

(Abstract)

Scheme (all semester) and Syllabus (First & Second semester only) of BBA TTM Programme (FYUGP) in affiliated colleges, under Kannur University with effect from 2024 Admission - Approved- Orders Issued

FYUGP Spl.cell

ACAD C/ACAD C4/21871/2024

Dated: 27.11.2024

Read:-1. U.O. No. FYUGPSC/FYSC-I/5074/2024, dated: 18/04/2024

2. U.O. No. FYUGPSC/FYSC-I/5074/2024, dated: 06/08/2024

3. E-mail dtd.24.05.2024 from the Chairperson, Board of Studies in Travel & Tourism (Cd)

4. The Minutes of the Meeting of the Scrutiny Committee held on 19.06.2024

5. E-mail dtd.24.06.2024 from the Chairperson, Board of Studies in Travel & Tourism (Cd)

6. The Minutes of the Meeting of the Academic Council, held on 25.06.2024

7. E-mail dtd.28.10.2024 from the Chairperson, Board of Studies in Travel & Tourism (Cd)

8. Minutes of the meeting Standing committee of Academic council held on 13.11.2024

9. The Orders of Vice Chancellor dtd.26.11.2024

ORDER

1.The Regulations of Kannur University Four Year Under Graduate Programmes (KU-FYUGP Regulations 2024) for Affiliated Colleges was implemented with effect from 2024 admission vide paper read as(1) above and certain modifications were effected thereafter vide paper read 2 above.

2. Subsequently, the Chairperson, Board of Studies in Travel & Tourism (Cd) vide paper read as (3) above, submitted the Scheme and Syllabus of the BBA TTM programme (first and second semesters only) to be implemented in Affiliated colleges under the University with effect from 2024 admission, in tune with KUFYUGP Regulations 2024.

3.Thereafter, the Scrutiny Committee, which included the Dean, Faculty of Commerce & Management Studies scrutinized the same and recommended certain suggestions vide paper read as (4) above.

4.Subsequently, the Chairperson, Board of Studies in Travel & Tourism (Cd) vide paper read as (5) above, forwarded the defect rectified Scheme & Syllabus (first and second semesters only) of the BBA TTM programme for approval.

5. The XXVIII th meeting of the Academic Council held on 25-06-2024 vide paper read as (6) *approved the Scheme and Syllabi in principle and permitted to to publish the same, as and when ready, after making the necessary modifications.*

6. *The Minutes of the Academic council is approved by the Vice Chancellor.*

7.However, on verification of Syllabi with the Regulations of KU-FYUGP 2024, certain errors were noted in the Syllabus and the matter was communicated to the Chairperson, Board of studies in Travel and Tourism (Cd).

8.Subsequently, the Chairperson, vide the paper read (7) ,submitted the modified Scheme (of all

Semesters) and Syllabi (I & II Semesters only) of the BBA TTM programme along with the minutes of the board of studies, approving these modification.

8. Thereafter, the meeting of the Standing Committee of Academic Council, held on 13.11.2024, considered the matter and recommended to approve the modified Scheme and Syllabus of the BBA TTM programme w.e.f. 2024 admission vide paper read 8.

9. The Vice Chancellor, ***after considering the Recommendation of the Standing Committee of the Academic council and in exercise of the powers of the Academic Council conferred under Section 11 (1) Chapter III of Kannur University Act, 1996 and all other enabling provisions read together with, approved the modified Scheme and First and Second semester Syllabi of the BBA TTM programme (FYUGP) in Affiliated Colleges under Kannur University and accorded sanction to implement the same w.e.f. 2024 admission, subject to reporting to Academic Council.***

10. The Scheme and First and Second Semester Syllabi of the BBA TTM programme(FYUGP) in Affiliated Colleges under Kannur University w.e.f.2024 admission are appended herewith and uploaded in the University website.

Orders are issued accordingly.

Sd/-

ANIL CHANDRAN R
DEPUTY REGISTRAR (ACADEMIC)
For REGISTRAR

To: The Principals of Affiliated Colleges

Copy To: 1. The Examination Branch (through PA to CE)
2. The Chairperson, Board of Studies in Travel & Tourism (Cd).
3. PS to VC/PA to R
4. DR/AR (Academic)
5. The IT Cell (For uploading in the website)
6. SF/DF/FC

Forwarded / By Order


SECTION OFFICER



(Abstract)

FYUG - BBA TTM Programme- Third and Fourth semester Scheme and Syllabus - Approved & Implemented in Affiliated colleges w.e.f 2024 Admission - Orders issued

ACADEMIC C SECTION

ACAD C/ACAD C4/21871/2024

Dated: 25.07.2025

Read:-1.U.O No. ACAD C/ACAD C4/21871/2024 dated.27.11.2024.

2.Minutes of the meeting of the Board of Studies in Travel & Tourism (Cd) held on 09.05.2025

3.E-mail dtd. 28.05.2025 from the Chairperson, Board of Studies in Travel & Tourism (Cd).

4.Minutes of the Online meeting of all Dean of Faculties held on 04.06.2025.

5.Orders of the Vice Chancellor dtd 04.06.2025 in file No.ACAD C/ACAD C3/2948/2025.

ORDER

1.The Scheme and Syllabus (First & Second Semesters only) of the BBA TTM Programme under FYUGP pattern were approved and implemented in affiliated colleges w.e.f. 2024 admission, vide paper read as (1) above.

2.Subsequently, the Board of Studies in Travel & Tourism (Cd), in its meeting held on 09.05.2025, finalized the syllabus for the Third and Fourth Semesters of the BBA TTM Programme, and the Chairperson, as per paper read (3), submitted the same for approval.

3. The Scheme and Syllabus, prepared by the Board of Studies in Travel and Tourism (Cd) were forwarded to the Dean, Faculty of Commerce & Management Studies for verification and the meeting of all Deans of faculties held on 04.06.2025 vide paper read (4) recommended to approve the same.

4.The Vice Chancellor after considering the recommendation of the meeting of all Deans of faculties and in exercise of the powers of the Academic Council conferred under the Section 11 (1) chapter III of Kannur University Act 1996, and all other enabling provisions read together with it, ***approved the Scheme and Syllabus for the Third and Fourth Semesters of the BBA TTM programme (FYUGP) and accorded sanction to implement the same w.e.f 2024 admission in the Affiliated Colleges under the University, subject to reporting to the Academic Council.***

5.The Scheme and Syllabus for the Third and Fourth Semesters of the BBA TTM Programme (FYUGP) is appended with this U.O and uploaded in the University website. (www.kannuruniversity.ac.in)

Orders are issued accordingly.

Sd/-

Bindu K P G

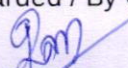
DEPUTY REGISTRAR (ACADEMIC)

For REGISTRAR

To: 1.The Controller of Examinations(through the PA)
2.The Principals of Arts and Science Colleges affiliated to Kannur University
3.The Chairperson, Board of Studies in Travel and Tourism (Cd)

Copy To: 1. PS to VC / PA to PVC / PA to R/PA to FO/PA to CE (to circulate among the section concerned)
2. DR / AR (Acad) / AR I ,AR II Exam/JR II Exam
3. Computer Programmer/EXC I/AR VII (Exam)
4. Web Manager (for uploading in the website)
5. SF/DF/FC

Forwarded / By Order


SECTION OFFICER







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. The tourism industry not only satisfies this inherent human wanderlust but also stimulates economic growth, generates employment opportunities, and fosters cultural understanding and appreciation. The 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 contribution 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 programs 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 travelers 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 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 backgrounds.

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 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 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 Programs 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

a) During the First Semester, the students shall take up a small study tour /excursion within Kerala or to the neighboring state for a period of ***not more than two 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.

b). During the fourth semester, the students of BBA TTM shall be required to undertake a study tour, in the 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.

Important Note: *National tours are not exclusive to North India and can occur anywhere in the country, covering at least three important tourism destinations (not attractions). Any regions of India, including the North, West, East, and South, or inter-regional, may be included in the plan.*

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 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 defined 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 programs 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 program, 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.

The Board of Studies (BoS) recommends that all courses, including Major, Minor, SEC, MDC, and VAC, may be taught by teachers with qualifications such as MTTM, MTM, MBA (Tourism), MTHM, and MTA. For optimal course delivery, the following specialized courses should ideally be taught by faculty members who possess the aforementioned qualifications along with undergraduate or postgraduate specialization in hotel management or operations:

- a. KU1DSCBTM103 (Front Office Management)
- b. KU1MDCBTM101 (Basics of Food Production)
- c. KU2DSCBTM106 (Food and Beverage Service)
- d. KU3DSCBTM204 (Housekeeping Operations)
- e. KU4DSCBTM202 (Basics of Food Science and Nutrition)

This specialized background ensures effective instruction and enhanced learning outcomes for students enrolled in these industry-specific courses.

