B. Total credits in Major B should be $44 + 9 = 53$ (40% of 133) | |
|--|--|--|--|--|

PROGRAM PATHWAYS

In FYUGP the existing UG program are modified into five possible structures or combinations, called academic pathways. Each pathway is defined by a specific combination of Discipline-Specific Courses (DSC). The seven pathways are the following:

- 1. Single Major pathway:** This pathway may be recommended to those students who opt for an in-depth study in a particular discipline, without systematically exploring any other discipline

The students pursuing KU-FYUGP in a specific discipline shall be awarded a UG Degree in a Major discipline if they secure minimum 68 credits in that Major discipline from 17 courses (50% of the total credits of 133 required for the three-year program), out of which 10 courses should be above level 300.

Out of the remaining 26 credits required from discipline-specific courses in the first three years, the 2 credits from Internship should be in the Major discipline and 24 credits can be from any 6 discipline-specific courses other than the major discipline.

If the students continue to the fourth year of KU-FYUGP, to be eligible for a UG Degree (Honours) in the Major discipline, they should earn a further 32 credits in that Major discipline from Advanced level courses or project, and an additional 12 credits from any discipline.

Eg: BSc Chemistry Major; BA English Major; BA Economics Major

- 2. Major with Minor pathway:** This pathway may be recommended to those students who wish for an in-depth study in more than one discipline with a more focus on one discipline (Major) and relatively less focus on the other (Minor). The concept of Minor is relevant only when there is a Major discipline.

If students pursuing KU-FYUGP are awarded a Major Degree in a particular discipline, they are eligible to be awarded a Minor in another discipline of their choice, if they earn a minimum of 24 credits in the Minor discipline at the end of third year and 32 credits at the end of fourth year, to be eligible for a UG Degree (Honors) with a Major and a Minor.

Examples: BSc (Honours) Physics Major with Chemistry Minor, BA (Honours) English Major with Psychology Minor, B. Com (Honours) Commerce Major with Economics Minor

3. **Major with multiple disciplines pathway:** This pathway is recommended for students who wish to develop core competencies in multiple disciplines of study. In this case, the credits for the minor pathway shall be distributed among the constituent disciplines/subjects.

If students pursuing KU-FYUGP are awarded a UG Degree in a Major discipline, they are eligible to get mentioned their core competencies in other discipline(s) of their choice if they have earned 12 credits from the pathway courses of a particular discipline. In the first three years of KU-FYUGP, this pathway is composed of one Major discipline with 68 credits from 17 courses, and maximum two other disciplines, with 12 credits from 3 courses in each discipline.

If the students continue to the fourth year of KU-FYUGP, the details of the credits in the Major discipline in the fourth year are the same as given for the Single Major Pathway. In the fourth year, the students need to earn an additional 12 credits from any discipline. These 12 credits can be in the form of three discipline-specific courses in any one discipline, in which case this third discipline will be added to the multiple disciplines of this pathway.

Examples: BSc (Honours) in Physics Major with Chemistry and Mathematics, BA (Honours) in Economics Major with History and English.

4. **Double Major pathway:** This pathway may be recommended to those students who wish for an in-depth study in two disciplines to more or less equal extent.

It is composed of two Major disciplines with minimum 50% credits in one Major (A) and minimum 40% credits in another Major (B) out of the total credits. In the three-year UG programme, it is specified that the student should earn a minimum of 68 credits in Major A and 53 credits in Major B to qualify for a UG degree with a Double Major. The Double Major pathway is not extended to the fourth year. In the fourth year, the student can continue to earn the required credits in either Major A or Major B to qualify for a UG Degree (Honours) / UG Degree (Honours with Research) in A or B. If he/she opts to

continue with Major B in the fourth year, he/she should earn an additional 15 credits of 300-399 level in B through in-person or online courses.

Examples: BSc Physics and Chemistry Major, BA Economics and History Major, BCom Commerce and Management Major.

5. **Major with Vocational Minor pathway:** This pathway may be recommended to those students who wish for an exposure in a vocational discipline in addition to in-depth study in the Major discipline

Degree Major with Vocational Minor In the first three years of FYUGP, this pathway is composed of one Major discipline with 68 credits from 17 courses, and when the student continues to the fourth year of FYUGP, the student will be eligible for a UG Honours Degree in a Major with a Vocational Minor, if they earn 32 credits in the chosen Vocational Minor discipline.

Examples: BSc Physics Major with Data Analysis Minor, BA English Major with Translation Minor, BCom Commerce Major with Company Secretaryship Minor

6. **Multi-disciplinary Major pathway:** The program offered by this pathway is of a multidisciplinary nature with credits distributed among the broad disciplines. For multidisciplinary major pathway, the credits for the major and minor pathways will be distributed among the broad disciplines.

The overall fraction of major and minor constituent disciplines or broad discipline should be 70 % of the total credits. For a 3-year program the credit requirements in the constituent discipline should be 94 credits and for a 4- year honours program should be 124 credits including the project.

Examples: Life Science, Data Science, Nano Science

7. **Interdisciplinary Major pathway:** This pathway program is offered jointly by two or three disciplines with credits distributed among the constituent discipline / subjects to get core competency in the interdisciplinary areas distributed among the constituent disciplines/subjects.

The overall fraction of major and minor constituent disciplines should be 70 %. For a 3-year program the credit requirements in the constituent discipline should be 94 credits and for 4-year honours program should be 124 credits including project.

Example: Econometrics, Global Studies, Biostatistics.

Note:

• *BBA TTM students can select a minor course from their own discipline, either "Travel and Tourism Management" or "Hotel Management," as well as one from another discipline. This means that selecting a minor is not restricted to BBA TTM students.*

Course and Credit Structure for Different Pathways

Course Distribution for Students in Semesters I – VI

- (1) Single Major: The 6 courses together in B and C can be in different disciplines.
- (2) Major with Multiple Disciplines: B and C represent two different disciplines.
- (3) Major with Minor: B and C represent the same Minor discipline.
- (4) Major with Vocational Minor: B and C represent the same Vocational Minor discipline

Ability Enhancement Courses (AEC) : AEC shall be offered by language disciplines only. (AEC 1 and AEC 3 shall be offered by English discipline and AEC 2 and AEC 4 shall be offered by other languages

Multi-disciplinary Courses (MDC) : MDC 1 and MDC 2 shall be offered by all disciplines and MDC 3 in Kerala specific content shall be offered by language disciplines only.

Value Added Courses (VAC): Value added courses shall be offered by all disciplines, and preference of offering value added courses in a college will be given to language or other disciplines depending upon the available workload of the respective disciplines in the college.

Skill Enhancement Courses (SEC): Skill Enhancement Courses shall also be offered by all disciplines, and preference of offering these courses in a college will be given to disciplines depending upon the available workload of the respective disciplines in the college.

Overall, 20% of courses shall be designed by individual faculty and the evaluation of these courses shall be internal. Courses developed by individual faculty members shall be approved by the respective Board of Studies.

Evaluation

- Students shall secure a minimum of 30% for End Semester evaluation and an aggregate of 35% for successful completion of each course.