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 BBA TTM 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 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) | | | 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 a minimum of 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 the level of 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 (Honours) 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 an 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 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 pathways, 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 disciplines / 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 minor courses from any discipline other than that of their own discipline.***

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 the 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 the 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 mentioned above will be applicable to admission of students to a 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 |
| | IV | 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 |
| Note: 12 credits Project can be taken instead of three Major courses | | | | | | | | | | |

BBA TTM FOUR YEAR UG PROGRAMME

COURSE STRUCTURE

SPECIFIC COURSES (DSC, MDC, VAC, SEC)

| Sem | Course Code | Type - Course | Course Name | CCA | ESE | Total | Exam | Credits | Hrs | Total credits |
|-----|---------------|---------------|--------------------------------------|-----|-----|-------|---------|---------|-----|---------------|
| | | AEC-1 | | | | | | 3 | 3 | 21 |
| | | AEC-2 | | | | | | 3 | 3 | |
| S1 | KU1DSCBTM101 | DSC-A1 | Business of Tourism and Hospitality | 30 | 70 | 100 | 2 Hrs | 4 | 4 | |
| | KU1DSCBTM102 | DSC-B1 | Travel Geography | 30 | 70 | 100 | 2 Hrs | 4 | 4 | |
| | KU1DSCBTM103 | DSC-C1 | Front Office Management | 30 | 70 | 100 | 2 Hrs | 4 | 4 | |
| | KU1MDCBTM101 | MDC-1 | Basics of Food Production | 25 | 50 | 75 | 1½Hrs | 3 | 3 | |
| | | | | | | | | | | |
| | | AEC-1 | | 25 | 50 | 75 | | 3 | 3 | 21 |
| | | AEC-2 | | 25 | 50 | 75 | | 3 | 3 | |
| S2 | KU2DSCBTM104 | DSC A2 | Management Principles | 30 | 70 | 100 | 2 Hrs | 4 | 4 | |
| | KU2DSCBTM105 | DSC-B2 | Cultural Heritage and Hospitality | 30 | 70 | 100 | 2 Hrs | 4 | 4 | |
| | KU2DSCBTM106 | DSC-C2 | Food and Beverage Service | 30 | 70 | 100 | 2 Hrs | 4 | 4 | |
| | KU2MDCBTM102 | MDC-2 | Special Interest Tourism | 25 | 50 | 75 | 1½Hrs | 3 | 3 | |
| 22 | | | | | | | | | | |
| S3 | KU3DSCBTM201 | DSC-A3 | Tourism Products and Resources | 30 | 70 | 100 | 2Hrs | 4 | 4 | 22 |
| | KU3DSCBTM202 | DSC- A4 | Tour Designing | 30 | 70 | 100 | 2 Hrs | 4 | 4 | |
| | KU3DSCBTM203 | DSC- B3 | Tourism Destination Mapping | 30 | 70 | 100 | 2 Hrs | 4 | 4 | |
| | KU3DSCBTM204 | DSC- C3 | Housekeeping Operations | 30 | 70 | 100 | 2 Hrs | 4 | 4 | |
| | KU3MDCBTM201 | MDC-3 | KS | 25 | 50 | 75 | 1 ½ Hrs | 3 | 3 | |
| | KU3VACBTM 201 | VAC-1 | Customer Relationship Management | 25 | 50 | 75 | 1 ½ Hrs | 3 | 3 | |
| S4 | KU4DSCBTM205 | DSC-A5 | Heritage Tourism Management | 30 | 70 | 100 | 2 Hrs | 4 | 4 | 21 |
| | KU4DSCBTM206 | DSC-A6 | Tourism Law and Administration | 30 | 70 | 100 | 2 Hrs | 4 | 4 | |
| | KU4DSCBTM207 | DSC-A7 | Tour Leadership and Study Tour | 30 | 70 | 100 | 2 Hrs | 4 | 5 | |
| | KU4SECBTM201 | SEC-1 | Business Communication | 25 | 50 | 75 | 1 ½ Hrs | 3 | 3 | |
| | KU4VACBTM202 | VAC-2 | Basics of Food Science and Nutrition | 25 | 50 | 75 | 1 ½ Hrs | 3 | 3 | |
| | KU4VACBTM203 | VAC-3 | Event Management & Hospitality | 25 | 50 | 75 | 1 ½ Hrs | 3 | 3 | |
| | | | | | | | | | | |

DISTRIBUTION OF MINOR COURSES IN BBA TTM

| Sem | Course Code | Minor Course | Course Name |
|-------|--------------|--------------|-----------------------------------|
| SEM 1 | KU1DSCBTM102 | DSC -B1 | Travel Geography |
| SEM 1 | KU1DSCBTM103 | DSC-C1 | Front Office Management |
| SEM 2 | KU2DSCBTM105 | DSC-B2 | Cultural Heritage and Hospitality |
| SEM 2 | KU2DSCBTM106 | DSC-C2 | Food & Beverage Service |
| SEM 3 | KU3DSCBTM203 | DSC- B3 | Tourism Destination Mapping |
| SEM 3 | KU3DSCBTM204 | DSC- C3 | Housekeeping Operations |

DETAILED SYLLABUS-BBA TTM**SEMESTER 1**

| | | |
|-------------------|---------------------|--|
| SEMESTER 1 | KU1DSCBTM101 | BUSINESS OF TOURISM AND HOSPITALITY |
|-------------------|---------------------|--|

| | | | | | |
|----------------|--|---------------------|----------------------|-----------------------|-------------|
| Program | BBA TTM | | | | |
| Course Code | KU1DSCBTM101 | | | | |
| 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 | | | 60 |
| 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 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 | |
| * - 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 | 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, Mohiniyattam). |
| | | <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 within Kerala or to the neighboring state, based on Unit III and IV (Preferable an Excursion, Max 1-2 days): Students should study and report on 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.

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- 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 | KU1DSCBTM102 | TRAVEL GEOGRAPHY |
|-------------------|---------------------|-------------------------|

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Program | BBA TTM | | | | |
| Course Code | KU1DSCBTM102 | | | | |
| 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/ Practical Assignment |
| 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 | Ap | P | |

| | | | | |
|--|--|----|---|--|
| | geographical features, and evaluate destination suitability for tourism development. | | | /Observation of Practical Skills/ Seminar Presentation / Technology-based assessment |
| CO5 | Apply geographical concepts and principles to analyze 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 on 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).

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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:

BBA TTM SYLLABUS (2024 Admission)

| | | |
|--------------|---------------------|------------|
| 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 | KU1DSCBTM103 | FRONT OFFICE MANAGEMENT |
|-------------------|---------------------|--------------------------------|

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Program | BBA TTM | | | | |
| Course Code | KU1DSCBTM103 | | | | |
| 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), Analyze (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 the 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
- Bhakta, A. (2012). *Professional Hotel Front Office Management*. Tata McGraw Hill Education Private Limited.
- Andrews, S. (2013). *Hotel front office: A training manual*. Tata McGraw-Hill Education.
- Negi, J. M. S. (2002). *Professional hotel management*, S. Chand Publishing.
- Baker, Sue (2011). *Principles of Hotel Front Office Operations*. Hampshire, Cengage Learning
- 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,
- 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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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**KU1MDCBTM101****BASICS OF FOOD PRODUCTION**

| | |
|----------------|---------------------------|
| Program | BBA TTM |
| Course Code | KU1MDCBTM101 |
| 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 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

Labensky, S. R., Hause, A. M., & Martel, P. A. (2014). On Cooking: A Textbook of Culinary Fundamentals. Pearson.

Escoffier, A. (2011). The Escoffier Cookbook: A Guide to the Fine Art of Cookery. Crown Publishing.

McGee, H. (2004). On Food and Cooking: The Science and Lore of the Kitchen. Scribner.

Gisslen, W. (2018). Professional Cooking. Wiley.

Davis, B., Lockwood, A., Alcott, P., & Pantelidis, I. (2018). Food and Beverage Management. Routledge.

Allen, M., & Albala, K. (2011). The Business of Food: Encyclopedia of the Food and Drink Industries. ABC-CLIO.

National Restaurant Association. (2017). ServSafe Manager. NRA.

Cousins, J., Lillicrap, D., & Weekes, S. (2014). Food and Beverage Service. Hodder Education.

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 2 | KU2DSCBTM104 | MANAGEMENT PRINCIPLES |
|-------------------|---------------------|------------------------------|

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Program | BBA TTM | | | | |
| Course Code | KU2DSCBTM104 | | | | |
| 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 Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|-----------------------|
| CO1 | Demonstrate an understanding of the fundamental management concepts. | R | C | Quiz/ Practical |

| | | | | |
|--|--|----|---|---|
| CO2 | Analyze the roles and responsibilities of managers in different organizational settings. Illustrate the basic planning, decision-making, and organizing skills sets. | U | P | Assignment /Observation of Practical Skills/ Seminar Presentation / Technology-based assessment |
| 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

Correlation Levels:

| Level | Correlation |
|-------|----------------|
| - | Nil |
| 1 | Slightly / Low |

Assessment Rubrics:

| | |
|---|--------------------|
| 2 | Moderate / Medium |
| 3 | Substantial / High |

| 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 |

| | | |
|-------------------|---------------------|--|
| SEMESTER 2 | KU2DSCBTM105 | CULTURAL HERITAGE AND HOSPITALITY |
|-------------------|---------------------|--|

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Program | BBA TTM | | | | |
| Course Code | KU2DSCBTM105 | | | | |
| Course Title | CULTURAL HERITAGE AND HOSPITALITY | | | | |
| Type of Course | DSC 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**KU2DSCBTM106****FOOD AND BEVERAGE SERVICE**

| | |
|----------------|---------------------------|
| Programme | BBA TTM |
| Course Code | KU2DSCBTM106 |
| Course Title | Food and Beverage Service |
| Type of Course | DSC-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 the 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**KU2MDCBTM102****SPECIAL INTEREST TOURISM**