- Regarding evaluation, a one credit course may be evaluated for 25 marks, two credits for 50 marks, three credits for 75 marks and 4 credits for 100 marks.
- In the evaluation of a 4-credit theory course of 100 marks, 30 marks will be by continuous comprehensive assessment and 70 marks will be by end semester evaluation. The duration for the end semester evaluation of theory courses of 70 marks shall be for two hours. The duration for the end semester practical examination shall be fixed by the respective BoS. For the evaluation
- of courses with both theory and practicum components, the marks for ESE and CCA may be fixed by ensuring the credit – mark relation (One credit corresponds to 25 marks).
- In the evaluation of a 3- credit theory course of 75 marks, 25 marks will be by continuous comprehensive assessment and 50 marks will be by end semester evaluation. The duration for the end semester evaluation of theory courses of 50 marks/below 50 marks shall be of one and a half hour (1.5 hr)
- The duration for the end semester practical examination shall be fixed by the respective BoS. For the evaluation of courses with both theory and practicum components, the marks for ESE and CCA may be fixed by ensuring the credit – mark relation (One credit corresponds to 25 marks).
- In the case of courses with both theory and practicums, for course components (Theory or Practicum) with even credits the ratio of continuous comprehensive assessment (CCA) to End semester examination (ESE) is 30:70 for theory/lecture and 40:60 for practical/practicum. However, for course components with odd credits the marks are calculated following same proportion and are rounded to convenient whole numbers wherever necessary.

Attendance and Progress

- The minimum attendance required for each Course shall be 75 % of the total number of classes conducted for that semester. Those who secure the minimum attendance in a semester alone will be allowed to register for the End Semester Examination.
- Condonation of shortage of attendance for a maximum of 10 days in a semester, subject to a maximum of two spells for Semesters I to VI and 10 days in a semester, subject to maximum of two spells for semesters VII to VIII separately will be granted by Vice Chancellor as per the existing rules.

Time limit for the completion of program

- The maximum time limit to complete the Program for a candidate taking exit on completion of 6 semesters shall be 6 years after joining the program.
- The maximum time limit to complete the Program for the FYUGP shall not exceed 8 years after joining the program.
- Notwithstanding anything contained in these regulations, the Vice Chancellor shall for a period of one year (may be revised) from the date of coming into force of these Regulations, have the power to provide by order that these Regulations shall be applied to any Program with such modifications as may be necessary.
- Notwithstanding anything contained in these regulations, any amendments or modifications issued or notified by the UGC or state government, from time to time, shall be deemed to have been incorporated into these regulations and shall constitute an integral part there.
- These regulations or modifications as mentioned above will be applicable to admission of students to one year post graduate program (after completion of 4-year undergraduate program) or two-year postgraduate program after completion of three-year degree program satisfying the credits as per the National Credit Framework and UGC regulations for Four Year Undergraduate Program.

CREDIT DISTRIBUTION

BBA TTM PROGRAMME*From 2024 Admission Onwards*

| BBA TTM | Sem | DSC Major | DSC-Minor | MDC | AEC | SEC | VAC | INT | PRJ | Total Credits |
|---|------------------|--------------------------|-----------|-----------|------|-------|------|----------|------|---------------|
| | I | 4 | 4+4 | 3 | 3+3 | .... | .... | .... | .... | 21 |
| | II | 4 | 4+4 | 3 | 3+3 | ... | .... | ... | ... | 21 |
| | III | 4+4 | 4+4 | 3 | .... | ... | 3 | .... | ... | 22 |
| | 1V | 4+4+4 | ..... | .... | .... | 3 | 3+3 | .... | .... | 21 |
| | V | 4+4+4+4+4 | ..... | .... | .... | 3 | .... | .... | ... | 23 |
| | VI | 4+4+4+4+4 | .... | ..... | .... | 3 | .... | ... | ... | 25 |
| | 3 Year UG | 68 | 24 | 39 | | | | 2 | | 133 |
| | VII | 4+4+4+4+4 | ... | .... | .... | .... | .... | ... | ... | 20 |
| VIII | 4+4+4 | 4+4+4 | .... | .... | .... | ..... | .... | ★12 | 24 | |
| Four Years UG Program | | 88 + 12 = 100 | 36 | 39 | | | | 2 | | 177 |
| ★ <i>12 credits Project can be taken instead of three Major courses</i> | | | | | | | | | | |

BBA TTM FOUR YEAR UG PROGRAMME

COURSE STRUCTURE

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SPECIFIC COURSES (DSC, MDC, VAC, SEC)

| Sem | Course Code | Type - Course | Course Name | CC A | ESE | Total | Exam | Credits | Hrs | Total credits |
|-----|-----------------|---------------|-------------------------------------|------|-----|-------|-------|---------|-----|---------------|
| | | AEC-1 | | 25 | 50 | 75 | 1½Hrs | 3 | 3 | 21 |
| | | AEC-2 | | 25 | 50 | 75 | 1½Hrs | 3 | 3 | |
| S1 | KU1DSCBBATTM101 | DSC-A1 | Business of Tourism and Hospitality | 30 | 70 | 100 | 2 Hrs | 4 | 5 | |
| | KU1DSCBBATTM102 | DSC -B1 | Travel Geography | 30 | 70 | 100 | 2 Hrs | 4 | 4 | |
| | KU1DSCBBATTM103 | DSC-C1 | Front Office Management | 30 | 70 | 100 | 2 Hrs | 4 | 4 | |
| | KU1MDCBBATTM101 | MDC-1 | Basics of Food Production | 25 | 50 | 75 | 1½Hrs | 3 | 3 | |
| | | AEC-1 | | 25 | 50 | 75 | 1½Hrs | 3 | 3 | 21 |
| | | AEC-2 | | 25 | 50 | 75 | 1½Hrs | 3 | 3 | |
| S2 | KU2DSCBBATTM104 | DSC A2 | Management Principles | 30 | 70 | 100 | 2 Hrs | 4 | 5 | |
| | KU2DSCBBATTM105 | DSC-B2 | Cultural Heritage and Hospitality | 30 | 70 | 100 | 2 Hrs | 4 | 4 | |
| | KU2DSCBBATTM106 | DSC-C2 | Food and Beverage Service | 30 | 70 | 100 | 2 Hrs | 4 | 4 | |
| | KU2MDCBBATTM102 | MDC-2 | Special Interest Tourism | 25 | 50 | 75 | 1½Hrs | 3 | 3 | |

DISTRIBUTION OF MINOR COURSES IN BBA TTM

| Sem | Course Code | Minor Course | Course Name | Stream |
|-----|-----------------|--------------|-----------------------------------|-------------------------------|
| 1 | KU1DSCBBATTM102 | DSC -B1 | Travel Geography | Travel and Tourism Management |
| 1 | KU1DSCBBATTM103 | DSC-C1 | Front Office Management | Hotel Management |
| 2 | KU2DSCBBATTM105 | DSC-B2 | Cultural Heritage and Hospitality | Travel and Tourism Management |
| 2 | KU2DSCBBATTM106 | DSC-C2 | Food and Beverage Service | Hotel Management |

DETAILED SYLLABUS-BBA TTM

SEMESTER 1

| | | |
|-------------------|------------------------|--|
| SEMESTER 1 | KU1DSCBBATTM101 | BUSINESS OF TOURISM AND HOSPITALITY |
|-------------------|------------------------|--|

| | | | | | |
|----------------|--|---------------------|----------------------|-----------------------|-------------|
| Program | BBA TTM | | | | |
| Course Code | KU1DSCBBATTM101 | | | | |
| Course Title | BUSINESS OF TOURISM AND HOSPITALITY | | | | |
| Type of Course | DSC-A1 | | | | |
| Semester | 1 | | | | |
| Academic Level | 100 – 199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | | 1 | 75 |
| Course Summary | This course is intended to provide an awareness on the fundamentals of tourism, including important ideas, history, types of components, motives, determinants, and career options in the tourism business. This course provides in-depth knowledge and comprehension of the geographical features, climate, culture, and tourism resources of Kerala. | | | | |