BBA TTM SYLLABUS (2024 Admission)

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Program | BBA TTM | | | | |
| Course Code | KU2MDCBTM102 | | | | |
| 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 Practical Skills/ Seminar Presentation / Technology-based assessment |
| CO2 | Analyze the relationship between special interest tourism and mass tourism | U | P | |
| CO3 | Describe issues associated with the development and use of natural and cultural resources ion the development of special interest tourism products; | E | P | |
| 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:

| Evaluation Type | | Marks |
|-------------------------|--------------------|-----------|
| End Semester Evaluation | | 50 |
| Continuous Evaluation | | 25 |
| a) | Test Paper- 1 | 10 |
| b) | Field Visit Report | 15 |
| Total | | 75 |

Correlation Levels:

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

SEMESTER 3

| | | |
|-------------------|---------------------|---------------------------------------|
| SEMESTER 3 | KU3DSCBTM201 | TOURISM PRODUCTS AND RESOURCES |
|-------------------|---------------------|---------------------------------------|

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Program | BBA TTM | | | | |
| Course Code | KU3DSCBTM201 | | | | |
| Course Title | TOURISM PRODUCTS AND RESOURCES | | | | |
| Type of Course | DSC-A3 | | | | |
| Semester | 3 | | | | |
| Academic Level | 200 – 299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | | | 60 |
| Pre-requisites | | | | | |
| Course Summary | To educate pupils about the various tourism resources and products available in India and Kerala | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|-----------------------|
| CO1 | Understanding of the concept of tourism products and features. | U | C | |

| | | | | |
|--|---|----|---|---|
| CO2 | Illustrate various natural tourism resources of the country. | An | P | Quiz/ Practical Assignment /Observation of Practical Skills/ Seminar Presentation / Technology-based assessment |
| CO3 | Highlight the socio-cultural tourism resources of the country. | E | P | |
| CO4 | Examine the importance of different types of transportation. | E | P | |
| CO5 | Familiarize with Major tourist destinations of India and formulate packages | 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 | Physical and Geographic Features of India | |
| | 1 | Tourism products: features, types- Natural and Man-made resources: Tourism Products of India |
| | 2 | Physical and geographic features of India: Himalayas and other hill stations, National Parks and Wildlife sanctuaries (in brief) |
| | 3 | Physical and geographic features of India: Mountains, islands, coastal areas, deserts |
| | 4 | Physical and geographic features of India: Major rivers, lakes, plateaus, mountains, backwaters, Mangroves |
| | 5 | climate and seasons |
| | 6 | Heritage attractions– Indigenous; Colonial, Handicrafts of India; Fairs and Festivals of Social & Religious importance- Adventure Tourism: Types and destinations. |
| II | Tourism Resources of India | |
| | 7 | Indian Music and Dance - Different Schools, Prominent Indian Museums, Art Galleries- Indian cuisine- Costumes |
| | 8 | Historical monuments of India – Ancient temples, caves, stupas, monasteries, forts, palaces |
| | 9 | Islamic and colonial art and architecture, major architectural styles |
| | 10 | Major religious places connected with Hinduism, Buddhism, Jainism, Sikhism, Islamism, Christianity, Zoroastrianism and Bahai Faith (in brief). |

| III | Major Tourism Products-Kerala | |
|-----|-------------------------------------|---|
| | 11 | Physiography of Kerala- Kerala tourism statistics- Analysis of tourism policies of Kerala(brief)- Department of tourism- KTDC, DTPCs. |
| | 12 | Major tourism projects-Literary tourism, Farm Tourism-Spice Tourism, Houseboats, Backwaters, Storytelling, Muziris Project. |
| | 13 | Ecotourism destinations- Responsible tourism destinations- Kerala Cuisine, Tourism Festivals-Craft Villages of Kerala |
| | 14 | Major natural and cultural tourism products of Kerala- Monuments with Architectural importance |
| | 15 | Major tourism routes: Kochi, Munnar, Alappuzha, Thekkady, Kovalam, Kumarakom, Wayanad, Bekal, Wayanad, |
| | 16 | Major tourism destinations in Kerala (district-wise) |
| IV | Major Tourist Destinations of India | |
| | 17 | Agra, Delhi, Jaipur, Mumbai, Kolkata |
| | 18 | Darjeeling, Mysore, Ladakh, Gangtok, Goa, Manali, Ooty, Shimla |
| | 19 | Jaipur, Udaipur, Jaisalmer, Amritsar, Mussoorie, Nainital, Hyderabad |
| | 20 | Srinagar, Ahmedabad, Chandigarh, Hampi, Aurangabad, Madurai, Rameshwaram |
| | 21 | Chennai, Bengaluru, Kanyakumari, Vizag, Rishikesh |
| | 22 | Gwalior, Varanasi, Mahabalipuram, Andaman, Lakshadweep. |
| V | Teacher Specific Content (12 Hrs) | |

Compulsory Learning Activities

1. A case study on a chosen travel destination in India or Kerala, analyzing its geographical features, cultural aspects, and tourism development
2. Case studies on how natural features attract tourists

References

- Robinet Jacob, M a h a d e v a n P , S i n d h u Joseph (2012). *Indian Tourism Products*. Abhijeet Publications, New Delhi
- Dixit, M., & Charu Sheela. (2008). *Tourism Products*.
- Manohar Sajani. (2001) *Encyclopaedia of Tourism Resources in India*. Gyan Publishing House,
- Rittichainuwat, Bongkosh N. (2018) *Special Interest Tourism*. Newcastle Upon Tyne, Cambridge Scholars Publishing.

Mapping of COs with PSOs

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

Assessment Rubrics:

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

Correlation Levels:

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

| | | |
|-------------------|---------------------|-----------------------|
| SEMESTER 3 | KU3DSCBTM202 | TOUR DESIGNING |
|-------------------|---------------------|-----------------------|

| | | | | | |
|----------------|----------------|------------------|-------------------|--------------------|-------------|
| Program | BBA TTM | | | | |
| Course Code | KU3DSCBTM202 | | | | |
| Course Title | TOUR DESIGNING | | | | |
| Type of Course | DSC-A4 | | | | |
| Semester | 3 | | | | |
| Academic Level | 200 – 299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | | | 60 |
| Pre-requisites | | | | | |

| | |
|----------------|---|
| Course Summary | This course aims to equip students with the skills of creating an itinerary for the tour package. It focuses on various components for creating a tour package and thereby it enables the students to create tour packages of different requirements. |
|----------------|---|

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|---|------------------|---------------------|---|
| CO1 | Understand the concept of tour operation | U | C | Quiz/ Practical Assignment /Observation of Practical Skills/ Seminar Presentation / Technology-based assessment |
| CO2 | Examine various information resources required for drawing itineraries and make use of the resources in more effective ways | A | P | |
| CO3 | Demonstrate the ability plan and cost the tour | Ap | P | |
| CO4 | Prepare Itinerary and execute package and independent tours | A | 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) | | | | |

| Module | Unit | Content |
|-----------|--|---|
| I | Introduction to Travel/ Tour Business | |
| | 1 | Travel agency/Tour company - Organization Structure- Types of travel agencies, functions of travel agency |
| | 2 | Introduction to Tour Operation Business: History of tour operation - Types of Tour Operators, Functions. |
| | 3 | Procedures for setting up a travel agency/tour business -Approvals required- Sources of revenue |
| | 4 | Types of tours, FIT & GIT-Income of a tour company |
| | 5 | Important tour companies (world and India) |
| | 6 | Different departments and activities in Travel / Tour companies- Online Travel Agency- Case study of AirBnB. |
| II | Travel Itinerary | |
| | 7 | Travel itinerary- significance of itinerary, types of Travel Itinerary (itinerary for tourists, tour manager, tourist guide, accommodation, and transport operator) |
| | 8 | Steps in developing travel itinerary- Background information for preparing itinerary, GIT itinerary, FIT itinerary, Tailor made itinerary, special interest itinerary |

| | | |
|-----------------------------------|--|--|
| | 9 | Resources for itinerary planning: Destination information brochure, Hotel/ ground operator brochure and tariff, Railway/Flight timetable and fare, TIM, Festival calendar, Use of various maps, Connectivity and types of transport, Weather updates, Socio-political risk factors |
| | 10 | Valuable tips for good itinerary, Do's, and Don'ts of an itinerary. |
| Preparation of Itineraries | | |
| III | 11 | Learn about world tour itineraries in demand (Europe, US, Thailand, Singapore-Malaysia, Middle East, Sri Lanka, Maldives, Nepal, Bhutan) |
| | 12 | IRCTC Packages (Exercise) |
| | 13 | Preparing itineraries for Kerala (Exercise-Region wise: North Kerala and South Kerala) |
| | 14 | Introduction to tour packages, classifications of tour packages, Components of package tour |
| IV | Tour Packaging and Costing | |
| | 15 | Preparation of tailor-made packages for students group using students' concession |
| | 16 | Costing of package tour, Components of tour costing- Factors influencing Tour Costing- Fixed costs and Variable costs |
| | 17 | Preparation of Cost Sheet- Advantage of Tour Cost Sheet – Quotation. |
| | 18 | Tour pricing strategies - Tariff: Confidential Tariffs, Commission, Mark-up Service charges & other remuneration for Tour operation |
| | 19 | Tour Pricing and Pricing Strategies Marketing of tour package: Stages in production of the package brochure |
| V | Teacher Specific Content (12 Hrs) | |

Compulsory Learning Activity: See Assessment Rubrics

- 1.Preparation of 10 different types of itineraries on major themes/ destinations (inbound and outbound)
- 2.Tour Costing Exercises
- 3.Preparation of cost sheet
- 4.Production of the package brochure

References

- Chand, M. (2007). Travel agency management: an introductory text. New Delhi: Anmol Publications.
- Fletcher, J. (2018). Tourism: principles and practice. Harlow, Essex, England: Pearson Education Limited.
- Lalita Sharma. (2010). Travel agency and tour operations: concepts and principles. New Delhi: Centrum Press.
- Negi, J. (2006). Travel Agency and Tour Operation. New Delhi: Kanishka Publication.

- Sampad Kumar swain, & Jitendra Mohan Mishra. (2012). Tourism: principles and practices. Oxford: Oxford University Press.

Mapping of COs with PSOs

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

Assessment Rubrics:**Correlation Levels:**

| Evaluation Type | | Marks |
|-------------------------|--|------------|
| End Semester Evaluation | | 70 |
| Continuous Evaluation | | 30 |
| a) | Viva-Voce | 5 |
| b) | Internal Examination | 10 |
| b) | Report: Compulsory Learning activities (1-4) | 15 |
| Total | | 100 |

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

| | | |
|-------------------|---------------------|------------------------------------|
| SEMESTER 3 | KU3DSCBTM203 | TOURISM DESTINATION MAPPING |
|-------------------|---------------------|------------------------------------|

| | | | | | |
|----------------|-----------------------------|------------------|-------------------|--------------------|-------------|
| Program | BBA TTM | | | | |
| Course Code | KU3DSCBTM203 | | | | |
| Course Title | TOURISM DESTINATION MAPPING | | | | |
| Type of Course | DSC-B3 | | | | |
| Semester | 3 | | | | |
| Academic Level | 200 – 299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | | | 60 |
| Pre-requisites | | | | | |

| | |
|----------------|--|
| Course Summary | This course provides an in-depth exploration of the principles and practices of destination mapping in the context of the travel and tourism industry and analyze, plan, and map destinations, considering geographical, cultural, economic, and sustainability factors. |
|----------------|--|

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|--|------------------|---------------------|--|
| CO1 | Understand the basic concepts of continents and countries along with their key geographical features | U | C | Quiz/ Practical Assignment /Observation of Practical Skills/ Seminar Presentation / Technology-based assessment |
| CO2 | Apply time calculation skills, including flying time calculation with a basic understanding of time zones, standard time, Coordinated Universal Time (UTC), and the International Date Line. | Ap | P | |
| CO3 | Understand the tourist destinations, attractions, and accessibility of major countries in Europe and America | An | P | |
| CO4 | Understand the tourist destinations, attractions, and accessibility of major countries in Asia and Africa | An | P | |
| CO5 | Apply geographical concepts and principles to analyze, plan and map destinations. | 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 | Basics of World Geography | |
| | 1 | Earth, Latitude and Longitude |
| | 2 | Time Zones, GMT and IST, International Date Line |
| | 3 | Earth Movements – Rotation, Revolution, Day and Night, Seasons |
| | 4 | Atmospheric Layers and Importance |
| | 5 | Weather and Climate, Climatic Regions of the World (Brief) |

| | | |
|------------|--|---|
| | 6 | Major Landforms – Mountains, Plains, Plateaus; Physiographic Regions of the World and Continents (vegetation, people, culture, economy, tourism – in brief) |
| | 7 | Natural Wonders of the World (Brief:(Ancient and New) |
| | 8 | Maps and its use: Cartography, scale, Types of maps, Online/Digital map Maps with focus on Travel and Tourism-Important Digital Maps or Apps. |
| | 9 | Toposheets – Signs and Symbols-Use of GIS, GPS, Remote Sensing, 3 D Mapping |
| II | Travel Geography of Europe | |
| | 10 | Tourist Destinations, and accessibilities of UK, Italy, and Spain (Brief) |
| | 11 | Tourist Destinations, Attractions and Accessibilities of France, Germany, and Switzerland (Brief) |
| | 12 | Mapping of important destinations in the map using 3-letter city codes (of the above) |
| III | Travel Geography of Americas | |
| | 13 | Major Tourist Destinations, Accessibilities of Canada and USA (Brief) |
| | 14 | Major Tourist Destinations, and Accessibilities of Mexico and Caribbean Islands (Brief) |
| | 15 | Major Tourist Destinations, and Accessibilities of Brazil and Argentina (Brief) |
| | 16 | Mapping of important destinations in the map using 3-letter city codes (of the above) |
| IV | Travel Geography of Africa and Asia | |
| | 17 | Major Tourist Destinations, and accessibilities of South Africa, Egypt, Mauritius, and Seychelles (Brief) |
| | 18 | Major Tourist Destinations, and Accessibilities of China, Nepal, Bhutan, Sri Lanka, and Maldives (Brief) |
| | 19 | Major Tourist Destinations, and Accessibilities of Japan, and Vietnam, Malaysia, Thailand, Indonesia and Singapore (Brief) |
| | 20 | Major Tourist Destinations, and Accessibilities of Australia, New Zealand (Brief) |
| | 21 | Major Tourist Destinations, and Accessibilities of UAE, Egypt, Israel, and Saudi Arabia (Brief) |
| | 22 | Mapping of important destinations in the map using 3-letter city codes (of the above) |
| V | Teacher Specific Content (12 Hrs) | |

Compulsory Learning Activity

1. Problems on Time calculation and elapsed flying time

2. Case study report of destinations from all the continents (any one destination from one continent)

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, Newdelhi-11001,2011
- Anon, World geography, Haughton Mifflin Harcourt Publishing company, Orlando, Florida, 2016

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- 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 | 2 | - | - | - | - | - |
| CO 2 | 2 | - | 3 | - | - | 1 |
| CO 3 | 3 | - | - | - | - | - |
| CO 4 | 3 | - | 1 | 1 | - | - |
| CO 5 | 3 | 2 | 1 | 1 | - | 2 |

Assessment Rubrics:

Correlation Levels:

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

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

| SEMESTER 3 | KU3DSCBTM204 | HOUSEKEEPING OPERATIONS |
|----------------|-------------------------|-------------------------|
| Program | BBA TTM | |
| Course Code | KU3DSCBTM204 | |
| Course Title | Housekeeping Operations | |
| Type of Course | DSC- C3 | |
| Semester | 3 | |
| Academic Level | 200 - 299 | |

| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
|----------------|---|------------------|-------------------|--------------------|-------------|
| | 4 | 4 | - | - | 60 |
| Course Summary | This course covers housekeeping operations, cleaning techniques, inventory management, guest satisfaction, sustainability, technology, and practical training. Students learn about the role of housekeeping in the hospitality and tourism industry and gain hands-on experience in housekeeping tasks and procedures. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|---|------------------|---------------------|--|
| CO1 | Develop an understanding of the Role | U | C | Instructor-created |
| | of Housekeeping Management in tourism industry. | | | exams / Quiz |
| CO2 | Understand Housekeeping department organization and structure. | U | P | Practical Assignment / Observation of Practical Skills |
| CO3 | Practice the in-housekeeping department and day today life. | Ap | P | Seminar Presentation / Group Tutorial Work |
| CO4 | Demonstrate the ability to efficiently manage inventory related to effective housekeeping management. | Ap | P | Instructor-created exams / Home Assignments |
| * - 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 | Fundamentals of Housekeeping Operations | |
| | 1 | Role and importance of housekeeping in hospitality and tourism industry: Overview |
| | 2 | Attributes of Housekeeping personnel, Key duties and responsibilities of Housekeeping staff- Staff allocation & Duty Roaster in Housekeeping Departments |
| | 3 | Layout of room and standard supplies- Amenities & Facilities for Standard & VIP Guest Rooms- Guest room features for differently abled. |
| | 4 | Bed making, second service and turn down service - Lost and Found Procedure, Lost and Found Register |

| | | |
|---|--------------------------------|--|
| | 5 | Records of Housekeeping Department: Room occupancy report, Guest room inspection form, check list Floor register, Work order, Logbook, Room boys' report/ Maids report, Guest special requisite register- Baby sitting and its records |
| II | Cleaning Techniques | |
| | 6 | Cleaning Agents: Basic cleaning agent, Classification, their uses, care, storage Cleaning methods for different areas of a hotel - Identification of cleaning equipment - Cleaning of rooms, bathroom, public area – Lobby, Lounge, Corridors, Pool Area, Elevators, Health club, F&B outlet, Office area. |
| | 7 | Replenishment of supplies & Linen, Inspection, Deep Cleaning Room inspection- Check List -Public Area cleaning, Room Status Reporting and Setting the priority for cleaning different areas of a hotel. |
| | 8 | Planning the linen and uniform room, storage of linen, linen exchange procedure, functions of uniform and uniform room, linen control |
| | 9 | Laundry process and stages in Wash cycle -Dry cleaning procedure and handling of guest laundry -Different types of stains, stain removal agents -Safety precaution while handling chemicals. |
| III | Housekeeping Management | |
| | 10 | Floor Operations: Key Handling Procedure – types of keys |
| | 11 | Inventory control and stock management in housekeeping |
| | 12 | Interior Decoration, Color Scheme, Lighting, Furniture Arrangements, Floor and Wall Covering |
| | 13 | Paging systems and methods, Handling of Guest Requests, General operations of control desk. |
| IV | Guest Satisfaction | |
| | 14 | Common Indoor plants, Tools and equipment's needed, Styles of flower arrangements |
| | 15 | Environmentally Friendly Housekeeping Practices |
| | 16 | Importance of sustainable practices in housekeeping operations, Energy and water conservation in housekeeping activities, Waste management and recycling initiatives in housekeeping. |
| Teacher Specific Content (12 Hrs.) | | |

Note: Compulsory Learning Activities:

1. *Role Plays on Housekeeping, Desk Management- Telephone Etiquettes, Handling Guest demands and Unruly Guests (Situation Handling).*
2. *Visit to a hotel or accommodation unit (Primary or supplementary) to understand Housekeeping Operations including cleaning techniques and inventory management,*
3. *Hands-on training in housekeeping tasks and procedures*

References:

- Hotel, Hostel and Hospital Housekeeping – Joan C Branson & Margaret Lennox (ELBS).