Course Outcomes (COs):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|---|
| CO1 | To understand the concepts of tourism and hospitality and the historical background of tourism and hospitality industry | R | C | Quiz/ Practical Assignment /Observation of Practical Skills/ Seminar Presentation / Technology-based assessment |
| CO2 | Identify the components, elements and travel motivational factors of Tourism | U | P | |
| CO3 | Evaluate the Effectiveness of Different Tourism Resources in Kerala | E | P | |

| | | | | |
|---|---|----|---|--|
| CO4 | Design Comprehensive Tourism Circuits and Itineraries for Kerala. | An | P | |
| CO5 | Describe the Key Components of Kerala's Tourism Landscape | R | F | |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p> | | | | |

DETAILED SYLLABUS:

| Module | Unit | Content |
|-----------|----------------------------------|---|
| I | Basic Concepts of Tourism | |
| | 1. | Definition and Basic concepts of Tourism-Meaning, and Importance of Tourism, Definition and Distinction between Travelers, Visitors, Excursionist, Tourist, Transit visitor, Leisure, and Recreation. |
| | 2. | History and evolution of tourism (Brief): Roman early travel, trade routes, Empire, and concept of annual holiday, Grand Tour, dark age, renaissance in Tourism-Thomas cook & early organized travel – Introduction of Air, rail, and water transport (Brief) |
| | 3. | Modern tourism - Travel and tourism in medieval Europe: Feudalism, Crusades, Renaissance, Exploration (in brief)- Industrial Revolution. |
| | 4. | Components and elements of tourism-7A of Tourism. |
| | 5 | International Tourism, Inbound, Outbound, Inter-Regional, Intra-Regional, Domestic, Internal, and National Tourism- Social (paid) Tourism- Mass tourism v/s Alternative tourism- Classification of Tourists (Cohen's Classification, Plog's Classification) |
| | 6 | Inter- relation between various segments & travel industry network- Tourism system and its components- career opportunities |
| II | Typology of Tourism | |
| | 7 | Travel motivational factors- Wanderlust and Sunlust- Push and Pull Factors of Tourism- Maslow's theory |
| | 8 | Determinants of travel behavior -Basics of Tourism demand, Net travel propensity, Gross travel propensity |
| | 9 | Types of Tourist Statistics (Volume, Value, Visitor Profiles). |

| | | |
|------------|---|--|
| | 10 | Contemporary trends in Indian Tourism-Travel formalities to India |
| | 11 | Major service Providers: Accommodation, Transportation(Airlines, Coaches, Cruises, Trains)- Rent A car-MICE. |
| III | Kerala Tourism (In brief) | |
| | 12 | Geographical features of Kerala (in brief)- Western Ghats- Climate- Monsoon- “God’s Own Country” Campaign. |
| | 13 | Backwaters of Kerala (in brief): (Kochi, Alappuzha, Kumarakom, Kollam, Kasaragod) |
| | 14 | Hill Stations of Kerala (in brief): (Wayanad, Munnar, Ponmudi, Gavi, Ranipuram, Vagamon, Nelliampathy) |
| | 15 | Beaches of Kerala (in brief): (Kannur, Kochi, Varkala, Kovalam, Kanyakumari, Bekal) |
| | 16 | <ul style="list-style-type: none"> • Important Rivers of Kerala (in brief) • Lakes (in brief): (Periyar, Vembanad, Ashtamudi, Pookode, Shasthamkotta) • Dams: Idukki, Malampuzha, Mullapperiyar, Thenmala, Banasura Sagar, Mattupetty, Neyyar, Kakkayam, Cheruthoni • Waterfalls (in brief): Athirappally, Vazhachal, Soochippara, Thommakuthu, Thusharagiri, Palaruvi, Meenmutti) • Islands (Kuruva, Darmadam, Pathiramanal) • Mangroves (Sambranikkodi, Kadalundi, Kavvayi) • Plantations of Kerala (in brief) (Tea, Coffee, Cardamoms, Pepper, Rubber) |
| | 17 | Wildlife of Kerala (in brief): Major Wildlife Sanctuaries (Wayanad, Aralam, Chimmini, Thattekkad, Idukki, Neyyar) and National Parks (Silent Valley, Eravikulam), Tiger Reserves (Periyar, Parambikkulam) |
| IV | Manmade Tourism Attractions of Kerala (In brief) | |
| | 18 | Heritage Monuments: Padmanabhapuram Palace, Krishnapuram Palace, Mattancherry Palace, Jewish Synagogue, St. Francis Church, Tripunithura Hill Palace Museum, Thalasseri Fort, Gundert Bungalow, Bekal Fort, Edakkal Caves, Thekkekudi Cave Temple |
| | 19 | Amusement Parks, Theme parks, Arts and Craft Villages, Shopping and Convention Centers |
| | 20 | <ul style="list-style-type: none"> • Main Art Forms (Kathakali, Theyyam, Kalarippayattu, Koodiyattam, |

| | | |
|----------|--|--|
| | | <p>Mohiniyattam).</p> <ul style="list-style-type: none"> • Handicrafts- Fairs and Festivals (Boat Races of Kerala, Thrissur Pooram, Onam). • Cuisines, Paintings (Mural Painting), Museums (Napier Museum, State Museum, Hill Palace Museum) |
| | 21 | Major Religions and shrines |
| | 22 | Responsible tourism in Kerala- Major destinations |
| | 23 | USP of Kerala: Houseboats, Ayurveda, Backwaters |
| | 24 | Major Tourism Circuits of Kerala- Major Tourism Projects of Kerala – Eco-tourism Projects |
| V | Teacher Specific Content (12 Hrs) | |

Note: Recommended Learning Activity to achieve COs 3, 4, 5;

Fam Trip: Organize a familiarization trip regionally (within Kerala) based on Unit III and IV (Preferable an Excursion, Max 1-2 days): Students should study and report a specific area of Kerala tourism (e.g., Uniqueness, SWOT Analysis, visitor satisfaction, Local engagement, stakeholder perceptions, and any other) and present their results in an oral presentation.

References:

- Cooper, C., Fletcher, J., Fyall, A., Gilbert, D., & Wanhill, S. (2008). Tourism: Principles and Practice. Pearson.
- Riginos, M. (2012). The making of modern tourism: The cultural history of the British experience, 1600-2000. Palgrave Macmillan.
- Bhatia, A. K. (2002). Tourism development: Principles and practices. Sterling Publishers Pvt. Ltd.
- Eric Zuelow, (2015) A History of Modern Tourism, Palgrave Macmillan Publishers, UK
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- Dileep, M. R. (2018). Tourism: Concepts, theory, and practice. IK International Pvt Ltd.
- Walker, J. R., & Walker, J. T. (2011). Tourism: concepts and practices. Pearson Education India.
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- Hussain, A. (2018). "Biodiversity of Kerala." In Biodiversity and Climate Change Adaptation in Tropical Islands (pp. 509-528). Academic Press.
- Joseph, E. J., & Babu, P. G. (2019). "Analyzing the Carrying Capacity of Backwater Tourism in Kerala." *International Journal of Tourism Policy*, 9(1), 1-25.
- Kokkranikal, J., & Morrison, A. (2011). "Community Networks and Sustainable Livelihoods in Tourism: The Role of Entrepreneurial Innovation." *Tourism Planning & Development*, 8(2), 137-156.
- Chettiparamb, A., & Kokkranikal, J. (2012). "Responsible Tourism and Sustainability: The Case of Kumarakom in Kerala, India." *Journal of Policy Research in Tourism, Leisure and Events*, 4(3), 302-326.
- Lonely Planet – Kerala
- www.keralatourism.org

CO-PSO Mapping:

| CO's | Program Outcomes (PO's) | | | | | |
|------|-------------------------|------|------|------|------|------|
| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
| CO1 | 1 | 1 | 1 | 2 | - | 1 |
| CO2 | 1 | 2 | 1 | 2 | - | - |
| CO3 | 1 | 1 | 1 | 2 | - | - |
| CO4 | 2 | 3 | 3 | 1 | 1 | 1 |
| CO5 | 3 | - | 1 | - | 2 | 1 |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

| Evaluation Type | | Marks |
|-------------------------|--|------------|
| End Semester Evaluation | | 70 |
| Continuous Evaluation | | 30 |
| a) | FAM Trip / | 30 |
| | 1.Report and viva voce | 20 |
| | 2. Leadership, Involvement | 10 |
| b) | <i>Those who did not go for FAM Trip may obtain 30 marks for CCE by.</i> | |
| | Case Studies :(15 marks) | |
| | Assignments/ Seminar Presentations: (5 marks) | |
| | Test Paper: (10 marks) | |
| Total | | 100 |

| | | |
|-------------------|-----------------------|-------------------------|
| SEMESTER 1 | KUIDSCBBATM102 | TRAVEL GEOGRAPHY |
|-------------------|-----------------------|-------------------------|

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | BBA TTM | | | | |
| Course Code | KUIDSCBBATM102 | | | | |
| Course Title | Travel Geography | | | | |
| Type of Course | Minor-B1 | | | | |
| Semester | 1 | | | | |
| Academic Level | 100 – 199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | | | 60 |
| Course Summary | This course explores India's travel geography, focusing on its diverse features, cultural landscapes, and tourism development, aiming to understand comprehensively how geography shapes travel experiences. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|-----------------------|
| CO1 | Understand the concept of travel Geography and familiarize with geographical diversity features of India | U | C | Quiz/ |
| CO2 | Analyze and describe the Geographic resources of tourism in India | An | P | |
| CO3 | Analyze and describe the physical features of Kerala, examining its impact on travel patterns and tourism experiences. | E | P | |

| | | | | |
|-----|---|----|---|---|
| CO4 | Develop practical map reading, interpretation, and analysis skills to plan travel routes, identify geographical features, and evaluate destination suitability for tourism development. | Ap | P | Practical Assignment /Observation of Practical Skills/ Seminar Presentation / Technology-based assessment |
| CO5 | Apply geographical concepts and principles to analyse the impact of geography on tourism development | Ap | P | |

* - Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

DETAILED SYLLABUS:

| Module | Unit | Content |
|------------|---|---|
| I | Introduction to Travel Geography | |
| | 1 | Definition and scope of travel geography, Geographical Factors impacting tourism: latitude, longitude, and altitude, |
| | 2 | Overview of key geographical concepts – continents, country, regions, transportation, economic activities |
| | 3 | Study of India's diverse topography: Northern mountains or Himalayas, Northern Plains, Peninsular Plateau, Great Indian Desert, Coastal Plains, Islands |
| | 4 | Climatic regions- climatic classification by Koeppen |
| | 5 | Drainage System – Himalayan and Peninsular Rivers |
| | 6 | Natural Vegetation and soil types |
| II | Geographic Resources of India | |
| | 7 | Major Hill Stations, Mountains, Glaciers, Caves, Valleys, Lakes, Beaches |
| | 8 | Other Geographic formations with tourism potential in India – National Parks, Wildlife Sanctuaries, Biosphere Reserves |
| | 9 | IUCN Protected Area categories |
| | 10 | Impact of physical geography on tourism destinations in India |
| III | Geographical Features of Kerala | |
| | 11 | Physiographic features of Kerala – Highland, Midland, Lowland |
| | 12 | Popular tourist destinations and attractions in Kerala |
| | 13 | Exploration of Kerala's backwaters and their significance |
| | 14 | Western Ghats – Drainage - Rivers |
| | 15 | Climate of Kerala – Monsoon in Kerala |
| | 16 | Impact of Climate in Kerala Tourism |
| IV | Introduction to Map Study | |
| | 17 | Maps and its use: Cartography, Definition |
| | 18 | Maps: scale, Types of maps, Online/Digital map |
| | 19 | Uses of Maps with focus on Travel and Tourism |
| | 20 | Important Digital Maps or Apps. |

| | | |
|----------|---|--|
| | 21 | Toposheets – Signs and Symbols |
| | 22 | Use of GIS, GPS, Remote Sensing, 3 D Mapping |
| V | Teacher Specific Content (12 Hrs) Recommended Frameworks. Case studies on how natural features attract tourists | |

Note: Recommended Learning Activity:

Prepare a field visit report on a chosen destination in Kerala analyzing its geographical features (excursion-1 day).

References

- Husain, Majid, World geography, Rawat Publications, Jaipur, 2016
- Ashok K, Ghosh, physical geography – A landscape Appreciation, PHI Learning Private Limited, M-97, Connaught Circus, New Delhi-11001,2011
- Anon, World geography, Houghton Mifflin Harcourt Publishing company, Orlando, Florida, 2016
- Hudman, E Lloyd and Jackson H Richard, Geography of Travel and Tourism, Delmar Cengage Learning, USA, 2003
- S.A Qazi, Principles of Physical Geography, APH Publishing,2009
- Richard H. Bryant , Physical Geography Made Simple , Elsevier Science · 2013
- R.B. Bunnett, Seema Mehra Parihar , Pearson Education India, ISBN 9789353940614, 9353940613
- World Health Organization, United Nations Environment Programme, World Health Organization, 1991, ISBN 9789241544160, 9241544163
- Robert Broadbent Matkin, Dalesman, 1997, ISBN:9781855680968, 1855680963

Mapping of COs with PSOs

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|------|------|------|------|------|------|------|
| CO 1 | 3 | - | - | - | - | - |
| CO 2 | 2 | 1 | - | 2 | - | 1 |
| CO 3 | 2 | 2 | - | 2 | - | 1 |
| CO 4 | 2 | 2 | - | 1 | - | - |
| CO 5 | - | - | - | 2 | 1 | 1 |

Assessment Rubrics:

| Evaluation Type | Marks |
|-------------------------|-------|
| End Semester Evaluation | 70 |
| Continuous Evaluation | 30 |

Correlation Levels:

| | | |
|--------------|---------------------|------------|
| a) | Test Paper- 1 | 10 |
| b) | Field Report (IV) | 20 |
| OR | | |
| a) | Test Paper- 1 | 10 |
| b) | Case Study | 15 |
| c) | Seminar/ Assignment | 5 |
| Total | | 100 |

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

| | | |
|-------------------|------------------------|--------------------------------|
| SEMESTER 1 | KU1DSCBBATTM103 | FRONT OFFICE MANAGEMENT |
|-------------------|------------------------|--------------------------------|