- Hotel House Keeping – Sudhir Andrews Publisher: Tata McGraw Hill.
- Professional Management of Housekeeping Operations- Martin Jones, Publisher: Wiley & Sons
- Housekeeping Management, Matt A. Casado (Pearson, 2015)
- Hotel Management and Operations, Michael J. O'Fallon and Denney G. Rutherford (Wiley, 2018)
 - Managing Housekeeping Operations – Margaret Kappa & Aleta.
 - The Professional Housekeeper – Tucker Schneider, Publisher: VNR.

Mapping of COs with PSOs

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

Assessment Rubrics:

| Evaluation Type | | Marks |
|-------------------------|-------------|------------|
| End Semester Evaluation | | 70 |
| Continuous Evaluation | | 30 |
| a) | Practicum | 15 |
| b) | Field visit | 15 |
| Total | | 100 |

Correlation Levels:

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

| | | |
|-------------------|----------------------|---|
| SEMESTER 3 | KU3VACBTM 201 | CUSTOMER RELATIONSHIP MANAGEMENT |
|-------------------|----------------------|---|

| | |
|----------------|----------------------------------|
| Program | BBA TTM |
| Course Code | KU3VACBTM 201 |
| Course Title | Customer Relationship Management |
| Type of Course | VAC-1 |
| Semester | 3 |

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Academic Level | 200 – 299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 3 | 3 | | - | 45 |
| Course Summary | This course focuses on improving customer service, retention, sales, productivity, professionalism, communication skills, and personality development, aiming to streamline processes, enhance cross-functional collaboration, and prepare students for a business environment. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|---|--|------------------|---------------------|---|
| CO1 | Make the students groom their personality towards a hospitality and tourism profession. | Ap | C | Quiz/ Practical Assignment /Observation of Practical Skills/ Seminar Presentation / Technology-based assessment |
| CO2 | Examine the importance of customer service management operations | U | P | |
| CO3 | To prepare students to promote quality customer service management, effectively handling consumer Behavior and client relations. | Ap | P | |
| CO4 | Identify customer service principles that drive internal and external customer satisfaction and organizational success. | Ap | P | |
| CO5 | Demonstrate an in-depth knowledge of how effective customer service relates to different types of customers in the organization. | 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 | | Customer Service |
| | 1. | Customer Service- Customer Relationship Management, Stages of relationship |

| | | |
|------------|---|---|
| | 2. | CRM cycle, Stakeholders in CRM, Types of CRM, Success Factors in CRM, Opportunities in CRM |
| | 3. | E-CRM in Business, Technologies of e-CRM, Voice Portals, Web Phones, bots, Virtual |
| | | Customer Representatives |
| | 4. | Customer Relationship Portals- Challenges of Customer Service- Coping with Challenging Customers |
| II | Customer Satisfaction | |
| | 5. | Customer Satisfaction: Components, Models, Measuring Customer Satisfaction |
| | 6. | Service Quality Dimensions, Service Quality Gaps, Measuring Service Quality |
| | 7. | Customer loyalty -Factors affecting customer loyalty |
| | 8. | Cross-Selling and Up-Selling |
| | 9. | Customer Retention- Strategies to influence customer perceptions and expectations |
| | 10. | Tourist Behavior: concepts, process, Tourist's Codes of Behavior. |
| | 11. | Transactional analysis: Analysis of Strokes, Decision-Making Skills- Arbitration and Adjudication |
| | 12. | KBO-Knowledge Based Organization, Performance Management. |
| III | Factors that Affect Customer Relationships | |
| | 13. | Personality: types of personality |
| | 14. | Concepts of success and failure: Factors responsible for success, hurdles in achieving success, overcoming hurdles, and causes of failure. |
| | 15. | SWOC analysis - Attitude: Factors affecting attitudes, Positive attitude, Advantages, Negative Attitude, Disadvantages, Ways to develop a positive attitude |
| | 16. | Significance of motivation, Internal and external motives, Importance of self-motivation |
| | 17. | Self-esteem: Advantages - Do's and Don'ts to develop positive self-esteem |
| | 18. | Factors leading to de-motivation-Defining the difference between aggressive, submissive, and assertive behaviors – Lateral thinking |
| IV | Needs of Every Customer | |
| | 19. | Five Needs of Every Customer |
| | 20. | Barriers to Excellent Customer Service - Understanding Expectations - Techniques for Exceeding Customer Expectations |
| | 21. | Role of Problem Solving in Customer Service |
| | 22. | Professional Approaches to Apologizing & Conveying Bad News- Communications in Customer Service - Words to Use or Avoid (Practical Sessions) |

| | |
|---|-----------------------------------|
| V | Teacher Specific Content (12 Hrs) |
|---|-----------------------------------|

Compulsory Learning Activity

1. Case study of companies with best customer care strategies.
2. Screening videos for learning customer care in the modern hospitality industry.

References:

- Harris, E. K. (2002). *Customer service: A practical approach*. Prentice-Hall, Inc.
- Bhat, G. (2013). *Customer Relationship Management*, Himalaya Publishing House: New Delhi.
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- Smith, B. (2004). *Body Language*. Delhi: Rohan Book Company, 5-1.
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- Pizam, A., & Mansfeld, Y. (1999). *Consumer behavior in travel and tourism*. Psychology Press.
- (PDF) Customer Satisfaction in Tourism Service Quality (researchgate.net)
- (PDF) Customer Satisfaction in Tourist Destination: The Case of Tourism Offer in the City of Naples (researchgate.net)
- The-role-of-customer-care-in-a-customer-experience-transformation-vf.pdf (mckinsey.com)

Mapping of COs with PSOs

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

Assessment Rubrics:

| Evaluation Type | | Marks |
|-------------------------|------------|-----------|
| End Semester Evaluation | | 50 |
| Continuous Evaluation | | 25 |
| a) | Case study | 15 |
| b) | Role play | 10 |
| Total | | 75 |

Correlation Levels:

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

.....

SEMESTER 4

| | | |
|-------------------|---------------------|------------------------------------|
| SEMESTER 4 | KU4DSCBTM205 | HERITAGE TOURISM MANAGEMENT |
|-------------------|---------------------|------------------------------------|

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Program | BBA TTM | | | | |
| Course Code | KU4DSCBTM205 | | | | |
| Course Title | Heritage Tourism Management | | | | |
| Type of Course | DSC-A5 | | | | |
| Semester | 4 | | | | |
| Academic Level | 200 – 299 | | | | |
| 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 is designed to provide students with a comprehensive understanding of the World Heritage tourism sector. Students will gain in-depth knowledge about UNESCO World Heritage sites, their significance, and the challenges and opportunities associated with managing and promoting these sites as tourist destinations. The program emphasizes sustainable tourism practices, heritage interpretation and stakeholder management for World Heritage tourism products. Through a blend of theoretical knowledge and practical applications, students will be prepared for careers in the tourism industry, heritage site management, cultural tourism organizations, and related fields. | | | | |

Course Outcomes (COs):

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

BBA TTM SYLLABUS (2024 Admission)

| | | | | |
|--|---|----|---|--|
| CO1 | To provide students with a comprehensive understanding of the concept of World Heritage and its | U | C | Quiz/ Practical Assignment /Observation of |
| | significance in the tourism industry. | | | Practical Skills/ Seminar Presentation / Technology-based assessment |
| CO2 | To explore the challenges and opportunities associated with managing and promoting World Heritage sites such as tourist destinations. | Ap | P | |
| CO3 | To develop skills in sustainable tourism planning, heritage interpretation, and stakeholder management for World Heritage sites. | Ap | P | |
| CO4 | To equip students with the knowledge and tools necessary for effective marketing and management of World Heritage tourism products. | An | P | |
| CO5 | To familiarize students with major World Heritage destinations in India and other continents, their unique features, and tourism potential. | U | 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 World Heritage Tourism | |
| | 1. | Understanding Heritage- Definition of World Heritage site- Importance of World Heritage in Tourism |
| | 2. | Criteria for selection as a World Heritage site |
| | 3. | Categories of World Heritage sites (cultural, natural, and mixed) |
| | 4. | Importance of World Heritage sites in preserving cultural and natural heritage |
| II | Indian World Heritage Sites-Cultural and Natural (In Brief) | |
| | 5. | <i>Introduction to World Heritage sites in India</i> -Types of World Heritage sites in India (cultural, natural, mixed)-Distribution of World Heritage sites across different states and regions |

| | | |
|------------|---|--|
| | 6. | <i>Cultural World Heritage Sites in India:</i> Architectural Wonders (e.g., Taj Mahal, Qutub Minar, Red Fort, Fatehpur Sikri, Humayun's Tomb) Religious and Spiritual Sites (e.g., Khajuraho Group of Monuments, Elephanta Caves, Ellora Caves, Ajanta Caves, Mahabodhi Temple Complex, South Indian Temples (Belur, Halebid, Mahabalipuram, Goan Churches) Toy Trains of India and its tourism significance. |
| | 7. | Historic Cities (e.g., Ahmedabad, Jaipur, Kolkata) |
| | 8. | Archaeological Sites (e.g., Hampi, Nalanda, Khajuraho Group of Monuments) |
| | 9. | Cultural Landscapes (e.g., Rajasthan's Hill Forts) |
| | 10. | <i>Indian World Heritage Sites-Natural:</i> National Parks and Wildlife Sanctuaries (brief) |
| | 11. | Biodiversity Hotspots (e.g., Western Ghats, Sundarbans National Park) |
| | 12. | Natural Wonders (e.g., Valley of Flowers National Park, Nanda Devi) |
| III | Iconic World Heritage Monuments (In Brief) | |
| | 13. | <i>Iconic World Heritage Monuments of Asia:</i> Taj Mahal (India), Angkor Wat (Cambodia), Great Wall of China (China), Petra (Jordan), Borobudur Temple Compounds (Indonesia) |
| | 14. | <i>Iconic World Heritage Monuments of Europe:</i> (Colosseum (Italy), Acropolis (Greece), Stonehenge (United Kingdom), Alhambra (Spain), Neuschwanstein Castle (Germany) |
| | 15. | <i>Iconic World Heritage Monuments of Africa:</i> (Pyramids of Giza (Egypt), Robben Island (South Africa), Rock-Hewn Churches of Lalibela (Ethiopia), Ruins of Great Zimbabwe (Zimbabwe), Timbuktu (Mali) |
| | 16. | <i>Iconic World Heritage Monuments of the Americas:</i> Chichen Itza (Mexico), Statue of Liberty (United States), Moai Statues of Rapa Nui (Chile), Historic Sanctuary of Machu Picchu (Peru) |
| | 17. | <i>Iconic World Heritage Monuments of Australia and Oceania:</i> (Sydney Opera House (Australia), Rapa Nui National Park (Chile), East Rennell (Solomon Islands), Tongariro National Park (New Zealand), Kakadu National Park (Australia) |
| IV | Sustainable Management for World Heritage Sites (In Brief) | |
| | 18. | Challenges in managing and promoting World Heritage tourism (e.g., overcrowding, environmental degradation, lack of infrastructure, funding) |
| | 19. | Visitor management strategies for World Heritage sites |
| | 20. | Environmental impact assessment and mitigation measures, Stakeholder engagement and community involvement |
| V | Teacher Specific Content (12 Hrs) | |

Compulsory Learning Activity:

1. Case studies: *Sustainable tourism practices at World Heritage sites (e.g., Petra in Jordan, Galapagos Islands in Ecuador, Chitwan National Park in Nepal)*

2. Visit local or regional Heritage sites to understand their management and tourism aspects

3. Cultural Exchange program with University/ Colleges / Institutions which provide hospitality education

References:

- UNESCO World Heritage Centre. (2019). Operational Guidelines for the Implementation of the World Heritage Convention.
- Pedersen, A. (2002). Managing Tourism at World Heritage Sites: A Practical Manual for World Heritage Site Managers. UNESCO World Heritage Centre.
- Shackley, M. (Ed.). (1998). Visitor Management: Case Studies from World Heritage Sites. Routledge.
- Harrison, D., & Hitchcock, M. (Eds.). (2005). The Politics of World Heritage: Negotiating Tourism and Conservation. Channel View Publications.
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- Sharma, J. (Ed.). (2019). World Heritage and Tourism in India. Routledge.
- Shackley, M. (Ed.). (1998). Visitor Management: Case Studies from World Heritage Sites. Routledge.

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 |

:

Assessment Rubrics:

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

Correlation Levels

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

SEMESTER 4**KU4DSCBTM206****TOURISM LAW AND ADMINISTRATION**

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Program | BBA TTM | | | | |
| Course Code | KU4DSCBTM206 | | | | |
| Course Title | TOURISM LAW AND ADMINISTRATION | | | | |
| Type of Course | DSC-A6 | | | | |
| Semester | 4 | | | | |
| Academic Level | 200 – 299 | | | | |
| 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 | Understanding legal frameworks impacting the industry | U | C | Quiz/ Practical Assignment |
| CO2 | Examine Legal principles related to contracts in industry and specific contractual issues | An | P | |

| | | | | |
|--|--|-------|---|---|
| CO3 | Identify the legal requirements in hotel operations and determine the guest needs, liabilities, and implement strategies for exceptional service | A, An | P | /Observation of Practical Skills/ Seminar Presentation / Technology-based assessment |
| * - Remember I, understand (U), Apply (Ap), Analyze (An), Evaluate I, Create I # - Factual Knowledge(F) Conceptual Knowledge I Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

DETAILED SYLLABUS:

| Module | Unit | Introduction to Tourism Laws |
|-----------|------|--|
| I | 1. | Overview of tourism and hospitality industry |
| | 2. | Legal framework in tourism and hospitality |
| | 3. | Key legal terms and concepts related to tourism industry |
| | 4. | Ethical considerations in the industry |
| | 5. | Formation and elements of a contract |
| | 6. | Contractual relationships in the industry |
| | 7. | Liability and contractual disputes |
| | 8. | Contract termination and remedies |
| | | Tourism Business and Laws |
| II | 9. | Registration of tourism business in India |
| | 10. | Government regulations impacting the industry -Licensing, permits, and compliance requirements |
| | 11. | Health and safety regulations |
| | 12. | Environmental laws and their implications-CRZ-Environmental Protection Act, Forest Act, Wildlife Act etc. |
| | 13. | Legal requirements in hotel operations- Foreigners Registration Act- Customs and Currency Regulations- Health Certificates |
| | 14. | Laws Relating to Hotel Premises |
| | 15. | Laws related to Planning & Designing |
| | 16. | International Regulations for Hotels & Guests, International Laws for Food Safety, Quality & Security |
| | | Tourists and legislation |

| | | |
|------------|--|--|
| III | 17. | Guest rights and responsibilities |
| | 18. | Policies & Procedures for International Tourists |
| | 19. | Duty of care towards guests |
| | 20. | Liability for accidents, injuries, and property damage |
| IV | Teacher Specific Content-(12 Hrs) | |

Compulsory Learning Activity

1. Case study of Kerala tourism with special preference to tourism laws.
2. Case study of Indian tourism with special preference to tourism laws.

References

- Anolik, A. (1995). Travel, tourism, and hospitality law. A. Anolik.
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- Albuquerque. D. (2011), Business Ethics- Principles and Practices, Oxford: New Delhi
- Tulsain P.C (2007), Business Laws, Tata McGraw Hill, New Delhi.
- Goadwin R John (2014) Hotel Hospitality and Tourism Law

Mapping of COs with PSOs

| | PSO 1 | PSO 2 | PSO 3 | PSO4 | PSO 5 | PSO6 |
|------|----------|----------|----------|------|----------|------|
| CO 1 | 1 | - | - | - | - | - |
| CO 2 | 2 | 1 | - | - | - | 2 |
| CO 3 | 2 | - | 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 4**KU4DSCBTM207****TOUR LEADERSHIP AND STUDY TOUR**