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Program | BBA TTM | | | | |
| Course Code | KU1DSCBBATTM103 | | | | |
| Course Title | FRONT OFFICE MANAGEMENT | | | | |
| Type of Course | Minor C1 | | | | |
| Semester | 1 | | | | |
| Academic Level | 100 – 199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | | | | | |
| Course Summary | Students will be equipped with the knowledge, skills, and attitudes necessary to effectively manage front office operations and contribute to the success of hospitality establishments in providing exceptional guest experiences. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|---|
| CO1 | Understand the various types of hotels and their features. | U | C | Quiz/ Practical Assignment /Observation of Practical Skills/ Seminar Presentation / Technology-based assessment |
| CO2 | Explain the structure of the Front Office Department. | U | P | |
| CO3 | Handle Reservation activities. | Ap | P | |
| CO4 | Deal effectively with Guests & Colleagues. | Ap | P | |
| CO5 | Maintain Personal Care & Safety at accommodations. | Ap | P | |

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

DETAILED SYLLABUS:

| Module | Unit | Content |
|------------|--|--|
| I | Structure of Front Office Department | |
| | 1. | Functional Organization of Front office- Front Desk Layout and Equipment |
| | 2. | Accommodation Concept: Types of Hotels-Front office functions- Personnels. |
| | 3. | Reservation Activities: Processing of reservation request, Systems & Tools used |
| | 4. | On Arrival Procedures: Receiving, Greeting, Welcoming A Guest, Assessing Guest Requirements, Registration & Rooming Procedure, Room Change- |
| | 5. | Important Concepts: Over Booking, Scanty Baggage, Room Position, Cancellation, Amendment, Walk-in Guest, walking a Guest, Blacklisted Guest. |
| II | Handling Guest | |
| | 6. | Attend to guest queries: Handling Guest Requests |
| | 7. | Message Handling Procedure: - Importance, Procedure, Method of Receiving and Transmitting Messages for Guest, Location Form, Paging Procedure |
| | 8. | Checkout & Settlement: Procedures at Reception, Cash Section, Bell Desk |
| | 9. | Reduction of Late Charges: Effective Billing & Collection. |
| III | Standard Operating Procedures (SOP) -Check-In & Check-Out | |
| | 10. | Check-In & Check-Out Process: Front office Communication, Importance of inter-departmental Communication, Types & Methods of Communication |
| | 11. | Handling of Special Situations: DNS, DNA, RNA, NI (No information, Scanty Baggage Guest, Refusing Accommodation, Blacklisted Guest, Walking A Guest) |
| | 12. | Assist guest in check-in and checkout process: – ‘Express Check-Out’& ‘Self-Check-Out’ |
| | 13. | Handling guest complaints- Standard Operating Procedures (SOP) |
| | 14. | Staff Organization, Duty Rotas & Work Schedule. |
| IV | Front Office Supervisory Skills: | |
| | 15. | Front Office Supervisory Skills: Communicating with Guests, Handling Guest Requests |
| | 16. | Importance of Handling Mail without Delay, Sorting of Mail |
| | 17. | Manual Key Control Procedure, Left Luggage Procedures, Handling of Special Situations Like – VIP / Spat / DG Guests FIT, VIP, Group, Foreigner. |
| | 18. | Hotel / Front Office Security System: Methods, Equipment Used, Card Key Control, Emergency Procedures, Management's Role in Security |
| | 19. | Front office Systems: Non-Automated, Semi-Automated, Fully- Automated |
| V | Teacher Specific Content (12 Hrs) | |

Note: Compulsory Learning Activity

1. Case studies of travel companies having best customer service should be given to achieve CO 3 and CO4.

References:

- Negi, J., & Manohar, G. (2009). *Hospitality Management*. Laxmi Publications Ltd.
- Zulfikar, Mohammed. (2009) *Introduction to Tourism and Hotel Industry: With Special Focus on Front Office Management*. New Delhi, Vikas Publishing House
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- Bardi, James A. (2011) *Hotel Front Office Management*. Hoboken, N.J., John Wiley & Sons,
- Dr. B.K. Chakravarti. (2010) *Hotel Front Office Training Manual*.
- Foster, Dennis L. (1992) *Rooms at the Inn*. Simon & Schuster Books for Young Readers,
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-

Mapping of COs with PSOs

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|------|------|------|------|------|------|------|
| CO 1 | 1 | - | - | - | - | - |
| CO 2 | 1 | 1 | - | - | - | 1 |
| CO 3 | 2 | 2 | 2 | - | - | 1 |
| CO 4 | 1 | 2 | 2 | - | - | 2 |
| CO 5 | 1 | 1 | - | - | - | 2 |

Assessment Rubrics:

| Evaluation Type | | Marks |
|-------------------------|---------------|------------|
| End Semester Evaluation | | 70 |
| Continuous Evaluation | | 30 |
| a) | Test Paper- 1 | 10 |
| b) | Case study | 15 |
| c) | Seminar | 5 |
| Total | | 100 |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

| | | |
|-------------------|------------------------|----------------------------------|
| SEMESTER 1 | KU1MDCBBATTM101 | BASICS OF FOOD PRODUCTION |
|-------------------|------------------------|----------------------------------|

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Program | BBA TTM | | | | |
| Course Code | KU1MDCBBATTM101 | | | | |
| Course Title | BASICS OF FOOD PRODUCTION | | | | |
| Type of Course | MDC-1 | | | | |
| Semester | 1 | | | | |
| Academic Level | 100 – 199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 3 | 3 | | | 45 |
| Pre-requisites | Basic Knowledge about Hotel organization | | | | |
| Course Summary | This course prepares the student to understand the basic theory of food production | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | K. Cat. | Evaluation Tools used |
|-----|--|------------------|---------|--|
| CO1 | Understand the fundamental principles of food production. | U | F | Instructor-created exams / Quiz |
| CO2 | Gain knowledge of various cooking methods and techniques | An | C | Practical Assignment / Observation of Practical Skills |
| CO3 | Learn about kitchen organization, equipment, and safety practices. | An | P | Instructor-created exams / Home Assignments |
| CO4 | Develop skills in menu planning, food costing, and presentation | An | M | Instructor-created exams / Quiz |

* - Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (C)
- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

DETAILED SYLLABUS:

| Module | Unit | Content |
|--------|--|---|
| I | Introduction to Food Production | |
| | 1 | Overview of the food production industry- History and evolution of cooking(brief) |
| | 2 | Basic culinary terms and definitions |
| | 3 | The role of a chef and kitchen hierarchy: Kitchen layout and workflow- Food safety and hygiene practices- Hierarchy area of department and kitchen-types of kitchens. Layout of Receiving Areas. Lay out of storage Area. Lay out of service and wash-up, Kitchen Stewarding- safety protocols and emergency procedures |
| | 4 | Kitchen Equipment and Cooking Fuels —Sources of Energy –Rules for Reheating of food/ réchauffé cooking- Waste management and sustainability practices |
| II | Cooking Methods and Techniques | |
| | 5 | Food constituents -Methods of cooking food |