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Program | BBA TTM | | | | |
| Course Code | KU4DSCBTM207 | | | | |
| Course Title | Tour Leadership and Study Tour | | | | |
| Type of Course | DSC-A7 | | | | |
| Semester | 4 | | | | |
| Academic Level | 200 – 299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 5 | - | - | 75 |
| Pre-requisites | | | | | |
| Course Summary | The course teaches students about tour operation business, procedures, and operations, focusing on creating itineraries and packages for tourists. It covers administrative aspects, setting up a business, and providing better tourist experiences. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|---|
| CO1 | Understand the various concepts related to tour operation business. | U | C | Quiz/ Practical Assignment /Observation of Practical Skills/ Seminar Presentation / Technology-based assessment |
| CO2 | Learn and practice various techniques used by the tour operator's pre-post phases and during the tour's conduct. | U | P | |
| CO3 | Apply various procedures to conduct successful tours and how one can emerge as a leader in the process. | Ap | P | |

| | | | |
|---|---|----|---|
| CO4 | Demonstrate the significance of travel consultancy handling procedures and protocols. | 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 | Tour Planning | |
| | 1. | Business Tour Operation - A brief account of TAAI and IATO |
| | 2. | Licenses required for guiding in India at various levels (Regional, State and Local) |
| | 3. | Fiscal and nonfiscal incentives available to travel agencies and tour operators' business. |
| | 4. | Travel Documentation (PASSPORT/VISA); Tour Documentation: Passport, Visa and other travel documents-TIM Exercises on Travel Documentation (PASSPORT/VISA) |
| | 5. | Package tour formulation process: Market research, Itinerary preparation, Identification of mode of transportation and accommodation, Contract signing with service providers |
| | 6. | Tour Negotiation: Commitment, Allocation and Ad-hoc basis |
| | 7. | Tour Promotion- Preparation of brochure |
| II | Tour Operation | |
| | 8. | Conducting Tours: Understanding Clients Need. Confirmation of Tour, Creation of Docket/ File, Issue of Tour Vouchers, Reconfirmation with Service Providers |
| | 9. | Standard Procedures for Pickup and Drop, Preparation of Feedback or Guest Comment Sheet |
| | 10. | Job of a tour Manager -Skill Sets for Tour Managers |
| | 11 | Pre-tour preparation- Tour Responsibilities of Tour Managers- familiarization with a destination- liaison with local suppliers – pre- tour documentation-travel essential for a tour manger. |
| | 12 | On – tour responsibilities- Receiving guest at airport/seaport-Responsibilities at the hotel-responsibilities at an attraction- responsibilities on modes of transportation- other responsibilities |
| | 13 | Closing the tour |
| III | Tour Guiding | |
| | 14. | Benefits of hiring a tour guide – challenges of a tour guide- role of the tour guide |
| | 15. | Techniques of commentary (Exercise on mock tour guiding) |
| | 16. | Practices to become a successful tour guide: before the start of trip, during the tour, during the completion of the tour |

| | | |
|-----------|---|---|
| | 17. | Don'ts in tour guiding- handling questions-handling awkward tourists- dealing with the group-handling grievances –handling emergency situations |
| | 18. | Types of overseas representatives and their duties |
| | 19. | Principles of Effective Communication in Tour Guiding- Interpretation Techniques and Storytelling- Presentation Skills and Public Speaking |
| IV | National/ International Study Tour | |
| V | Teacher Specific Content (12 Hrs) | |

Note: Compulsory Learning Activity

1. *Prepare an itinerary imparting all theoretical knowledge acquired in the previous three semesters for the study tour (National/ International). National tours can take place anywhere in India, visiting at least three key tourist destinations (not attractions), and are not limited to North or South India. The plan can include any region, including South, North, Western, and Eastern India, or a combination of these.*

Duration: Max. 6-10 Days; Destination: India/ Abroad.

- Tours of more than 10 days must be discouraged, in any circumstances.
- The tour itinerary must be prepared by the students only.
- One sector air journey to be included in the itinerary.
- Involvement of each student in travel planning and execution must be evaluated
- Tour Diary (Minimum of 40 pages) must be evaluated by the teacher who escorted the trip (preferably group leader) and the HOD for 25 marks as follows.

○ **Tour diary (Spiral Binding) : 15 marks**

Tour Diary should contain the following details.

- Tour planning process (in brief)
- Tour itinerary
- Daily activities
- Description of the destinations/ attractions visited with SWOT Analysis
- Details of activities engaged,
- Personal experiences out of the tour with at least one photo of the destination

- Involvement in tour planning and execution: 5 marks
- Discipline during the tour : 5 marks
- Viva-Voce and Presentation :5 Marks
- Total :15 marks**

Special Note:

Those who do not attend the study tour will not receive internal marks of 25. Students can pass the written examination and receive internal marks of 5 based on Viva and other assignments based on the material of this course, therefore missing the study tour will not result in a failure of the course.

(Max. marks in such cases are 70 for theory (External)+ 5 for Viva (Internal)= 75 Marks)

References:

- Tour leadership and Management, shailja Sharma and Nimit Chowdhary (2018)-Sage
- J. Negi, J., & Manohar, G. (2009). *Hospitality Management*. Laxmi Publications Ltd...
- Foster, D. L. (1991). The business of travel: agency operations and administration. (No Title).
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- Weiler, B., & Black, R. (2015). *Tour Guiding Research: Insights, Issues and Implications*. Channel View Publications.
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- Cohen, E. (1985). The Tourist Guide: The Origins, Structure and Dynamics of a Role. *Annals of Tourism Research*, 12(1), 5-29.

Mapping of COs with PSOs:

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

Assessment Rubrics:**Correlation Levels:**

| Evaluation Type | | Marks |
|-------------------------|--|-------|
| End Semester Evaluation | | 70 |
| Continuous Evaluation | | 30 |
| a) | Tour diary (Spiral Binding) | 15 |
| b) | Involvement in tour planning and execution | 5 |
| c) | Discipline during the tour | 5 |
| d) | Viva-Voce (Can be related to study tour / based on Modules 1-3 for those who do not attend study tour) | 5 |
| Total | | 100 |

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

| | | |
|-------------------|---------------------|-------------------------------|
| SEMESTER 4 | KU4SECBTM201 | BUSINESS COMMUNICATION |
|-------------------|---------------------|-------------------------------|

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Program | BBA TTM | | | | |
| Course Code | KU4SECBTM201 | | | | |
| Course Title | Business Communication | | | | |
| Type of Course | SEC-1 | | | | |
| Semester | 4 | | | | |
| Academic Level | 200 – 299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 3 | 3 | - | - | 45 |
| Course Summary | This paper aims to equip the students with a wider overview of the general communication skills required at the managerial level in the hospitality industry, both at the conceptual and application level. It aims to enhance the presentation and other skills that eventually enhance students' employability for their future jobs and endeavors in the corporate world to gain a cutting edge over their counterparts within the country and across the globe. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|---|------------------|---------------------|---|
| CO1 | Prepare students themselves for the job market with excellent presentation and communication skills. | U | C | Quiz/ Practical Assignment /Observation of Practical Skills/ Seminar Presentation / Technology-based assessment |
| CO2 | To establish and articulate presentations with clear goals and objectives. | U | P | |
| CO3 | Practice Business English in practical situations. | Ap | P | |
| CO4 | Analyze and explain the importance of soft skills required for corporate culture and professionalism in the service industry. | 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) | | | | |

| Module | Unit | Content |
|-----------|-------------------------------|--|
| I | Communication | |
| | 1. | Communication: 7 Cs of communication- - Layout of a Business Letter; Emails, Job Applications; Personal Letters –Sales Letters; Business Letters, Types of Business Letter, Layout of Business Letter, |
| | 2. | Reports: Types of Business Reports, Reports Writing |
| | 3. | Meetings: Need, Planning of Meetings, Drafting of Notice, Agenda, Minutes & Resolutions of Meeting |
| | 4. | Writing Memorandum, Press Release, Press Conference- Use of MS Office in Business Communication -- Layout Options and Illustrations |
| | 5. | Effective E-Mail Writing – Travel Blogs – Podcasts and Vodcasts |
| II | Employability Quotient | |
| | 6. | Techniques for effective presentation - Designing a presentation- Resume building- Group Discussion |
| | 7. | Facing the Interview: Frequently Asked Questions - Mock Interview |
| | 8. | Public Speaking; Types, developing a relationship with the audience, Adapting to Special Occasions, Development of Self-Confidence-Body Language |
| | 9. | Work Ethics- Business etiquettes – netiquettes, telephonic & table etiquettes |

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|------------|---|--|
| | 10. | General Do's and Don'ts |
| III | Business English | |
| | 11. | Business English: Salutations in the hospitality Industry & analyzing grammatical errors in spelling & punctuation |
| | 12. | Common errors in spoken and written English often confused; one-word substitution, phrases, idioms |
| | 13. | Spoken English: formal English and business-related conversations |
| | 14. | Difference between British and American English- Vowels- Common mistakes in English pronunciation |
| | 15. | Vocabulary pertaining to tourism and allied subjects alone need be taught. |
| IV | Conversational English | |
| | 16. | Conversational English: English in different situations-Making enquiries, expressing various emotions-agreement-disagreements, happiness, anger etc. |
| | 17. | Expressing gratitude, apologizing-explaining- giving orders, how to start a conversation |
| | 18. | How to end a conversation-building conversation |
| V | Teacher Specific Content (12 Hrs.) | |

Note: Compulsory Learning Activities:

1. Role Plays, and Presentations,
2. Listening exercises with the help audio-visual aids for understanding formal English and business-related conversations.
2. Production of Newsletters, in-house journals, Preparation of press releases, writing features on tourism, writing advertisement/preparing brochures for tourism/hospitality
3. Prepare resume
4. GD sessions
5. Mock Interviews

References:

- Chaturvedi, P. D. (2011). Business communication: Concepts, cases, and applications. Pearson Education India.
- Sharma, R. C., & Mohan, K. (2016). Business Correspondence and Report Writing: A practical approach to business & technical communication.

- Parvathi, V. Suggestive Techniques for Better Performance in Group. 21.-V.-Parvathi-paper-final-libre.pdf (d1wqtxts1xzle7.cloudfront.net)
- Kumar, R. (2010). Basic business communication. Excel Books India.

Mapping of COs with PSO:

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

Assessment Rubrics:**Correlation Levels:**

| Evaluation Type | | Marks |
|-------------------------|--|-----------|
| End Semester Evaluation | | 50 |
| Continuous Evaluation | | 25 |
| a) | Test Paper- 1 | 10 |
| b) | Role Plays | 5 |
| c) | Any one from the Compulsory Learning Activities: | 10 |
| Total | | 75 |

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

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|-------------------|---------------------|---|
| SEMESTER 4 | KU4VACBTM202 | BASICS OF FOOD SCIENCE AND NUTRITION |
|-------------------|---------------------|---|

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|----------------|--|------------------|-------------------|--------------------|-------------|
| Program | BBA TTM | | | | |
| Course Code | KU4VACBTM202 | | | | |
| Course Title | Basics of Food Science and Nutrition | | | | |
| Type of Course | VAC-2 | | | | |
| Semester | 4 | | | | |
| Academic Level | 200 – 299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 3 | 3 | - | - | 45 |
| Pre-requisites | | | | | |
| Course Summary | This course helps to understand biological, chemical, and physical | | | | |

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| | structures of foods. It also helps the students to acquire the knowledge of food at a micro-level like its nutritive value, causes of food contamination etc. |
|--|---|

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|--|------------------|---------------------|---|
| CO1 | Obtain knowledge of different food groups and their contribution to nutrition. | U | C | Quiz/ Practical Assignment /Observation of Practical Skills/ Seminar Presentation / Technology-based assessment |
| CO2 | Acquire knowledge of beverages and its uses with attention to the preservation of their nutritive value - oriented to Traditional Indian beverages | U | P | |
| CO3 | Understand the food additives and food laws and standards governing the food adulteration | 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 Food Production | |
| | 1. | Kitchen Equipment–Cooking Fuel –Rules for Reheating of food/ réchauffé cooking |
| | 2. | Various Methods of cooking (Moist, Dry, Frying, microwave cooking) Microwave cooking advantage & Disadvantages -Time and temperature, Effect of cooking on food items & nutrients, Care & Precautions to be taken, |
| | 3. | Basic preparation techniques (e.g., chopping, slicing, dicing)- Foundation Ingredients-Fats& oils–Salt –Raising Agents-Liquids- |
| | 4. | Principles of Flavorings and seasonings – Sweetening – Thickenings |
| II | Introduction to Food and Nutrition (Brief) | |
| | 5. | Stock –components, Types, and use of stock—Sauces- thickening agent used in sauces, Classification of sauces. Soups– types, preparation, garnishing for soup-Accompaniment and garnishes |
| | 6. | Milk and Milk Products - Nutritive Value- Processing-Micro-organisms-Processing of Milk-Pasteurization– Homogenization-Types of Milk. Yoghurts: Varieties of Yoghurts-Creams: Types of Cream- Storage of Cream. Cheese: Types of Cheese-Basics of Cheese Making- Storage of Cheese- Butter- -Types of Butter. |

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| | 7. | Cereals-Types, Structure-Composition and Nutritive Value |
| | 8. | Nuts and Oils- Types, Nutritive value- Toxins |
| | 9. | Pulses-Types, Nutritive Value-Processing- Storage- Infestation |
| | 10. | Herbs: Uses and Varieties of Herbs- Spices uses and Varieties - Condiments: Uses and Varieties - Salads -- types of salad – salad dressing |
| | 11. | Vegetable and Fruit- Types, Composition-Nutritive Value |
| | 12. | Beverages– classification Alcoholic Beverages- Non-Alcoholic Beverages - Coffee -Tea-Cocoa- Fruit Beverages and Milk-based Beverages |
| III | Introduction to Food Science | |
| | 13. | Meat-Structure-Composition-Nutritive Value |
| | 14. | Egg- Composition - Preservation |
| | 15. | Fats and Oils Composition -Nutritive Value |
| | 16. | Fungi and Algae as Foods |
| | 17. | Food Preservation-Methods. |
| IV | Food Preservation and Presentation | |
| | 18. | Food additives-Food Adulteration- Types of Food adulterants -Intentional Adulterants- Metallic Contamination-Incidental Adulterants |
| | 19. | Food quality- Sensory Evaluation-Objective Evaluation- Evaluation Card- |
| | 20. | Types of Food Quality Tests. |
| | 21. | Menu Planning: Principles of menu planning and design- Nutritional considerations in menu planning |
| | 22. | Basic plating and presentation techniques (Practical)- Trends in food presentation and gastronomy (Practical) |
| V | Teacher Specific Content (12 Hrs) | |

Compulsory Learning Activity

1. Field visit to a hotel or any accommodation unit to understand the basics of food production.
2. Identify the food preservation methods used by various companies for their products by examining its products.

References:

- Food Science - B. Srilakshmi
- Food Science and Nutrition - Malathi
- Nutrition Science - B. Srilakshmi Food
- And Nutrition -P.K.Jas

Mapping of COs with PSOs and POs:

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

Assessment**Correlation Levels**

| Evaluation Type | | Marks |
|-------------------------|---------------------|-----------|
| End Semester Evaluation | | 50 |
| Continuous Evaluation | | 25 |
| a) | Practicum/Viva-Voce | 10 |
| b) | Field Visit Report | 15 |
| Total | | 75 |

Rubrics:

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

| | | |
|-------------------|---------------------|---|
| SEMESTER 4 | KU4VACBTM203 | EVENT MANAGEMENT AND HOSPITALITY |
|-------------------|---------------------|---|

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|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | BBA TTM | | | | |
| Course Code | KU4VACBTM203 | | | | |
| Course Title | EVENT MANAGEMENT AND HOSPITALITY | | | | |
| Type of Course | VAC-3 | | | | |
| Semester | 4 | | | | |
| Academic Level | 200 - 299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 3 | 3 | | - | 45 |
| Pre-requisites | | | | | |
| Course Summary | This course offers a comprehensive overview of event management, covering event functions, host facilities, operations, budgeting, and best practices of event planners worldwide, focusing on global meeting planners. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|---|--|------------------|---------------------|---|
| CO1 | Enrich the knowledge level of managing different types of events. | U | C | Instructor-created exams / Practical Assignment / Practical |
| CO2 | Comprehend various technologies adopted by meetings and exhibition planners. | U | C | |
| CO3 | Apply knowledge and skills in the event business. | Ap | P | |
| CO4 | Understand different event laws and regulations. | U | C | Assignment / Seminar presentation/ |
| CO5 | Acquiring budgeting skills specific to MICE. | 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 | Event Business | |
| | 1 | Introduction to Events: Scope - Nature - Types of Events |
| | 2 | Five Cs of Event Management- Trends of Event Business |
| | 3 | Roles and Functions of Event Manager - Attributes of Technical Staff |
| | 4 | Preparation of Operation Manual - Developing Record Keeping Systems. |
| II | MICE Tourism | |
| | 5 | MICE Tourism, features, criteria required for a MICE destination. |
| | 6 | Players in event business – ICPB, ICCA; the relationship between events & tourism industry; Travel marts –ITB, WTM, FITUR, KTM, etc., shopping festivals, Biennale etc. |
| | 7 | Selection of Event Site: Individual events & Corporate events, conference & convention centers |
| | 8 | Types of venues- Layouts and Designs. |
| III | Event Laws & Regulations | |
| | 9 | Event Laws & Regulations - Permissions Required for Holding an Event: Police Permissions |
| | 10 | Performing License - Entertainment Tax |
| | 11 | Permissions for Open Ground Events |
| | 12 | License for Serving Liquor |
| | 13 | Waste Management & Green Certification |
| | 14 | Traffic Police - Ambulance |
| | 15 | Fire and safety |

| | | |
|-----------|--|--|
| | 16 | Permission from Municipal Corporation |
| | 17 | Indian Performing Rights Society (IPRS). |
| IV | Planning and Scheduling Events | |
| | 18 | Planning and Scheduling Events: Corporate Events - Trade Shows - - |
| | 19 | Planning and Scheduling Events- Exhibitions - Events in Educational Institutions |
| | 20 | Budgeting of MICE - Use of Budget Preparation |
| | 21 | Estimating Fixed and Variable Costs - Cash Flow -Sponsorship and Subsidies |
| | 22 | Ethical Behavioral Practices in MICE industry. |
| V | Teacher Specific Content (12 Hrs) | |

Compulsory Learning Activity:

1. Conduct an Event incorporating all learning.
2. Case Study of an event management company.

References:

- Fenich, G.G. (2014). *Production and Logistics in Meeting, Expositions, Events and Conventions*. Edinburgh: Pearson.
- Robincon, P., Wale, D., & Dickson, G. (2010). *Events Management* 'Ed'. London: CABI.
- Editorial Data Group USA (2018). *Exhibition & Conference Organizers United States: Market Sales*: United States Kindle Edition.
- Johnson, N. (2014). Event Planning Tips: *The Straight Scoop on How to Run a Successful Event* (Event Planning, Event Planning Book, Event Planning Business), MCJ Publishing. Kindle Edition.
- Mittal, S. (2017). *Event Management: Ultimate Guide to Successful Meetings, Corporate Events, Conferences, Management & Marketing for Successful Events*: Become an event planning pro & create a successful event series. Alex Genadinik Publication. Kindle Edition

Mapping of COs with PSOs:

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

Assessment Rubrics:

Correlation Levels:

| Evaluation Type | | Marks |
|-------------------------|---------------|--------------|
| End Semester Evaluation | | 50 |
| Continuous Evaluation | | 25 |
| a) | Test Paper- 1 | 10 |
| b) | Case Study | 15 |
| Total | | 75 |

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