| | | |
|------------|--|---|
| | 6 | Dry-heat cooking methods (e.g., roasting, baking, grilling), Moist-heat cooking methods (e.g., boiling, steaming, poaching), Combination cooking methods (e.g., braising, stewing) |
| | 7 | Basic preparation techniques (e.g., chopping, slicing, dicing)- Foundation Ingredients-Fats& oils-Salt –Raising Agents-Liquids- Flavorings and seasonings – Sweetening – Thickenings- Principles of seasoning and flavoring |
| | 8 | Stocks -Definition, components, Types, and uses of stock—Sauces-importance of sauces-thickening agent used in sauces, Classification of sauces. |
| | 9 | Soups– types of soup- preparation of soup- garnishing for soup. Accompaniment and garnishes |
| III | Cooking Materials | |
| | 10 | Herbs: Uses and Varieties of Herbs- Preserving Fresh Herbs |
| | 11 | Spices: uses and Varieties -Uses of Spices. Condiments: Uses and Varieties of Condiments |
| | 12 | Salads -- types of salad – salad dressing |
| | | Processing of Milk-Pasteurization– Homogenization-Types of Milk. Yoghurts – Varieties of Yoghurts-Creams-Types of Cream- Storage of Cream. |
| | 13 | Cheese: Types of Cheese-Basics of Cheese Making- Storage of Cheese. |
| | 14 | Butter-Introduction- -Types of Butter. |
| | 15 | Beverages– classification Alcoholic Beverages- Non-Alcoholic Beverages |
| IV | Menu Planning, Food Costing, and Presentation | |
| | 16 | Principles of menu planning and design Nutritional considerations in menu planning |
| | 17 | Basic plating and presentation techniques (Practical) |
| | 18 | Trends in food presentation and gastronomy (Practical) |
| V | Teacher Specific Content (12 Hrs) | |

Compulsory Learning Activity: Visit to Professional Food Production Institutes and reporting (Based on Unit IV) to achieve COs 2, 3, and 4.

References

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- Gisslen, W. (2018). Professional Cooking. Wiley.
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Mapping of COs with PSOs

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|------|------|------|------|------|------|------|
| CO 1 | 2 | - | - | - | - | - |
| CO 2 | 2 | 1 | - | - | - | 1 |
| CO 3 | 2 | - | - | 2 | - | - |
| CO 4 | 2 | - | - | 3 | - | - |

Assessment Rubrics:

| Evaluation Type | | Marks |
|--|----------------------|-----------|
| End Semester Evaluation | | 50 |
| Continuous Evaluation | | 25 |
| a) | Field Report | 15 |
| b) | Practicum (Module 4) | 10 |
| Practicum must be conducted by the teacher at the end of the semester. | | |
| Total | | 75 |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

SEMESTER 2

| | | |
|-------------------|------------------------|------------------------------|
| SEMESTER 5 | KU2DSCBBATTM104 | MANAGEMENT PRINCIPLES |
|-------------------|------------------------|------------------------------|

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Program | BBA TTM | | | | |
| Course Code | KU2DSCBBATTM104 | | | | |
| Course Title | Management Principles | | | | |
| Type of Course | DSC-A2 | | | | |
| Semester | 2 | | | | |
| Academic Level | 100 – 199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | | | 60 |
| Pre-requisites | No prerequisites needed for the course | | | | |
| Course Summary | This course teaches learners basic management principles, competencies for good managers, employee processes, ethical conduct, corporate social responsibility, and the impact of unethical practices on performance and existence in the tourism, travel, and hospitality industries. | | | | |

Course Outcomes (COs):

| CO | CO Statement | Cognitive | Knowledge | Evaluation Tools |
|----|--------------|-----------|-----------|------------------|
|----|--------------|-----------|-----------|------------------|

| | | Level* | Category# | used |
|--|---|--------|-----------|---|
| CO1 | Demonstrate an understanding of the fundamental management concepts. | R | C | Quiz/ Practical Assignment /Observation of Practical Skills/ Seminar Presentation / Technology-based assessment |
| CO2 | Analyze the roles and responsibilities of managers in different organizational settings. Illustrate the basic planning, decision-making, and organizing skill sets. | U | P | |
| CO3 | Analyze and infer how individual factors influence the dynamics of employee behavioral processes. | E | P | |
| CO4 | Analyze and infer how group factors and organizational practices influence the dynamics of employee behavioral processes. | An | P | |
| * - Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

DETAILED SYLLABUS:

| Module | Unit | Content |
|------------|-----------------------------------|---|
| I | Introduction to Management | |
| | 1 | Introduction to Planning: Definition and Importance of Planning-Types of Plans (Strategic, Tactical, Operational, Contingency) |
| | 2 | Management Functions (Planning, Organizing, Leading, and Controlling) Levels of Management (Top, Middle, and Lower) |
| | 3 | Management Skills and Competencies-Management Roles and Responsibilities-MBO |
| | 4 | Evolution of Management Theories (In Brief): Classical Theories (Scientific Management, Administrative Management), Behavioral Theories (Human Relations, Behavioral Science), Contemporary Theories (Contingency Theory, Systems Theory) |
| | 5 | Strategic Planning Process: Mission, Vision, and Objectives Environmental Scanning and Analysis (SWOT, PESTEL), Strategy Formulation and Implementation |
| II | Motivation and Leadership | |
| | 6 | Motivation: Need and Importance |
| | 7 | Important theories: Maslow's need hierarchy, Alderfer – ERG, McClelland, Herzberg's two-factor theory, Theory X and Theory Y, Expectancy Theory, |
| | 8 | Leadership: significance, types |
| | 9 | Important leadership theories: Trait Theory of Leadership, Behavioral Theories, Managerial Grid, Fiedler's Contingency Model, Great Man Theory- Transformational Leadership. |
| III | Organizing and controlling | |
| | 10 | Organizing and Organizational Structure-Principles of Organizing |

| | | |
|-----------|--|---|
| | | Types of Organizational Structures (Functional, Divisional, Matrix), Departmentation and Span of Control. |
| | 11 | Decision-Making Process: Rational and Non-rational Decision Models Decision-Making Techniques (Decision Trees, Payoff Matrices: Meaning – elements – fundamental concepts |
| | 12 | Introduction to Control: Definition and Importance of Control-Control Process (Establishing Standards, Measuring Performance, Taking Corrective Action)-Control Techniques and Tools-Financial Controls (Budgeting, Cost-Benefit Analysis)-Quality Control (Total Quality Management, Six Sigma) Performance Appraisal Systems |
| | 13 | Meaning and Nature of Direction, Principles of Direction; |
| | 14 | Communication - Communication Process, Barriers to Communication, Steps to overcome Communication Barriers, Types of communication |
| IV | Ethics | |
| | 14 | Business Ethics and CSR: Meaning and significance |
| | 15 | ethical and unethical behavior – nature/characteristics – objectives –factors affecting- levels of ethics |
| | 16 | CSR –meaning – importance of CSR – stakeholders involved in CSR – Responsibility to each stakeholder – |
| | 17 | Green management -Green Management Actions |
| | 18 | Managing stakeholders - CSR reporting and audit |
| | 19 | Relationship between ethics and CSR |
| V | Teacher Specific Content (12 Hrs) | |

References:

1. Chuck Y. Gee, James C. Makens & Dexter J. L. Choy (1989), The Travel Industry, Van Nostrand Reinhold, New York.
2. Page J. Stephen & Brunt Paul (2007), Tourism- A Modern Synthesis, Thomson Pub, London.
3. Ray Youell (1998), Tourism-An Introduction, Addison Wesley Longman, Essex.
4. Sunetra Roday, et al (2009), Tourism Operations and Management, Oxford

Assessment Rubrics:

| Evaluation Type | | Marks |
|-------------------------|---------------|------------|
| End Semester Evaluation | | 70 |
| Continuous Evaluation | | 30 |
| a) | Test Paper- 1 | 10 |
| b) | Case study | 10 |
| c) | Seminar | 5 |
| d) | Assignment | 5 |
| Total | | 100 |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

| | | |
|-------------------|-----------------------|--|
| SEMESTER 2 | KU2DSCBBATM105 | CULTURAL HERITAGE AND HOSPITALITY |
|-------------------|-----------------------|--|

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | BBA TTM | | | | |
| Course Code | KU2DSCBBATTM105 | | | | |
| Course Title | CULTURAL HERITAGE AND HOSPITALITY | | | | |
| Type of Course | Minor B2 | | | | |
| Semester | 1 | | | | |
| Academic Level | 100 – 199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | | | 60 |
| Pre-requisites | | | | | |
| Course Summary | This course will introduce students to the rich and diverse cultural heritage of India, and they will learn about the various aspects of Indian culture, such as its languages, religions, art, architecture, music, dance, cuisine, and customs. It would also explore the history, geography, and diversity of India, and how its culture has been shaped by various internal and external influences over the millennia. Students will also examine the challenges and opportunities for preserving and promoting India's cultural heritage in the modern world. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | K. Cat. | Evaluation Tools used |
|--|---|------------------|---------|--|
| CO1 | Introduce the students to the diversity and richness of Indian culture and heritage. | U | F | Instructor-created exams / Quiz |
| CO2 | Explore the various aspects of Indian culture and heritage, such as art, literature, philosophy, religion, architecture, music, dance, and theatre. | An | C | Practical Assignment / Observation of Practical Skills |
| CO3 | Recognize and analyze the historical and contemporary influences on Indian culture and heritage | An | P | Instructor-created exams / Home Assignments |
| CO4 | Develop a critical and analytical understanding of the contemporary issues and challenges faced by Indian culture and heritage. | An | M | Instructor-created exams / Quiz |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

DETAILED SYLLABUS:

| Module | Unit | Content |
|--------|--|--|
| I | Introduction to Indian culture and heritage | |
| | 1 | Definition and concept of culture and heritage |
| | 2 | Features and characteristics of Indian culture and heritage, Unity, and diversity in India |
| | 3 | Relationship between tourism and cultural heritage |
| | 4 | Society in India through ages- ancient period- Varna and Jati, family and marriage in |

| | | |
|------------|--|---|
| | | India, caste system, Position of women in Ancient India |
| | 5 | Very Brief introduction to the History of India (Ancient, Medieval and Modern period) |
| II | Art and literature of India | |
| | 6 | Development and evolution of Indian art (Brief) |
| | 7 | Major forms and styles of Indian art: Sculpture: Gandhara School and Mathura School of Art, Dance, Music, customs, Folk dance and music (popular forms only), Handicraft etc. |
| | 8 | Indian Cuisine and its regional variations- Indian cuisines and hotel industry-regional variations- gastronomy and tourism |
| III | Philosophy and religion of India | |
| | 9 | Major schools and systems of Indian philosophy and religion, Concepts and doctrines of Indian philosophy and religion |
| | 10 | Religions of India, Hinduism, Buddhism, Jainism, Sikhism, Islam, Christianity |
| | 11 | Pilgrimage destinations of important religions and faiths, Important Religious Festivals |
| IV | Architecture of India | |
| | 12 | Features and elements of Indian architecture |
| | 13 | Types of Indian architecture, Hindu Temple Architecture, Buddhist Architecture, Medieval Architecture, Colonial Architecture etc.- Important tourism monuments of these styles. |
| | 14 | Impact of globalization and modernization on Indian culture and heritage |
| | 15 | Threats and risks to Indian culture and heritage |
| | 16 | Preservation and promotion of Indian culture and heritage |
| V | Teacher Specific Content (12 Hrs) | |

Note: Compulsory Learning activity:

1. Field Trip to a local heritage destination and reporting (Preferably Excursion)

References

- Upinder Singh, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson
- Harle, J.C. (1994). The Art and Architecture of the Indian Subcontinent. Pelican History of Art (2nd ed.). Yale University Press.
- Michell, George, (1977) The Hindu Temple: An Introduction to its Meaning and Forms, 1977, University of Chicago Press
- Michell, George (1990), The Penguin Guide to the Monuments of India, Volume 1: Buddhist, Jain, Hindu, 1990, Penguin Books
- Nilsson, Sten (1968). European Architecture in India 1750–1850. London: Faber and Faber.
- Rowland, Benjamin, The Art, and Architecture of India: Buddhist, Hindu, Jain, 1967 (3rd edn.), Pelican History of Art, Penguin
- Satish Chandra, Medieval India: From Sultanat to the Mughals- Mughal Empire, -
- RS Sharma, India's Ancient Past
- Neeraj Agarwal, Tourism and Cultural Heritage of India
- SP Gupta and Lal Krishna, Cultural tourism in India - Museums, Monuments and Art

Mapping of COs with PSOs

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|------|------|------|------|------|------|------|
| CO 1 | 2 | - | - | - | - | - |
| CO 2 | 2 | 1 | - | - | - | 1 |
| CO 3 | 2 | - | - | 2 | - | - |
| CO 4 | 2 | - | - | 3 | - | - |

Assessment Rubrics:

| Evaluation Type | | Marks |
|-------------------------|-------------------|------------|
| End Semester Evaluation | | 70 |
| Continuous Evaluation | | 30 |
| a) | Test Paper- 1 | 10 |
| b) | Field Trip Report | 20 |
| Total | | 100 |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

SEMESTER 2**KU2DSCBBATTM106****FOOD & BEVERAGE SERVICE**

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | BBA TTM | | | | |
| Course Code | KU2DSCBBATTM106 | | | | |
| Course Title | Food and Beverage Service Operations | | | | |
| Type of Course | Minor-C2 | | | | |
| Semester | 2 | | | | |
| Academic Level | 100 - 199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | | | 60 |
| Pre-requisites | Basic knowledge of Hotel Operations | | | | |
| Course Summary | This course provides students with the knowledge and skills necessary to excel in the food and beverage service sector of the hospitality and tourism industry. Topics covered include service techniques, customer relations, menu knowledge, and professionalism in the restaurants. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|----|--------------|------------------|---------------------|-----------------------|
|----|--------------|------------------|---------------------|-----------------------|

| | | | | |
|--|---|----|---|--|
| CO1 | Understand the importance of food and beverage service and its various concepts | U | C | Instructor-created exams / Quiz |
| CO2 | Develop skills in various food and beverage service techniques | Ap | P | Practical Assignment / Observation of Practical Skills |
| CO3 | Understand and prepare different types of menus and their importance in food service. | Ap | P | Seminar Presentation / Group Tutorial Work |
| CO4 | Demonstrate the ability of a Food and Beverage Service Personnel | Ap | P | Instructor-created exams / Home Assignments |
| CO5 | Learn and practice professionalism and teamwork in the service Industry. | Ap | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

DETAILED SYLLABUS:

| Module | Unit | Content |
|------------|--|---|
| I | Introduction to food and beverage service | |
| | 1 | Evolution of the Food Service industry - Sarai, Dharamshala, Dak Bungalow, Inn, Tavern, and Chalets |
| | 2 | Types of restaurants and their characteristics |
| | 3 | Sectors of Food Service Industry - (Primary and Secondary Sectors, Commercial and Welfare Sectors) |
| | 4 | Case study on one of Welfare Sectors of Food Service |
| | 5 | Current trends and innovations in food service industry. |
| II | Food and beverage service organization | |
| | 6 | Organizational Hierarchy of Food and Beverage Service Department |
| | 7 | Duties and Responsibilities of Food and Beverage Service Personnel. |
| | 8 | Qualities and Attributes required for Food Service Personnel |
| | 9 | Inter-departmental relationships – front office, housekeeping, food production and other allied departments. |
| III | Food service operations | |
| | 10 | Styles of food service – Waiter service, Self-service, Assisted Service. |
| | 11 | Introduction to Menu - History and origin. |
| | 12 | Types of menus - À la carte, Table d'hôte, Banquet menu, Cyclic menu, Carte du jour, plat du jour. |
| | 13 | Introduction to Menu Planning |
| | 14 | Points to be considered while planning menu. |
| IV | A to z of restaurant operations. | |
| | 15 | Mise-en-scene and Mise-en-place. |
| | 16 | Briefing and debriefing, Key Terms related to Operation |
| | 17 | Cover Layout and setting up of restaurant. |
| | 18 | Service sequence - Taking guest reservations, receiving, and seating of guests, order taking and recording, passing orders to the kitchen, sequence of service, |

| | | |
|----------|--|--|
| | | presentation and en-cashing the bill, presenting, collecting guest comment cards and bidding farewell to guests. Closing the restaurant. |
| | 19 | Customer feedback and complaints handling, telephone manners, dining, and service etiquettes |
| V | Teacher Specific Content (12 Hrs) | |

Compulsory Learning Activity:

1. Visit to a hotel/ restaurant to understand Food and Beverage Service Operations

2. Hands-on training in tasks and procedures, supervised practice in guest service

3. Practical Sessions on Unit IV Content

References:

- Food and Beverage Service, R. Singaravelavan, Oxford University Press
- Food and beverage Service: Dennis R. Lillicrap, John A Cousins
- Food and Beverage Services: A Training Manual: Sudhir Andrews, Tata Mc Graw-Hi

Mapping of COs with PSOs

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|------|------|------|------|------|------|------|
| CO 1 | 1 | - | - | - | - | - |
| CO 2 | 2 | 1 | 2 | - | - | 2 |
| CO 3 | 2 | 2 | 1 | - | - | 2 |
| CO 4 | 1 | 2 | 2 | - | - | 2 |
| CO 5 | 1 | 2 | 2 | - | - | 2 |

Assessment Rubrics:

| Evaluation Type | | Marks |
|-------------------------|-----------------------|------------|
| End Semester Evaluation | | 70 |
| Continuous Evaluation | | 30 |
| a) | Field Visit Report | 15 |
| b) | Practicum (Module IV) | 15 |
| Total | | 100 |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

| | | |
|-------------------|------------------------|---------------------------------|
| SEMESTER 2 | KU2MDCBBATTM102 | SPECIAL INTEREST TOURISM |
|-------------------|------------------------|---------------------------------|

| | |
|-------------|------------------------|
| Program | BBA TTM |
| Course Code | KU2MDCBBATTM102 |

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Course Title | Special Interest Tourism | | | | |
| Type of Course | MDC-2 | | | | |
| Semester | 2 | | | | |
| Academic Level | 100 – 199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 3 | 3 | | | 45 |
| Pre-requisites | No prerequisites needed for the course | | | | |
| Course Summary | The Special Interest Tourism course prepares students to specialize in niche tourism markets by providing them with the knowledge and skills to develop, manage, and market unique tourism experiences. Emphasizing sustainability and ethical considerations, this course equips students to contribute positively to the tourism industry and the communities it serves through the development and promotion of special interest tours/ packages. | | | | |

Course Outcomes (COs):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|--|------------------|---------------------|--|
| CO1 | Identify the diversity of special interest tourism products and their relationship with tourist demand | R | C | Quiz/ Practical Assignment /Observation of |
| CO2 | Analyse the relationship between special interest tourism and mass tourism | U | P | Practical Skills/ Seminar |
| CO3 | Describe issues associated with the development and use of natural and cultural resources ion the development of special interest tourism products; | E | P | Presentation / Technology-based assessment |
| CO4 | Demonstrate a range of key skills that are required to evaluate contemporary trends in special interest tourism including: Communication and literacy; Problem Solving; Independent working and learning | An | P | |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

DETAILED SYLLABUS:

| Module | Unit | Content |
|-----------|-----------------------|---|
| I | Eco Tourism | |
| | 1. | Eco Tourism: Concept and Definition-Components and principles of Ecotourism Conservation |
| | 2. | Ecotourism and Community: Benefits and costs, Eco-tourism destinations in India |
| | 3. | National parks and wildlife sanctuaries, biosphere reserves-protected areas-Islands and beaches |
| II | Health tourism | |

| | | |
|------------|---|---|
| | 4. | Health tourism: Ayurveda, Ayurveda treatments, thri-doshas, panchakarma-Role of Ayurveda in Tourism |
| | 5. | Medical Tourism-Origin-present status of India, Kerala--linkages medical tourism value chain |
| | 6. | Medical tourism process- medical tourism facilitators- Medical tourism indicators |
| III | Emerging products | |
| | 7. | Emerging products: Sustainable tourism- Rural tourism, responsible tourism, Gastronomy, Golf, cruise, wine & dark tourism, wedding tourism, MICE, Wine tourism, Camping, Pilgrimage tourism, Film Tourism, Literary Tourism, Volunteer tourism, Doom tourism, Dark tourism, Revenge Tourism, Experiential tourism |
| | 8. | Commercial attractions - Amusement Parks –Gaming -Shopping |
| | 9. | Live Entertainments - House boats –tree houses- cave room-, desert camps |
| | 10. | Tourism circuits: Inter State and Intra-State Circuits - Religious Circuits - Heritage Circuits - Wildlife Circuits |
| | 11. | Voluntary tourism-doom tourism, pro-poor tourism |
| IV | Orientation | |
| | 12. | Adventure Tourism – classification of adventure tourism – land based –water based –aero based |
| | 13. | winter sports –mountaineering – Trekking, rock climbing, ballooning – camel treks and desert safaris – white water rafting – motor rallies |
| V | Teacher Specific Content (12 Hrs.) | |

Compulsory Learning Activity:

1. Field Visit to a Special Interest Tourism Destination in Kerala (Max. 2 days)

References:

1. India Tourism Products: Robinet Jacob, Sindhu Joseph, Mahadevan P (2012)
2. Ecotourism: Impacts Potentials, and Possibilities-Stephen Wearing and John Neil.
3. Tourism in the Himalaya in the context of Darjeeling and Sikkim – B. Bhattacharya..
4. S.P. Gupta (2002), Cultural Tourism in India, Indraprastha Museum of Art, and Archaeology, New Delhi.
5. Stephen Ball (2007), Encyclopedia of Tourism Resources in India/H.
6. Manoj Dixit (2002), Tourism products, New Royal Book Co. Lucknow.
7. Norman Douglas. Ed. (2001), Special Interest Tourism, John Wiley & Sons, Australia.
- 8.. Sarina Singh (2008), Lonely Planet India.

Assessment Rubrics:**Correlation Levels:**

| Evaluation Type | | Marks |
|-------------------------|--------------------|-----------|
| End Semester Evaluation | | 50 |
| Continuous Evaluation | | 25 |
| a) | Test Paper- 1 | 10 |
| b) | Field Visit Report | 15 |

| | |
|--------------|-----------|
| Total | 75 |
|--------------|-----------|

| Level | Correlation |
|--------------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |